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A Critical Analysis of Secondary School Heads in Cultivating Effective Teaching and Learning Environments in District Panjgur

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ABSTRACT

Educational leadership is a critical determinant of successful learning experiences worldwide. The role of school principals is pivotal in student achievement, teacher development, and enabling schools to adapt to evolving pedagogical, technological, and societal demands. This study examines the multifaceted leadership roles of secondary school principals in Panjgur, Balochistan, encompassing academic, administrative, social, community, and infrastructural responsibilities. Using descriptive statistics, data were analysed from surveys of 34 school heads and 432 teachers. Findings reveal that principals demonstrate strong commitment, effective time management, and initiatives for school improvement. They provide academic supervision, uphold fair examination procedures, and mentor teachers, while administratively maintaining discipline, allocating responsibilities, and adhering to regulations. However, challenges such as political interference and resource shortages persist. The study concludes that addressing gaps in staffing, infrastructure, and community engagement, alongside professional development, can empower principals to build more efficient and integrated school systems. The study suggests that empowering secondary school heads in Panjgur requires targeted staffing support, leadership training, improved resource management, stronger community participation, and investment in infrastructure and health facilities to create effective and inclusive learning environments.

Keywords: School Leadership, Teaching Environment, Secondary Education, Panjgur, Academic Administration

Introduction

Education is not merely a factor of economic growth; it is a fundamental instrument for reducing inequities and fostering resilience even in adverse circumstances. Education is universally recognized as a fundamental human right and a transformative force for both individual and collective advancement (McCowan, 2010). It is indispensable to socio-economic development, serving as a catalyst for social mobility, economic progress, civic participation, and national cohesion (Camilleri & Camilleri, 2016). Empirical evidence highlights education as a critical determinant of sustained economic growth (Chentukov et al., 2021; Ozturk, 2001; Pal, 2023). The competitiveness of higher education institutions is closely tied to global innovation, knowledge-based economies, and socio-economic progress (Chentukov et al., 2021; Namazova, 2023). Education also stimulates entrepreneurial activity, advancing technological innovation and productivity (Pal, 2023). As an investment in human capital, it enhances individuals' perspectives and self-perception, yielding broad social benefits (Ozturk, 2001). Its impact extends across manufacturing, agriculture, and quality of life, contributing to income equality and wage growth (Mpfu et al., 2024; Veckalne & Tambovceva, 2022). Yet, infrastructure alone cannot ensure educational excellence; effective leadership is essential.

Educational leadership has therefore emerged as a critical factor in shaping efficient learning environments. Principals and school leaders play pivotal roles in advancing student achievement, fostering teacher development, and enabling institutions to adapt to evolving pedagogical, technological, and societal demands (Leithwood et al., 2020; Mthanti & Msiza, 2023). Leadership in education is strategic, transformative, and instructional. Strong school leadership correlates with improved student achievement and teacher retention, particularly in resource-constrained settings (Mancuso et al., 2010).

In Pakistan, Balochistan, the largest province, faces acute educational challenges. The system suffers from unstable attendance, low female enrolment, high dropout rates, and inadequate infrastructure (Chachar, 2023). Balochistan consistently records the lowest secondary school enrolment rates in the country (Economic Survey of Pakistan, 2023; School Education Department Balochistan, 2024). Shortages of qualified teachers and administrators, especially in rural areas, exacerbate these issues. School leaders often operate without basic necessities such as clean water, electricity, and internet access. They are expected to act as policymakers, community liaisons, and conflict mediators (Chachar, 2023; Coşkun, 2023), but their effectiveness is limited by weak support networks and lack of leadership development programs. Political patronage further undermines meritocracy and institutional effectiveness (Faiz, 2015). Administrators often lack authority to train and supervise staff, while teachers work in isolation with minimal professional development opportunities (Shah, 2023). These challenges highlight the importance of localized leadership dynamics in Balochistan.

Despite these obstacles, some school leaders adopt adaptive strategies, engage communities, and show personal commitment, though such efforts rarely lead to systemic policy change (Shah, 2023). Principals remain indispensable in creating environments conducive to teaching and learning (Leithwood et al., 2020). Their role is crucial in enhancing academic performance (Farid et al., 2018; Hallinger, 2018). Leadership and management practices significantly impact educational quality (Day et al., 2016; OECD, 2016). Head teachers go beyond administration to motivate educators and students, improve instructional quality, and drive school performance (Fullan & Hargreaves, 1992; Harris & Jones, 2015). Studies confirm that school leadership directly influences student achievement (Robinson et al., 2008). Transformational leadership, as described by Leithwood & Jantzi (2006), is particularly effective in inspiring staff with shared goals and high standards. Head teachers who prioritize professional development and collaborative practices foster supportive environments conducive to learning. Their leadership affects student engagement, teacher motivation, and overall school atmosphere, ultimately

shaping academic outcomes (Day et al., 2016; Fullan & Hargreaves, 1992; Leithwood et al., 2020). Effective leadership remains essential as educational contexts evolve, ensuring schools are secure, supportive, and productive learning spaces (Harris & Jones, 2015; OECD, 2016).

Globally, effective school leadership is acknowledged as a key driver of educational quality and equity, particularly in underperforming systems. School culture, instructional approaches, and student achievement are all influenced by leadership, especially at the secondary level (Leithwood et al., 2020; OECD, 2016). However, much of the empirical research originates from high-income or urbanized contexts, leaving a significant gap in understanding leadership in rural, resource-constrained, and socio-politically complex environments (Bush, 2015; Hallinger, 2018). Although education research remains a priority in Pakistan, disparities persist between urban and rural regions and across provinces (Economic Survey of Pakistan, 2023). Balochistan faces severe challenges, including low literacy, high numbers of out-of-school children, poor access, frequent dropouts, inadequate infrastructure, teacher shortages, gender disparities, and weak accountability systems. In this context, effective school leadership requires not only administrative competence but also adaptability and moral commitment. Yet, there is limited empirical research on how school heads manage their roles and navigate constraints to build supportive learning environments (Chachar, 2023).

Panjgur district in western Balochistan exemplifies these difficulties. With a dispersed population and poor infrastructure, the region struggles to sustain effective schooling. Low retention rates, especially among girls, teacher shortages, and deteriorating facilities characterize secondary education (School Education Department Balochistan, 2024). Leadership is constrained by lack of training programs, political interference, and limited autonomy. School heads often receive little in-service training, and promotions are based on seniority rather than leadership capacity (Tanweer & Imran, 2024). Panjgur illustrates both the challenges and opportunities of educational leadership in resource-constrained settings. Addressing these requires infrastructural improvements alongside leadership development, merit-based appointments, and systemic support for principals. Without such measures, the transformative potential of education in Balochistan will remain unrealized.

This study investigates the underexplored domain of educational leadership in Balochistan, with a particular focus on Panjgur. The district presents distinct socio-political, cultural, and infrastructural challenges that have received little scholarly attention. The research examines the role of secondary school heads in shaping effective teaching and learning environments, highlighting how they navigate systemic obstacles, manage limited resources, and engage with their communities. Existing literature on Pakistani educational leadership has largely overlooked geographically isolated and resource-constrained contexts, leaving a significant empirical gap. By analyzing the practices, challenges, and opportunities faced by principals in Panjgur, this study seeks to provide insights into the interplay between leadership, administration, and community involvement. The findings aim to inform strategies for enhancing education locally while contributing to national discussions on leadership in disadvantaged regions. Ultimately, the study seeks to generate evidence-based recommendations for policy and practice that are sensitive to the unique socioeconomic and cultural realities of Panjgur, thereby strengthening educational outcomes in similar contexts.

Review of Literature

The strategic management of human resources in educational institutions is central to improving outcomes, requiring a reorganization of structures and practices. Principals are pivotal in this process, transitioning from traditional administrative roles to instructional leaders and human-capital managers (Leithwood et al., 2020; Odden, 2011). Strategic human-capital

management encompasses hiring, placement, induction, professional development, performance management, remuneration, and career advancement, all of which directly influence teaching quality and student achievement (Becker, 1994; Mugwaze & Smith, 2024).

Principals are increasingly recognized as key figures in enhancing professionalism and student performance. Their responsibilities extend to vision building, strategic planning, and policy implementation aimed at boosting academic achievement (Pendleton et al., 2021). Effective leadership requires both instructional and human-capital management skills, including motivation, delegation, empowerment, communication, and organizational capacity (Odden, 2011). The resource-based view emphasizes that leaders must retain and motivate human resources to sustain performance, though centralized decision-making often restricts autonomy (Zahra, 2021). Government-led plans covering recruitment, training, evaluation, and career growth are therefore essential (Mugwaze & Smith, 2024). Recruitment of talented educators is particularly critical, as their skills provide competitive advantage (Odden, 2011).

Principals are responsible for strategic planning and implementation of human-capital strategies. The Thompson & Strickland (2003) model highlights their role in setting direction, developing vision, and communicating it to stakeholders. Effective communication ensures teachers and department leaders understand their responsibilities, fostering cooperation and accountability (Grissom et al., 2021). Instructional leadership also involves cultivating a favourable school climate that emphasizes lifelong learning and innovative strategies. Leadership significantly influences school climate, staff morale, and retention. Positive cultures enhance teacher commitment, job satisfaction, and student engagement (Mudzingwa, 2018). Principals encourage collaboration and sharing of best practices, fostering professional growth and effective teaching (Pashiardis & Brauckmann, 2018). Redefining culture and restructuring vision statements are essential for improving academic performance. Human capital development, encompassing skills, creativity, and psychological traits, is vital for creating economic and educational value (Otundo Richard, 2019).

Principals oversee professional development and induction programs, ensuring continuous growth for staff and new recruits. Human-capital theory identifies training and mentoring as crucial investments (Becker, 1994). Principals design development plans aligned with school goals and individual teacher needs (Odden, 2011). They also facilitate onboarding, providing resources and guidance to new teachers, thereby strengthening instructional capacity.

Principals play a central role in evaluating teacher performance. Transparent and supportive evaluations identify areas for improvement and highlight effective practices (Odden, 2011). Regular classroom visits allow principals to assess teaching strategies, student relations, and classroom management, providing timely feedback essential for career growth (Zvavahera, 2015). Effective principals employ diverse leadership styles. Transformational leadership, emphasizing shared vision and motivation, fosters collaborative cultures and inspires teachers to exceed expectations (Almager et al., 2021; Northouse, 2019). Instructional leadership complements this by focusing on curriculum management and feedback. The coexistence of transformational and instructional leadership enhances teacher creativity and professional growth.

Clean and well-maintained facilities are crucial for effective teaching and learning (Ayeni, 2012; Utsman et al., 2022). Leadership philosophies such as transformational and democratic approaches positively influence student performance (Makgato & Mudzanani, 2019). Psychological factors, including student anxiety, also affect outcomes, highlighting the need for supportive environments (Ali et al., 2021). Self-regulated learning and participation are influenced by teacher traits, school climate, and home factors (Dada et al., 2024). Language use

in classrooms is another critical factor, requiring educators to be mindful of communication processes (Webster & Hazari, 2009).

Educational leadership encompasses decision-making and activities that shape instruction and learning quality. Instructional leadership, involving curriculum oversight and feedback, consistently correlates with student achievement (Mbua, 2023). Transformational leadership emphasizes vision and teacher motivation, while blended models integrate both approaches. Empirical studies show blended leadership correlates positively with academic performance, though context and capacity moderate effectiveness (Ducalie & Mahlangu, 2024). Principals foster teacher collaboration through coaching, communities of practice, and collective pedagogy (Carrington et al., 2024). Distributed leadership emerges when teachers assume leadership roles within professional learning frameworks, challenging hierarchical models. Collaboration enhances collective efficacy, strengthening instructional capacity.

Leaders face resource limitations and contextual differences that hinder effectiveness. Prescriptive leadership models may not apply universally, requiring contextual adaptation (Ducalie & Mahlangu, 2024). Emerging trends include technological integration and innovation. Studies show transformational leadership influences attitudes toward artificial intelligence, highlighting the need for leaders to balance technological adaptation with instructional priorities (Erdoğan et al., 2025; Ralebese et al., 2025). Professional learning remains a constant demand, with systematic reviews emphasizing autonomy, appraisal systems, and development structures (Carrington et al., 2024). Research gaps persist in rural and impoverished regions, often overshadowed by urban contexts (Barker, 2024; Leithwood, 2021).

Research on leadership in Pakistan is growing but often urban-focused, neglecting rural needs (Leithwood, 2021; Macpherson, 2009). Studies highlight the influence of cultural, instructional, and strategic leadership on performance (Maqbool et al., 2023). Gender stereotypes pose challenges, particularly for female leaders in patriarchal settings (Shah, 2023). Private schools often employ distributed leadership and stakeholder involvement (Raza et al., 2021). However, gaps remain in comparative studies, ICT use in crises, and diversity in leadership (Maheshwari et al., 2024). Empowerment behaviours enhance psychological well-being and productivity (Suleman et al., 2021). Path-goal theory suggests directive leadership is effective for novice teachers (Saleem et al., 2021).

The study is grounded in Transformational Leadership Theory, which emphasizes inspiration, motivation, and intellectual stimulation (Bass, 1985; Burns, 1978). Transformational leaders foster trust, innovation, and supportive environments, enhancing teaching and learning. The framework includes four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Leithwood & Jantzi, 2005). In resource-scarce contexts like Panjgur, individualized consideration is critical, as supporting teacher growth fosters student-centred classrooms (Moolenaar et al., 2010). Robinson et al. (2008) argue that transformational leadership's impact is strongest when combined with instructional leadership, particularly through teacher learning and development. This suggests that school heads in Panjgur must integrate both approaches to maximize outcomes.

Methodology

This study employed a quantitative research design to investigate the role of secondary school heads in fostering effective teaching and learning environments in District Panjgur, Balochistan. Surveys were used to capture diverse stakeholder perspectives, enabling systematic measurement of leadership behaviours and their perceived influence on instruction. Descriptive statistical analysis was applied to examine central tendencies and variability, following guidelines outlined by Eichhorn (2022). The population consisted of all secondary school heads and teachers

in Panjgur. A convenience sampling strategy was adopted, as recommended by Kalton (2020), considering geographical location, socioeconomic background, and school size to ensure heterogeneity. Questionnaires were distributed in Urdu to minimize language barriers, later translated into English for analysis, thereby enhancing inclusivity and reliability.

For data collection, two questionnaires adapted from existing literature explored leadership styles, decision-making, and challenges in creating conducive environments. Surveys were conducted face-to-face between September and October 2025. Pilot testing with 26 respondents refined the instruments, ensuring clarity and validity. Reliability and validity check confirmed consistency and accuracy, strengthening the credibility of findings. The sample included 34 head teachers and 432 secondary school teachers, representing both urban and semi-urban contexts. Responses were screened for completeness, with invalid data excluded. Ethical standards were strictly observed, ensuring confidentiality, voluntary participation, and cultural sensitivity.

For data analysis, SPSS-23 software was used to perform descriptive and inferential statistical procedures. Descriptive statistics, central tendency, dispersion, and distribution, were employed to summarize data (Baffoe-Djan & Smith, 2019; Delaney, 2010; Dong, 2023; Downie & Starry, 1977; R. Harris, 2016; Sharma et al., 2018). Although descriptive statistics do not allow causal conclusions, they provide a foundation for hypothesis testing and deeper analysis (Baffoe-Djan & Smith, 2019; Berndt, 2009). A normality test preceded analysis to ensure appropriate application of methods. The methodological justification lies in the study's aim to systematically measure leadership practices and their influence on school environments. Quantitative analysis was deemed most suitable, with SPSS-23 chosen for its reliability and comprehensive statistical capabilities (Lim, 2024). Participants were informed of their rights, anonymity was preserved, and cultural sensitivity was ensured by conducting surveys in Urdu. These measures guaranteed inclusivity and integrity, reinforcing the robustness of the study.

Results and Discussion

The results include the specific data analysis and interpreting the information gathered with the help of questionnaires. The quantitative data were introduced in the form of tables, as percentages, counts of frequencies, Chi-square and p-values. The analysis of qualitative findings was delivered in a systematic form, interpretive discussion, and conclusions. The Chi-square test was utilized in particular on the responses, received among school leaders and teachers, so as to show clear and statistically significant results.

Analysis of Secondary School Teacher Responses

Table 1 displays data that boys' schools employ more teachers (58.82%) compared to girls' schools (41.18%). This imbalance highlights gender disparities in staffing, which may reflect broader inequalities in access to education for girls in the region. Among the 432 teachers surveyed, males constitute a slight majority (53%) while females account for 47%. Although relatively balanced, the lower proportion of female teachers may contribute to challenges in promoting girls' education, especially in conservative or rural areas. The largest age group is 31–40 years (37.1%), followed by 41–50 years (26.8%) and 51–60 years (24.9%). Only 11.2% of teachers are under 30. This suggests a workforce dominated by mid-career and senior teachers, with limited representation of younger entrants, potentially affecting innovation and adaptability in teaching practices. Most teachers have between 11–20 years of experience (37.2%), while 26.8% fall in the 1–10-year range. A smaller proportion has 21–30 years (20%) or 31–40 years (16%) of experience. This distribution indicates a relatively experienced workforce, though the lower share of early-career teachers may point to recruitment or retention challenges.

Table 1. Secondary School Teachers Demographics and Experiences

Number of Schools	Frequency	Percent
Boys School	20	58.82
Girls School	14	41.18
Total	34	100
Gender		
Male	229	53
Female	203	47
Total	432	100
Age		
21-30	48	11.2
31-40	160	37.1
41-50	116	26.8
51-60	108	24.9
Total	432	100
Teaching Experience		
1-10	116	26.8
11-20	160	37.2
21-30	87	20
31-40	69	16
Total	432	100

Table 2 gives the specific description of the distribution of teacher designation in the secondary schools. The distribution of designations highlights a workforce heavily concentrated in Vernacular (JVT, 30.3%) and elementary (JET, 22%) roles. Secondary-level teachers (SST General 12.7% and SST Science 13.7%) together account for 26.4%, reflecting efforts to strengthen secondary education. Specialized roles such as PET (1.2%), SPET (2.8%), and SS (3.7%) remain underrepresented, pointing to gaps in subject-specific expertise. This imbalance suggests that while foundational and secondary education are prioritized, specialized teaching areas are neglected, potentially affecting instructional diversity.

Table 2. Teachers by designation

Designation of teacher	Frequency	Percent
EST	6	1.3
JAT	18	4.2
JDM	17	3.9
JET	95	22.0
JVT	131	30.3
MQ	13	3.0
PET	5	1.2
SDM	5	1.2
SPET	12	2.8

SS	16	3.7
SST General	55	12.7
SST Science	59	13.7
Total	432	100

Table 3 shows the educational qualification of the secondary school teachers, which shows that the majority of teachers hold BA (35.8%) and MA (36.6%) degrees, showing strong general education backgrounds. Postgraduate qualifications such as MSc (10%) and MS/MPhil (2.2%) add diversity, though advanced research-oriented degrees remain scarce. Lower-level qualifications (SSC 1.2%, FA/FSc 3.9%) are rare, indicating that most teachers have pursued higher education. Specialized degrees (BE, BS, MCS, ME) are minimal, suggesting limited expertise in applied sciences and technology. Overall, the workforce is academically well-qualified but lacks advanced specialization.

Table 3. Educational Qualification of School Teachers

Educational qualification of teacher	Frequency	Percent
SSC	5	1.2
FA/FSc	17	3.9
BA	155	35.8
BSc	34	7.8
BE	2	0.5
BS	7	1.6
MA	158	36.6
MSc	43	10
MCS	1	0.2
ME	1	0.2
MS /MPhil	9	2.2
Total	432	100

Table 4 outline the professional qualification is dominated by BEd (35.4%) and MEd (31.7%), ensuring standardized teacher preparation. Entry-level certifications such as PTC (9.5%) and ADE/ATTC (8.4%) remain important pathways. However, advanced specialization is rare, with only small numbers holding CT, JD, JDPE, or specialized degrees. This profile reflects a system reliant on traditional teacher education programs, with limited emphasis on higher-level professional development.

Table 4. Professional Qualification of School Teachers

Name of Professional Degree	Frequency	Percent
ADE	18	4.2
Shahadat ul Sanvia	8	1.9
PTC	41	9.5
PTAC	13	3.0
ATTC	18	4.2
CT	10	2.3
JDPE	4	0.9
JD	8	1.9
BE (Mec)	1	0.2
BPEd	11	2.5
BS (Hon)	1	0.2

BEd (Hon)	2	0.5
BEd	153	35.4
SD	6	1.4
ME (Civil)	1	0.2
MEd	137	31.7
Total	432	100

In Table 5 the data are showing the general responses of participants about the environment and leadership of their schools. Teachers overwhelmingly perceive school heads as punctual (97%) and effective in implementing School Improvement Plans (90%). Satisfaction with the teaching–learning environment is high (91%). However, concerns emerge regarding staff adequacy (43% disagreed) and supporting staff (46% disagreed), reflecting systemic shortages. Funding perceptions are mixed, with 41% disagreeing that adequate funds are provided. These findings highlight strong leadership practices but persistent resource constraints.

Table 5. General Responses

		SA	A	UD	DA	SDA	Chi-Square	Asymp. Sig.
1	You are satisfied from teaching learning environment of your school.	127 29.4%	268 62%	8 1.9%	23 5.3%	6 1.4%	593.255	0.000
2	School head ensures to be punctual in school.	173 40.0%	248 57.4%	7 1.6%	2 0.5%	2 0.5%	626.912	2.3E-134
3	School teaching staff is as per need of your school.	40 9.3%	187 43.3%	22 5.1%	135 31.3%	48 11.1%	234.458	1.45E-49
4	School supporting staff is as per need of your school.	40 9.3%	155 35.9%	36 8.3%	166 38.4%	35 8.1%	212.699	6.98E-45
5	Adequate funds are provided by the concerned authorities to your school.	75 17.4%	180 41.7%	121 28.0%	46 10.6%	10 2.3%	203.208	7.67E-43
6	School head implements School Improvement Plan (SIP).	75 17.4%	314 72.7%	30 6.9%	11 2.5%	2 0.5%	786.125	7.8E-169

The academic role of school heads is reflected in the data Table 6. School heads are seen as effective in calendar implementation (92%), fair examinations (84%), and performance review (88%). However, weaknesses are evident in co-curricular activities (31% disagreed), teaching aids (22% disagreed), and continuous professional development (14% disagreed). This suggests that while heads excel in accountability and core academic functions, they struggle to provide holistic educational experiences and teacher growth opportunities.

Table 6. Academic Role

		SA	A	UD	DA	SDA	Chi-Square	Asymp. Sig.
7	School head ensures the implementation of annual school calendar.	92	305	27	8	0	515.056	0.000
		21.2 %	70.6 %	6.3 %	1.9 %	0%		
8	Teachers utilize instructional time properly.	50	271	75	33	3	524.759	0.000
		11.6 %	62.7 %	17.4 %	7.6 %	0.7%		
9	Co-curricular activities are arranged in school.	51	192	56	124	9	239.968	0.000
		11.8 %	44.4 %	13%	28.7 %	2.1%		
10	Guidance is provided to teachers about class activities.	34	252	76	61	9	427.236	0.000
		7.9%	58.3 %	17.6 %	14.1 %	2.1%		
11	School head provides teaching learning aids as per class needs.	28	214	93	92	5	305.477	0.000
		6.5%	49.5 %	21.5 %	21.3 %	1.2%		
12	Continuous professional development is practiced.	32	211	129	53	7	320.824	0.000
		7.4%	48.8 %	29.9 %	12.3 %	1.6%		
13	Fair examination is conducted in the school.	109	254	25	38	6	476.588	0.000
		25.2 %	58.8 %	5.8 %	8.8 %	1.4%		
14	School head reviews performance / test / exam scores.	66	312	29	23	2	760.986	0.000
		15.3 %	72.2 %	6.7 %	5.3 %	0.5%		
15	School head plans to show distinction in board exams.	37	199	139	54	3	299.667	0.000
		26.2 %	56.7 %	4.2 %	12.7 %	0.7%		

Table 7 demonstrates the management aspects of school heads where strong discipline is maintained (93%), and responsibilities are assigned on merit (82%). However, resource utilization is less effective, with 42% undecided or disagreeing. Most critically, political interference disrupts school activities (56% disagreed), undermining autonomy and effectiveness. This highlights the tension between strong internal leadership and external pressures that compromise school functioning.

Table 7. Administrative Role

		SA	A	UD	DA	SDA	Chi-Square	Asymp. Sig.
16	Disciplined environment is observed in your school	18	220	11	20	0	324.	0.00
		41.89 %	50.93 %	2.55 %	4.63 %	0%	315	

17	School head assigns responsibilities to staff according to their experience.	63	293	42	33	1	640. 593	0.00
		14.58%	67.82%	9.7%	7.6%	0.2%		
18	All the available resources are utilized properly in the school.	34	217	10	75	4	312. 097	0.00
		7.87%	50.23%	23.61%	17.36%	0.93%		
19	Political interference interrupts your school activities / school effective environment / your performance.	52	78	59	14	98	64.5 05	0.00
		12.04%	18.056%	13.66%	33.56%	22.69%		

the social role of school heads is particularly important in developing a supportive environment, as it can be seen in Table 8. School heads are widely perceived as problem solvers (91%), cooperative (97%), and recognizing staff contributions (85%). Motivation through incentives is less consistent (22% undecided/disagreed). These findings suggest that heads foster collaborative and supportive environments, though structured incentive systems are weak.

Table 8. Social Role

		SA	A	UD	DA	SD	Chi-Square	Asymp. Sig.
20	School head is problem solver.	152	243	26	10	1	527.838	0.000
		35.2%	56.3%	6.0%	2.3%	0.2%		
21	School head motivates staff through incentives.	43	293	56	35	5	633.787	0.000
		10.0%	67.8%	13.0%	8.2%	1.2%		
22	School head cooperates with staff in school activities.	189	229	9	4	1	589.528	0.000
		43.8%	53.0%	2.1%	0.9%	0.2%		
23	School head recognizes staffs good work	77	289	53	12	1	637.491	0.000
		17.8%	66.9%	12.3%	2.8%	0.2%		

Table 9 presents the community involvement of school heads. An overwhelming majority of the respondents reported that coordination with other principals is moderate (65%), but parental engagement is weak (47% disagreed). Community involvement is also limited, with 42% disagreeing that communities contribute to student well-being or resource generation. This reflects a major gap in external collaboration, undermining the potential for resource mobilization and accountability.

Table 9. Community Involvement

		SA	A	UD	DA	SDA	Chi-Square	Asymp. Sig.
24	School head coordinates with other school	34	247	108	37	6	438.764	0.000
		7.9%	57.2%	25.0%	8.6%	1.4%		

	principals for school improvement.							
25	School head calls parents meeting regularly.	4 0.9%	127 29.4%	96 22.2%	180 41.7%	25 5.8%	243.764	0.000
26	Community is involved in school for the well-being of the students as well as to generate resources for school.	15 3.5%	141 32.6%	93 21.5%	141 32.6%	42 9.7%	151.333	0.000

The statistics provided in Table 10 highlight important issues of school security. Nearly all respondents (99%) agreed that students and staff feel safe and secure in schools. However, medical facilities are inadequate (64% disagreed), revealing a paradox: schools are perceived as physically safe but lack health preparedness. This gap highlights the need for comprehensive safety policies that include medical support.

Table 10. School Safety

		SA	A	UD	DA	SDA	Chi-Square	Asymp . Sig.
27	Students and staff feel safe and secure in school.	14 3	284 65.7%	3 0.7%	2 0.5%	0 0%	504.278	0.000
		33 %						
28	Necessary medicines facility is available in school.	11 2.5 %	83 19.2%	61 14.1 %	176 40.7 %	101 23. 4%	168.787	0.000

Table 11 reveals the physical facilities situation in Panjgur schools. The results show that classrooms are generally well-equipped (86%), and heads actively try to provide facilities (89%). Clean drinking water is available in most schools (83%), though 17% reported deficiencies. These findings suggest that while physical infrastructure is largely adequate, basic health-related facilities remain inconsistent.

Table 11. Physical Facilities

		SA	A	U D	DA	SD A	Chi-Square	Asymp p. Sig.
29	Classrooms have learning facilities such as light, ventilation or furniture etc.	74 17. 1%	30 69. 4%	19 4 %	33 7.6 %	6 1. 4 %	690.2 45	.000
30	School head tries to provide school facilities.	12 2 28. 2	26 3 60. 9	34 7. 9	13 3.0	0 0 %	358.5 37	.000

31	Clean drinking water facility is available.	11	24	1	55	18	449.2	0.000
		3	5	0.	12.	4.	96	
		26.	56.	2	7%	2		
		2%	7%	%		%		

School heads in Panjgur demonstrate strong leadership in maintaining discipline, accountability, and collaboration, but their effectiveness is constrained by structural limitations in staffing, resources, and external interference. Addressing these gaps, particularly in community involvement, professional development, and resource provision, is essential to strengthen teaching and learning environments in the district.

Analysis of Secondary School Head Teachers Responses

The leadership profile in district Panjgur is characterized by male predominance, older age groups, and relatively limited teaching experience. While experienced senior teachers are present, the high proportion of head teachers with fewer than 10 years of teaching experience raises questions about preparedness and training for leadership roles. This combination of demographic factors underscores the need for structured leadership development programs and merit-based appointments to strengthen school management and educational outcomes in Balochistan.

The data reveals in Table 12, out of 34 head teachers, 58.8% are male and 41.2% are female. This indicates a male-dominated leadership structure, though female representation is still notable compared to broader teacher workforce trends. The majority of head teachers fall within the 41–50 (32.35%) and 51–60 (38.24%) age brackets, while only 29.41% are aged 31–40. This suggests that school leadership is largely concentrated among mid-to-late career professionals, with relatively few younger leaders entering headship roles. Most head teachers (61.8%) have between 1–10 years of teaching experience, followed by 26.5% with 11–20 years, and only 11.7% with 21–30 years. This distribution highlights that many head teachers are relatively early in their teaching careers, which may affect their leadership capacity and institutional management skills.

Table 12. Head Teachers Demographics and Experiences

Schools & Head teacher by Frequency		Percent
Gender		
Gender of teacher		
Male	20	58.8
Female	14	41.2
Total	34	100
Age		
31-40	10	29.4
41-50	11	32.4
51-60	13	38.2
31-40	10	29.4
Total	34	100
Teaching Experience		
1-10	21	61.8
11-20	9	26.5
21-30	4	11.7

Total	34	100
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Table 13 sheds light on the educational qualification of the sample of head teachers. The most common degree is a Master of Arts (M.A.) with 79.4 percent of the 34 respondents having this qualification. Only 11.8% of the total population of the participants hold a Master of Science (M.Sc.) degree, and one head teacher has a B.A., B.Sc., similarly a single head having MPhil degree that become (2.9%). Based on this, the distribution highlights the fact that most head teachers acquired postgraduate academic training with just the few having a degree of a bachelor-level education. Hence, the findings indicate that academically advanced individuals are the main directors of the schools, with the vast majority of them having an advanced degree, which allows us to conclude on the strong focus of higher education on the leadership positions.

Table 13. Academic Qualification of Head Teachers

Academic Degree	Frequency	Percent
B. A	1	2.9
BSc	1	2.9
M.A	27	79.4
MPhil	1	2.9
MSc	4	11.8
Total	34	100.0

Table 14 describes the professionalism of the head teachers. Among the 34 respondents, 85.3% of them hold a Master of Education (M.Ed.) degree, which presents an overall tendency of postgraduate professional training among school administrators. A minority, 11.8% have a Bachelor of Education (B.Ed.), but only one head teacher (2.9) has an SDM qualification. This trend is a clear indication of the fact that leadership roles are highly filled by persons that have high professional backgrounds, and thus managerial skills are anchored in strong educational skills. Consequently, most of the head teachers have exceedingly high competence with M.Ed. degrees and therefore there is a great focus on professional preparation of school leaders with only minorities having the foundational or alternative qualification.

Table 14. Professional Qualification of Head Teachers

Professional Degree	Frequency	Percent
BEd	4	11.8
MEd	29	85.3
SDM	1	2.9
Total	34	100.0

Table 15 explains the tenure of the head teacher in the current schools. The vast majority 88.2% have worked in the current institution 1-10 years, so the principals are not in the current office from long period. There is a reduced number of 8.8% served 11 to 20 years and one head teacher (2.9 per cent) has served 21 to 30 years. In such a way, the results show that the continuity of leadership in one school is not common. Hence, the vast majority of head teachers are still in the beginner stage of their work in the present schools with only a small percentage continuing to work over an extended period, thus indicating a possible tendency towards high turnover rates of leadership and rare cases of continuity.

Table 15. Work Experience as Head in Current School in Years

Year	Frequency	Percent
1 - 10	30	88.2
11 - 20	3	8.8

21 - 30	1	2.9
Total	34	100.0

Table 16 represent the pedagogical experience of the surveyed head teachers. The most common cohort is 38.1% who report 11 to 20 years of teaching experience. Another important category is 32.3% of heads having 31-40 years of experience, and it seems that a large number of leaders are experienced educators. Smaller proportions are of 21 to 30 years (14.7%), and 1 to 10 years (14.6%). Therefore, most head teachers have over 10 years of classroom experience, with some having up to 3-4 decades of schooling experience, which indicates the school leadership is largely in the hands of very experienced teachers, the mid-career and very senior professionals, whereas not many are relatively new teachers.

Table 16. Teaching Experience

Year	Frequency	Percent
1 - 10	5	14.6
11 - 20	13	38.1
21 - 30	5	14.7
31 - 40	11	32.3
Total	34	100.0

The Table 17 shows the notable features of the school leadership and general responses. It was found that job satisfaction was high since a well-defined majority of school heads, 61.8% strongly agreed and 38.2% agreed, reported job satisfaction. Timekeeping is also highly followed with almost 80% making sure that they arrived in time. Staffing, however, is also an issue: nearly half indicated an opinion that there is adequate teaching staff, and a sizeable minority others indicated otherwise, indicating a shortage of classroom staffing. On the same note, access to supporting staff is also doubted, with over half feeling that it was poor. Necessity of funding is reiterated and the number that agreed that there is enough funding is also not insignificant, approximately one third expressed it was not, which suggests financial constraints. On the positive note, nearly all the respondents agreed that school heads are proactive in carrying out School Improvement Plans (SIP), which demonstrates strong leadership in development. Hence, the head teachers are happy with their positions and are on-time and are interested in improvement plans; and school heads are struggling with teaching staff, supporting staff, and funding, which requires more attention in order to strengthen the system in general.

Table 17. General Responses

		SA	A	UD	DA	SD	Chi-Square	Asymp. Sig.
1	School head is satisfied from his / her Job	21	13	0	0	0	1.882	0.170
		61.8%	38.2%	0%	0%	0%		
2	School head ensure to be punctual in school	27	7	0	0	0	11.765	0.001
		79.4%	20.6%	0%	0%	0%		
3	Number of teaching staff is as per need of the school	7	11	1	11	4	11.294	0.023

		20.6%	32.4%	2.9%	32.4%	11.8%		
4	Number of supporting staff is as per need of the school	6	8	1	13	6	11.000	0.027
		17.6%	32.5%	2.9%	38.2%	17.6%		
5	Adequate funds are provided by the concerned authorities to your school	7	15	1	11	0	12.588	0.006
		20.6%	44.1%	2.9%	32.4%	0%		
6	School head implements School Improvement Plan (SIP)	10	24	0	0	0	5.765	0.016
		29.4%	70.6%	0%	0%	0%		

The Table 18 shows the notable features of the school leadership and general responses. It was found that job satisfaction was high since a well-defined majority of school heads, 61.8% strongly agreed and 38.2 agreed, reported job satisfaction. Timekeeping is also highly followed with almost 80% making sure that they arrived in time. Staffing, however, is also an issue: nearly half indicated an opine that there is adequate teaching staff, and a sizeable minority others indicated otherwise, indicating a shortage of classroom staffing. On the same note, access to supporting staff is also doubted, with over half feeling that it was poor. Necessity of funding is reiterated and the number that agreed that there is enough funding is also not insignificant, approximately one third expressed it was not, which suggests financial constraints.

Table 18. Academic Role

		SA	A	UD	DA	S	Chi-D	Asy mp. Sig.
7	School head ensures the implementation of annual school calendar	15	19	0	0	0	0.471	0.493
		44.1%	55.9%	0%	0%	0%		
8	Teachers utilize instructional time properly	15	16	2	1	0	23.176	0.000
		44.1%	47.1%	5.9%	2.9%	0%		
9	School head guides teachers about class activities / instructional process	15	19	0	0	0	0.471	0.493
		44.1765%	55.88235%	0%	0%	0%		
10	Co-curricular activities are arranged in your school	9	22	3	0	0	16.647	0.000
		26.47059%	64.70588%	8.823529%	0%	0%		

1 1	School head helps in the provision of AV Aids.	7	18	5	4	0	14.7 06	0.00 2
		20.5 8824 %	52.9 4118 %	14.7 0588 %	11.7 6471 %	0		
1 2	School head provides opportunities for continuous professional development of the staff	13	18	2	1	0	24.5 88	0.00 0
		38.2 3529 %	52.9 4118 %	5.88 2353 %	2.94 1176 %	%		
1 3	Fair examination is conducted in the school.	17	17	0	0	0	0.00 0	1.00 0
		50%	50%	0%	0%	0 %		
1 4	School head monitors students' academic performance/ test /exam scores	21	12	1	0	0	17.7 06	0.00 0
		61.7 6471 %	35.2 9412 %	2.94 1176 %	0%	0 %		
1 5	Progress report is shared with the students and parents time to time	5	26	3	0	0	28.6 47	0.00 0
		14.7 0588 %	76.4 7059 %	8.82 3529 %	0%	0 %		
1 6	School Head plans to get distinction in board exams	7	26	1	0	0	30.0 59	0.00 0
		20.5 8824 %	76.4 7059 %	2.94 1176 %	0%	0 %		

Table 19 highlights the administrative tasks of school heads. An extremely high value almost (94%) of the respondents indicated that school leaders are trying to uphold discipline, which showed good leadership in ensuring order. On the same manner, around 97% of respondents accepted that delegation is done to the staff based on their expertise and this reflects good and equitable management practices. On the other hand, political interference was cited as a problem, where more than half of the respondents disagreed or strongly disagreed, and this means that outside influences usually interfere with school operations and the surrounding environment at large. Positively, nearly all the respondents responded that the school heads conform to departmental regulations on good governance, which is a showing of compliance and accountability. Lastly, most of those interviewed almost all (100%) agreed that school heads make sure that the available resources, including human, financial, and material ones, are utilized in the best way possible to ensure a favourable learning environment.

Table 19. Administrative Role

	SA	A	UD	DA	SDA	Chi-Square	Asymp. Sig.
17	27	5	1	1	0	54.941	0

	School head strives to keep discipline in school	79.41 %	14.70 %	2.94 %	2.94 %	0%		
18	School head assigns responsibilities to staff according to their expertise	8	25	1	0	0	26.882	0
		23.52 %	73.52 %	2.94 %	0% %	0% %		
19	Political interference interrupts your school activities and environment	6	7	1	12	8	9.235	0.055
		17.64 %	20.58 %	2.94 %	35.29 %	23.52 %		
20	School head follows departmental rules for good governance	16	16	2	0	0	11.529	0.003
		47.05 %	47.05 %	5.88 %	0% %	0% %		
21	School head ensures the best utilization of all available resources (HR, money, material) to create conducive environment	9	25	0	0	0	7.529	0.006
		26.47 %	73.52 %	0% %	0% %	0% %		

The Table 20 shows the social climate of school. Most of the respondents affirmed that there is a set of rules and regulations put in place that ensure discipline, and this makes things clear. School heads are also seen as a powerful motivator, and almost all employees admitted that they encouraged them to perform better. It is common to find teamwork and collaboration in the school activities, which portrays the culture of cooperation among the faculty and students. Appreciation and positive reinforcement are also applied in the workplace, as staff recognition of their achievements is always practiced. Lastly, school heads are seen as successful problem-solvers to a large extent, with nearly all respondents in agreement, hence proving their ability of solving problems and enabling smooth running of the school. Therefore, schools create an atmosphere of good social conditions where rules are clear, collaboration among the employees is encouraged, employees are motivated and appreciated and school administrators effectively address issues to ensure smooth operation.

Table 20. School Social Environment

		SA	A	UD	DA	SD	Chi-Square	Asymp. Sig.
22	Code of conduct is displayed	7	20	5	2	0	22.235	0.000
		20.5 8%	58.82 %	14.7 0%	5.88 %	0% %		
23	School head motivates staff members for better performance	20	13	1	0	0	16.294	0.000
		58.8 2%	38.23 %	2.94 1%	0% %	0% %		
24	Teamwork and cooperation is observed in school activities	11	23	0	0	0	4.235	0.04
		32.3 5%	67.64 706%	0% %	0% %	0% %		
25	School head recognizes staff's good work	15	19	0	0	0	0.471	0.493
		44.1 1%	55.88 %	0% %	0% %	0% %		

26	School head is problem solver	17	16	1	0	0	14.176	0.001
		50%	47.05%	2.94%	0%	0%		

Table 21 illustrates the process in which school heads develop connections with the surrounding community. The inter-school collaboration is also active since about 88% of the respondents stated that school heads communicate with other principals to promote the improvement of schools. The answers were more divergent when it comes to sustaining the relationship with the NGOs; almost more than half (59%) of the respondents responded that they agreed, and about (29%) disagreed, which shows that not all schools engage in partnerships. Community involvement in the wellbeing of students and resource creation was perceived as positive and more than 82 % of the respondents agreed, which means that there is a strong level of community involvement in many schools. Altogether, school heads are very successful in cooperation with other principals and with the community to support students; nevertheless, their networks with NGOs seem more underdeveloped and should be considered more to enhance the school resources.

Table 21. School Community Relationship with School Head

		SA	A	UD	DA	S	Chi-Square	Asy mp. Sig.
27	Coordinates with other school principals for school improvement	11	19	3	1	0	23.882	0.000
		32.3529%	55.84%	8.829%	2.946%	0%		
28	Keeps links with NGOs to fulfil school needs	5	15	4	10	0	9.059	0.029
		14.7058%	44.1176%	11.7647%	29.4117%	0%		
29	Collaborates with community to secure wellbeing of the students as well as generate resources for school	4	24	3	2	1	55.118	0.000
		11.8%	70.6%	8.8%	5.9%	2.9%		

Table 22 shows the physical facilities availability. The findings indicate uncertain views about it: on the one hand, some participants affirmed that there was a sufficient number of rooms, 41.2% of them were not sure, which indicates that a classroom space does not necessarily respond to student needs. Some schools have facilities that provide laboratory, but close to 30% of the school heads greatly disagreed, citing high disparities in resources to science. The equipment of libraries is also poor with more than 60% of the respondents disagreeing or strongly disagreeing that there are enough learning materials in the libraries. Challenges also exist about the study rooms, less than half perceived that they are well equipped, many others doubted or were not agreeing. The use of clean drinking water facilities was well approved as nearly all respondents were satisfied. Nevertheless, supplying medicine and first-aid materials was mentioned as inadequate, and more than 47 % of them did not agree. Notably, the majority of the respondents

concluded that school heads are proactive and ask authorities to provide the required facilities, which is an act of leaders seeking to meet such shortcomings.

Table 22. School Physical Facilities

		SA	A	UD	DA	SDA	Chi-Square	Asymp . Sig.
30	Sufficient rooms are available for students in school	7	11	14	2	0	9.529	0.023
		20.58 %	32.35 %	41.17 %	5.88 %	0%		
31	School has laboratory facility	4	14	2	4	10	14.824	0.005
		11.76 %	41.17 %	5.88 %	11.7 %	29.4 %		
32	School Library is equipped with required material	4	7	2	8	13	10.412	0.034
		11.76 %	20.58 %	5.88 %	23.5 %	38.2 %		
33	Study rooms are equipped with learning facilities	2	14	3	7	8	13.353	0.01
		5.88 %	41.17 %	8.82 %	20.5 %	23.5 %		
34	Clean drinking water facility is satisfactory	13	20	1	0	0	16.294	0.000
		38.23 %	58.82 %	2.94 %	0 %	0%		
35	Necessary medicines / First Aid facilities are provided in school	4	12	2	14	2	19.529	0.001
		11.8 %	35.3 %	5.9%	41.2 %	5.9 %		
36	School Head demands required school facilities from the concerned authorities	14	19	1	0	0	15.235	0.000
		41.2 %	55.9 %	2.9%	0%	0%		

Discussion

School leadership in Panjgur, Balochistan, emerges as a decisive factor in shaping educational outcomes in a context marked by resource scarcity, socio-political pressures, and infrastructural limitations. The results from both secondary school teachers and head teachers converge to highlight the pivotal role of principals as instructional leaders, administrators, motivators, and community connectors. These findings resonate strongly with the broader literature on educational leadership in Pakistan and internationally.

The unanimous job satisfaction and punctuality reported by head teachers, alongside teachers’ recognition of their discipline and accountability, reflect the creation of a positive school climate. This aligns with Baloch et al. (2025), who emphasize that principals with strong interpersonal competencies foster morale and motivation even in resource-constrained environments. Globally, transformational leadership is recognized as a driver of trust and commitment (Ambon et al., 2025), and the Panjgur findings confirm that such leadership practices are evident despite systemic challenges.

Both teachers and heads consistently reported effective implementation of calendars, fair examinations, and performance monitoring. These practices mirror the literature that identifies instructional oversight as central to improved pedagogy and student achievement (Arambala, 2025; Tatoy, 2024). The provision of CPD opportunities, though uneven, reflects efforts to mentor teachers in a region where professional development is limited. Jamshaid et al. (2025)

and Leonor & Rodriguez (2025) similarly highlight that distributed and supervisory leadership models enhance teacher performance. Thus, Panjgur's schools demonstrate accountability-driven academic leadership, though constrained by shortages of AV aids and uneven reporting systems.

The results show strong discipline, merit-based delegation, and compliance with departmental rules, but also highlight political interference as a disruptive factor. These echoes Ray et al. (2021), who argue that administrative competence strengthens governance, and (Kumar & Goel, 2024), who stress the importance of transparent practices for school climate. Ambon et al. (2025) and Gueriba & Morales (2025) further note that administrative workload and resource allocation are critical challenges. Panjgur's findings confirm that while principals excel in internal governance, external political pressures undermine autonomy and stability.

Teachers and heads alike emphasized motivation, teamwork, recognition, and problem-solving as defining features of leadership. This reflects Baloch et al. (2025), who found that supportive principals significantly enhance educator motivation in Balochistan. The Panjgur data shows that while interpersonal leadership is strong, formal reinforcement mechanisms such as codes of conduct and structured incentives remain inconsistent.

Collaboration with other principals and communities is widely practiced, but NGO engagement is weaker. This finding supports (Nadeem, 2022), who emphasizes that community participation enhances student welfare and resource mobilization. Wolfenden & Naeem (2025) similarly argue that equity-focused leadership builds trust and partnerships. In Panjgur, limited parental involvement remains a gap, echoing teacher concerns, and highlighting the need for systematic strategies to strengthen external collaboration.

The results reveal strengths in clean drinking water provision and proactive demands for facilities, but weaknesses in laboratories, libraries, study rooms, and medical preparedness. This reflects the Pakistan School Safety Framework (NDMA, 2017), which stresses disaster preparedness and safe infrastructure as essential. Empirical studies consistently show that adequate facilities reduce dropout rates and improve learning outcomes. Panjgur's schools demonstrate proactive leadership in resource mobilization, but systemic infrastructural gaps persist.

The findings from Panjgur confirm the literature: effective school leadership is multidimensional, encompassing academic, administrative, social, and community roles. Principals act as visionaries, instructional guides, administrators, motivators, and advocates for safety and infrastructure. While their leadership strengths are evident, systemic challenges, staff shortages, political interference, weak NGO engagement, and infrastructural deficits, limit their impact. Addressing these barriers is essential to fully realize the transformative potential of school leadership in shaping equitable and effective teaching and learning environments in Balochistan.

Conclusion

This study examined the roles and responsibilities of secondary school heads in Panjgur, Balochistan, using descriptive statistics derived from surveys of 34 school heads and 432 teachers. The findings highlight that school leadership is a multidimensional construct, encompassing academic, administrative, social, and community roles, as well as responsibilities for safety and infrastructure.

Head teachers in Panjgur demonstrate strong commitment to their duties, reflected in high levels of job satisfaction, punctuality, discipline, and accountability. They actively implement school improvement plans, ensure fair examinations, and monitor student performance, thereby reinforcing academic integrity and instructional leadership. Administratively, they excel in resource utilization and merit-based delegation, though their autonomy is often undermined by

political interference and systemic staff shortages. Socially, they foster teamwork, motivation, and recognition, creating a supportive climate for teachers and students. Community collaboration is evident in coordination with other principals and local stakeholders, but NGO engagement and parental involvement remain inconsistent.

The study also reveals significant infrastructural challenges. While clean drinking water facilities are widely available, laboratories, libraries, study rooms, and medical preparedness are inadequate. These gaps constrain the ability of schools to provide holistic learning environments and highlight the need for stronger institutional support.

Taken together, the results affirm that effective school leadership in Panjgur is both a strength and a necessity. Principals act as visionaries, instructional guides, administrators, motivators, and advocates for safety and infrastructure. However, their impact is limited by systemic challenges such as resource shortages, political interference, and weak external partnerships. Addressing these barriers through policy reforms, capacity-building programs, and community engagement initiatives will be critical to enhancing the quality of education in Balochistan.

Hence, the study underscores that school leadership is directly linked to improved student achievement, teacher motivation, and institutional development. Strengthening the leadership capacity of head teachers, while simultaneously addressing structural constraints, offers a pathway toward more equitable and effective teaching and learning environments in Panjgur.

Recommendations

The findings of this study, based on descriptive analysis of surveys from 34 school heads and 432 teachers, carry important implications for education policy and practice in Balochistan. Strengthening leadership capacity must be prioritized through structured training and continuous professional development, enabling principals to translate their academic and professional qualifications into effective instructional and administrative practices. At the same time, resource allocation policies should address infrastructural gaps, particularly the lack of laboratories, libraries, study rooms, and medical facilities, while ensuring adequate teaching and supporting staff. Reducing political interference is critical to safeguard school autonomy and governance, allowing head teachers to exercise authority transparently and fairly. Stronger community engagement mechanisms, including parent-teacher associations and partnerships with NGOs, can enhance resource mobilization and student welfare. Finally, adherence to the School Safety Framework should be enforced, ensuring clean drinking water, first-aid facilities, and safe infrastructure. Collectively, these measures will strengthen leadership effectiveness and improve teaching and learning outcomes in Panjgur.

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