



Educational Governance and Service Delivery in Balochistan: An Analysis of Institutional Roles, Policy Implementation, Administrative Coordination and Challenges

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ARTICLE INFO	ABSTRACT
Received: January 31, 2026 Revised: February 26, 2026 Accepted: March 24, 2026 Available Online: April 05, 2026 Keywords: Educational Governance, Service Delivery, Policy Implementation, Administrative Coordination, Governance Challenges, Accountability, Balochistan Corresponding author: akram_buitems@yahoo.com	This study sought to investigate the issue of educational governance and service delivery in Balochistan with a particular focus on roles and responsibilities of institutions, policy implementation, administrative coordination, and challenges in the governance of the education sector. A mixed-methods research design was adopted whereby both quantitative and qualitative data were obtained so as to have a thorough understanding of the governance issues within the education sector. Quantitative data was obtained through a structured questionnaire distributed among educational managers at different levels including the Secretariat, Directorate, Divisional, District, and School levels, while qualitative data was obtained using open-ended questions. It was found through descriptive statistical analysis that there were a number of problems with the roles of institutions, policy implementation, administrative coordination, and governance practices. There were deficiencies in monitoring and evaluation, inadequate resource availability, lack of coordination among administrative levels, and limited decentralization of power. The findings further indicated that political interference, capacity constraints, bureaucratic procedures, overlapping of administrative roles, and weak accountability mechanisms were identified as the main obstacles to the delivery of educational services. Qualitative findings reinforced the quantitative results by highlighting political interference in transfers and postings, weak monitoring systems, shortage of teachers, inadequate infrastructure, communication gaps, centralized decision-making, and challenges associated with remote geographical locations. Respondents also emphasized the need for stronger accountability systems, merit-based appointments, enhanced coordination, digital monitoring mechanisms, and greater administrative autonomy at district level. The study concludes that there is a need for major reforms in educational governance in Balochistan, which should focus on issues such as accountability, strengthening institutional coordination, clarifying administrative roles, reducing political interference, and enhancing organizational capacity. The implementation of these reforms can contribute to more effective service delivery, improved school functioning, and better educational outcomes across the province.

Introduction

Background of the Study

Educational governance plays a critical role in determining the effectiveness of education systems, particularly in developing regions where administrative capacity and institutional coordination significantly influence service delivery (World Bank, 2021; Mifsud & Wilkins, 2025). Governance structures define the roles, responsibilities, and interactions of institutions responsible for policy formulation, implementation, monitoring, and evaluation (Sayed & Ahmed, 2023).

In Pakistan, education is regulated by a multi-tiered administration structure. Following the 18th Amendment to the Constitution, the provision of education shifted from being mainly an affair of the central government to becoming the purview of the provincial governments (Shah, 2022; UNESCO, 2022).

Being the biggest province of Pakistan in terms of its geographical size, Balochistan poses certain problems in providing educational services owing to such factors as scattered population, poor infrastructure, and management issues (World Bank, 2021; Ghafar et al., 2024). There are some institutions that are involved in governing educational activities within the province and those include the Schools Education Department, Directorate of Education, Bureau of Curriculum, Balochistan Textbooks Board, Provincial Institute for Teachers Education, and Balochistan Assessment and Examination Commission (BAEC). Coordinated functioning of these institutions is important in order to provide quality services in the field of education (Bukhari et al., 2024).

Even though there is institutional structure and policy measures that can improve educational performance, delivery issues still prevail in Balochistan. Implementation problems and coordination issues among administrative institutions tend to hinder educational programs' performance (Khurram, 2025; Bukhari et al., 2024).

In this study, the governance structure in the education sector in Balochistan was assessed. Specifically, this study looked into how the functioning of institutional positions, policies, implementation processes, and administrative coordination affected service delivery in the education sector. The results of this study would help inform policies that would improve governance in the education sector in Balochistan.

Problem Statement

Despite a large administrative structure and multiple reform initiatives, the education system in Balochistan continues to face poor learning outcomes, weak governance, and ineffective service delivery. Overlapping mandates among institutions, unclear job descriptions, duplication of functions and excessive administrative tasks for educational managers may be contributing to governance inefficiencies. However, limited empirical research exists to examine how governance structures and role conflicts influence education service delivery and learning outcomes in Balochistan.

Significance of the Study

This findings from this study will contribute to the understanding of governance structure, institutional roles, and coordinative/administrative challenges involved in educational governance in Balochistan, highlighting factors that influence policy implementation and service delivery. The findings of this study would be useful for the education administration of the province and its districts and organizations such as BOC, BTBB, PITE, and BAEC, in the context of better coordination, accountability, and management practices. By addressing gaps in practice and literature, the study will help improve policies in an evidence-based way, build capacity of educational managers, and enhance the provision of quality education in the province.

Objectives of the Study

Effective educational governance and services delivery are necessary in realizing quality education. The educational organizations in Balochistan play a role in policy-making, implementation, management, and service delivery. However, it has been raised that there are problems with the implementation of such policies, as well as issues with coordination among the institutions and administrative ineffectiveness.

Notwithstanding these problems, the empirical literature that examines the effects of such governance processes and structures on educational service delivery within the province is limited. It is for this reason that the current study seeks to explore educational governance and service delivery within Balochistan through the investigation of institutional roles and responsibilities, the effectiveness of policy implementation, administrative coordination, and governance issues.

The research objectives are as follows:

- To examine the clarity and effectiveness of institutional roles and responsibilities across administrative layers in Balochistan's education sector.
- To assess the effectiveness of policy implementation from provincial to district and school levels.
- To evaluate the coordination mechanisms between Secretariat, directorates, and district offices for educational governance.
- To identify governance challenges, including political interference, capacity constraints, and bureaucratic hurdles, affecting service delivery.

Research Questions

The research questions will direct the concentration of the study as well as provide a clear framework within which effectiveness of educational governance and service delivery in Balochistan can be assessed. Based on the research objectives, the study aims to investigate issues related to institutional roles and responsibilities, policy implementation processes, administrative coordination mechanisms, and governance challenges that influence the performance and effectiveness of the education system.

- **Research question 1:** How clearly are the roles and responsibilities of different administrative layers defined in Balochistan's education system?
- **Research question 2:** How effectively are policies formulated at the Secretariat level implemented at district and school levels?
- **Research question 3:** To what extent do administrative coordination mechanisms facilitate communication and decision-making among Secretariat, directorates, and district offices?
- **Research question 4:** What governance challenges (e.g., political interference, capacity constraints, and bureaucratic procedures) hinder effective service delivery?

Research Hypotheses

Hypotheses in research provide an approach to data analysis through a testable statements. These hypotheses are formed based on the research objectives and questions, focusing on the effectiveness of educational governance and service delivery in Balochistan, particularly institutional roles, policy implementation, and administrative coordination. The following hypotheses have been formulated for this study:

- **H1:** The roles and responsibilities of administrative layers are positively associated with effective governance and service delivery.
- **H2:** Effective policy implementation at the district and school levels significantly improves school functioning and student learning outcomes.
- **H3:** Strong administrative coordination between Secretariat, directorates, and district offices positively influences policy compliance and governance efficiency.
- **H4:** Governance challenges, such as political interference, capacity constraints, and bureaucratic procedures, negatively affect service delivery in Balochistan's education system.

Scope of the Study

This study concentrates specifically on examining educational governance and service delivery in Balochistan, with special reference to institutional roles and responsibilities, policy implementation processes, administrative coordination, and other issues related to governance challenges affecting the education system.

For the purpose of analysis, only certain administrative tiers within the education sector are chosen. In addition, opinions from various stakeholders, such as officials of the Education Secretariat, directorates, district education offices, and school administrations are sought.

Rationale of the Study

Issues related to educational governance and service delivery in Balochistan are very important for effective policy implementation and quality of education. There are a number of problems within the sector, such as role uncertainty, failure of policy implementation, and lack of coordination among the administration. Although several interventions have been attempted, no empirical evidence has been collected on the impact of these governance issues on service delivery.

Therefore, the aim of the study is to generate evidence-based insights regarding the impact of educational governance and service delivery in Balochistan by analyzing institutional roles, policy implementation mechanisms, administrative coordination, and governance challenges. The findings are expected to inform policy improvements and strengthen governance practices to enhance education service delivery in the province.

Delimitation of the study

The study is delimited to the analysis of educational governance and service delivery in Balochistan, focusing on institutional roles, policy implementation, and administrative coordination.

This study has been confined only to some chosen levels of governance, namely the provincial level (Secretariat, PPIU, and Directorates), divisional level (divisional officers), district level (district education administration officers), and school level (head teachers/principals). Nevertheless, the officials of BOC, BTTB, and PITE do not fall within the purview of this study.

For this research, the respondents' total number are limited to a maximum of 44, who have been selected by applying both purposive and random sampling techniques.

Data is collected using a mixed-method approach, combining structured questionnaires with limited qualitative insights to capture both numerical trends and contextual understanding.

Literature Review

Educational governance refers to the institutional arrangements, policies, and administrative mechanisms through which education systems are managed and regulated. In case of effective governance, an education system guarantees that its policies are implemented well, with an effective system of accountability that results in improved learning outcomes for learners. Contemporary research has revealed that good governance is very important for influencing the performance of the education system, especially in developing countries where there is low institutional capacity and coordination (Mifsud & Wilkins, 2025; World Bank, 2021).

A number of studies conducted in recent years indicate the significance of effective governance mechanisms for improved service delivery within the education sector. Good governance involves well-defined roles, greater accountability, and coordination among administrations agencies, which ensures the success of an education system. Recent studies show that good governance in line with SDG-4 is important for making the education system better (Khan & Azhar, 2024).

In developing countries, governance challenges often arise due to overlapping institutional responsibilities, weak monitoring systems, and limited administrative capacity. Recent research on education policy implementation in Pakistan has identified several structural barriers including bureaucratic inefficiencies, inadequate resource allocation, and political interference that hinder effective policy implementation (Khurram, 2025).

Educational service delivery entails the methods by which educational services such as teaching, curriculum delivery, assessment and evaluation, and school management are provided to students. Efficient educational service delivery requires effective resource utilization and an effective monitoring mechanism (World Bank, 2021).

Recent studies in Pakistan's education sector have also emphasized the importance of strengthening institutional coordination and governance mechanisms to improve education outcomes. This was shown by studies analyzing education reform policies where researchers pointed out that although comprehensive policies had been developed for education reform in Pakistan, there were still huge gaps between policy and its implementation (Bukhari et al., 2024).

However, in the case of Balochistan and other less developed areas, the problems associated with governance are compounded by geographic dispersion, poor infrastructure, and administration-related issues. According to many researchers, effective coordination of institutions, strong leadership, and monitoring were necessary for better service provision and sustainable educational development (Ghafar et al., 2024).

This research sought to fill this research gap by analyzing how the structure of governance, institutional roles, and administration impacted the provision of educational services in Balochistan.

Research Methodology

A mixed-methods approach was utilized for conducting the study where the qualitative and quantitative methodologies were employed together to explore the structure of governance and the methods of service delivery used in the education sector.

Respondents

The intended sample for the research comprised educational managers facing challenges in governance and service provision in Balochistan, that is, secretariat staff members, PPIU staff members, directorate staff members, divisional education managers, district education officers, and head teachers/school principals. These respondents were selected to represent provincial, divisional, district, and school levels of educational administration, providing comprehensive insights into policy formulation, implementation, and coordination mechanisms within the education sector.

Sampling Technique and Sample Size

For the purpose of this mixed-method study, both quantitative and qualitative data were collected. A multi-stage random sampling technique was used to achieve the research objectives. At the provincial level, Secretariat and PPIU officials were purposefully selected, whereas Directorate officials were selected through random sampling. At the divisional level, two divisions were randomly selected, and divisional education managers from these divisions were included. At the district level, one district from each selected division was randomly chosen, and relevant district education managers were randomly selected from the randomly selected district. Further, at the school level, six schools were included. At the school level, six schools were randomly selected from each of the two selected districts, and one head teacher/principal from each selected school was included in the study.

In this way, representation of various administrative levels was achieved by including diverse views in both quantitative survey and qualitative interviews. In total, there were around 44 respondents in the sample selected.

Population and Sampling Table (Mixed Method Study)

Population Respondents	/ Sampling Technique	Sample Size	Level	Data Type	
Secretariat Officers & PPIU Officials	Purposive	6	Provincial	Quantitative Qualitative	+
Directorate Officials	Simple Random	6	Provincial	Quantitative Qualitative	+
Divisional Education Managers	Random (2 Divisions)	4	Divisional	Quantitative Qualitative	+
District Education Officers & District Office Staff	Random (1 District)	6	District	Quantitative Qualitative	+
School Principals / Head Teachers	Random (11 Schools per Selected District, 1 per school)	22	School Level	Quantitative Qualitative	+
Total Sample Size		44			

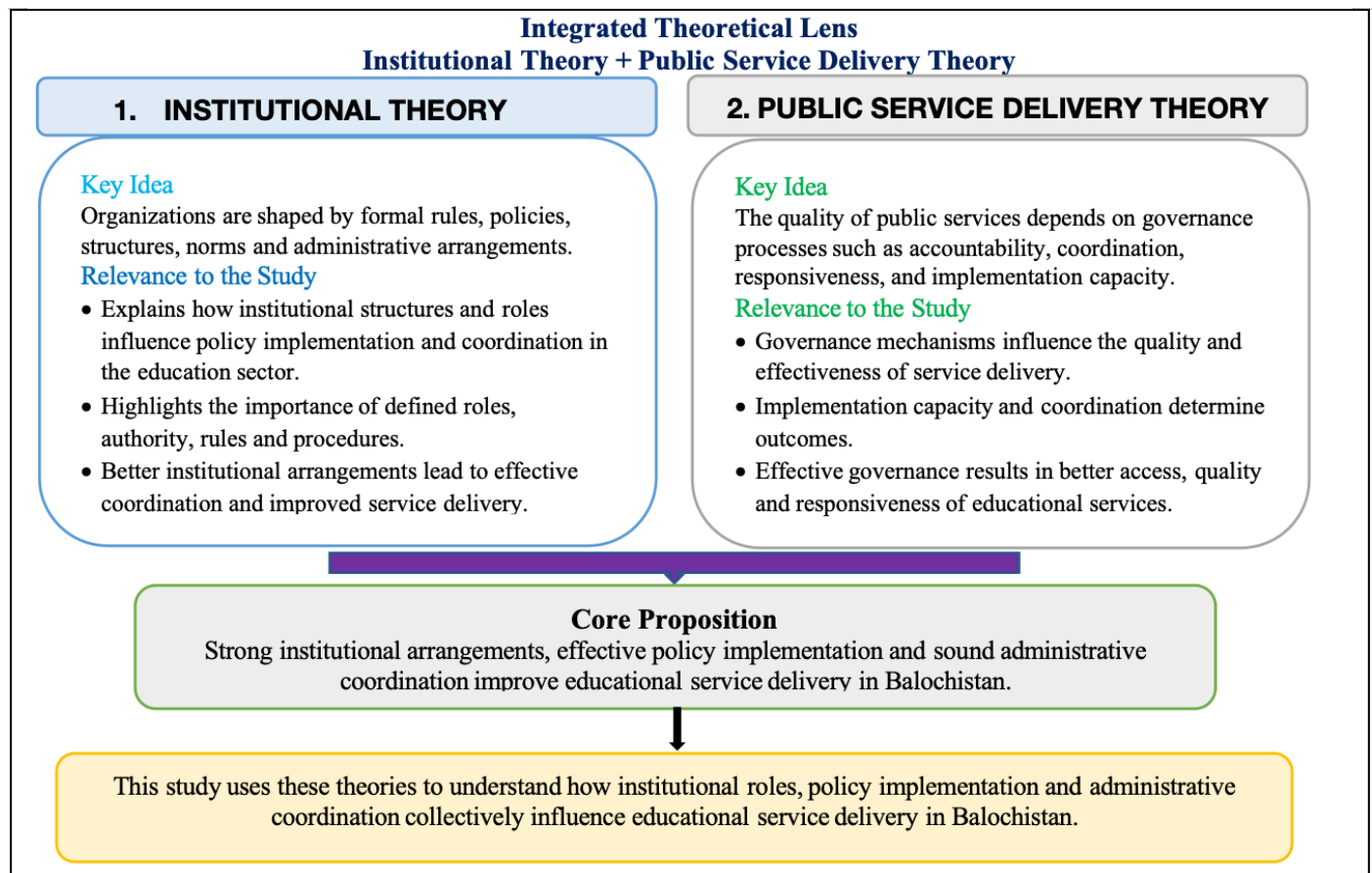
Research Instrument

The data was gathered using structured questionnaires containing open-ended questions from the respondents in order to gain further insights into governance and administrative coordination.

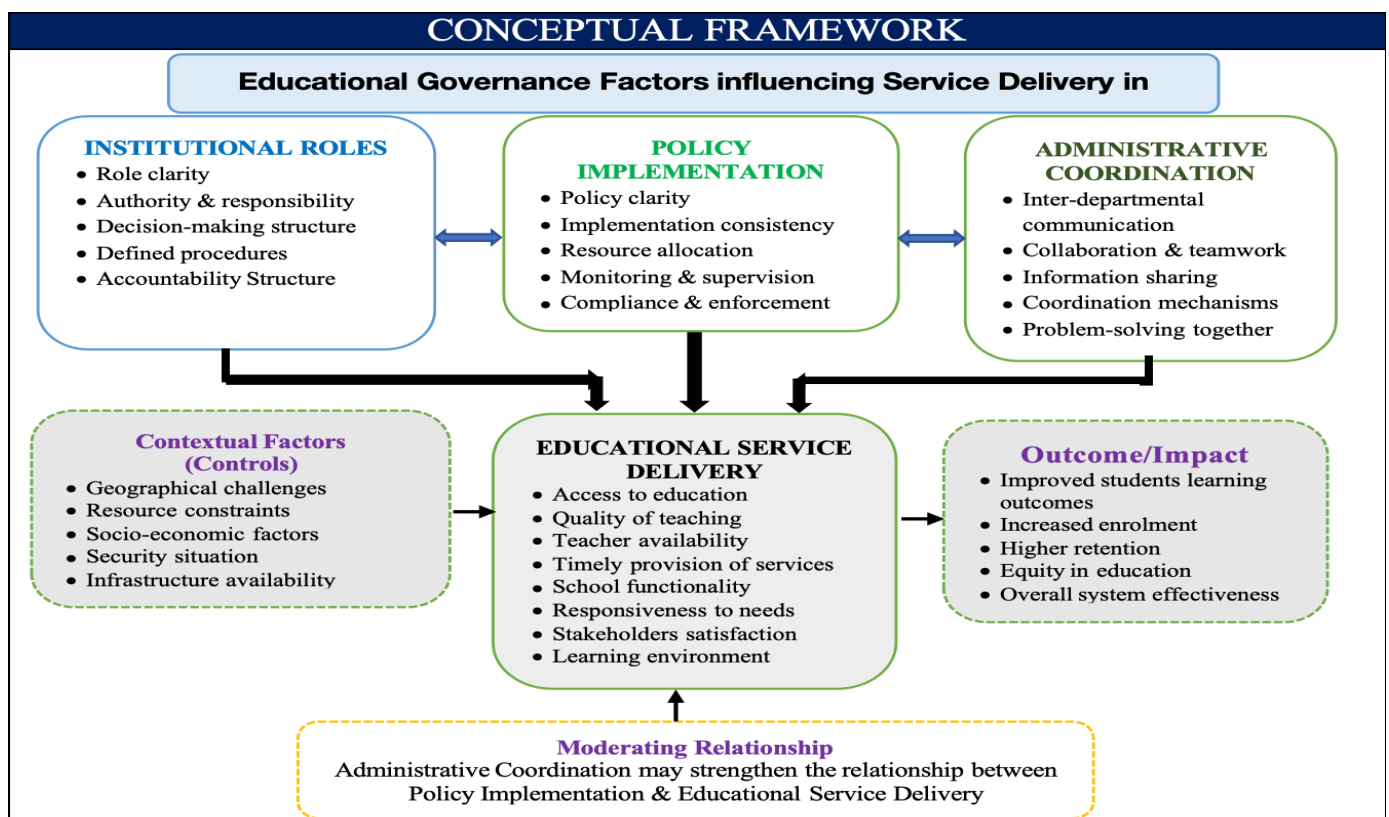
Data Analysis

Quantitative data were analyzed using descriptive statistics, while qualitative data obtained from open ended questions were analyzed using thematic analysis to identify key governance challenges and institutional dynamics.

Theoretical Framework



Conceptual Framework



Ethical Considerations

The study adhered to established ethical research principles throughout the data collection and analysis process:

- Informed consent was obtained from all participants prior to their involvement in the study.
- Respondents were informed about the aim, objectives, and importance of the study.
- Confidentiality and anonymity of respondents were strictly maintained, and no personal identifiers were disclosed.
- Participation was entirely voluntary, and respondents were free to withdraw from the study at any stage without any consequences.
- Data collected from participants were used solely for academic and research purposes and were securely maintained.
- The views and opinions of respondents were reported objectively, ensuring accuracy, impartiality, and respect for professional integrity.

These ethical considerations guaranteed that the study was credible, legitimate, and trustworthy in helping to gather valid information regarding educational governance, policy implementation, and administrative coordination in Balochistan.

Results and Findings

Research Objective 1:

To examine the clarity and effectiveness of institutional roles and responsibilities across administrative layers in Balochistan's education sector.

Research Question 1:

How clearly are the roles and responsibilities of different administrative layers defined in Balochistan's education system?

To examine the clarity and effectiveness of institutional roles and responsibilities of different administrative layers defined in Balochistan's education system, descriptive statistics were employed.

Table 1 provides an overall description of the views of the respondents about Institutional Roles and Governance in Balochistan's education system. From the results, it is observed that there are different views among the respondents about clarity of roles, delegation of powers, autonomy and administrative empowerment across different governance tiers. A combined 75.0% of respondents, with 22.7% strongly agreeing and 52.3% agreeing expressed a strong consensus that governance roles to be adequately defined. A significant majority of respondents (45.4%), agreed or strongly agreed, and nearly half of the respondents (47.7%) remained undecided for the statement that the Secretariat effectively delegates authority to provincial directorates suggesting that uncertainty regarding the effectiveness of delegation mechanisms. A majority of respondents (63.7%) disagreed or strongly disagreed, indicates that lack of autonomy at the directorate level exists, which may constrain effective policy implementation. Similarly, more than two-thirds (70.4%) disagreed or strongly disagreed with the statement that district education offices are empowered to manage school-level administration. This suggests that respondents perceive district offices as having limited authority in managing educational administration at the school level. In contrast, approximately 68.2% of respondents agreed or strongly agreed, with the statement that school heads (principals/head-teachers) are clear about their governance responsibilities. This indicates that school leaders generally have a clear understanding of their governance roles and responsibilities.

Table 1: Descriptive Statistics for Institutional Roles

S.No	Statement	SA	A	UD	DA	SDA
	The roles and responsibilities of different administrative layers are clearly defined.	10 (22.7%)	23 (52.3%)	5 (11.4%)	4 (9.1%)	2 (4.5%)
	The Secretariat effectively delegates authority to provincial directorates.	2 (4.5%)	18 (40.9%)	21 (47.7%)	1 (2.3%)	2 (4.5%)
	Provincial and divisional directorates have adequate autonomy to implement policies.	2 (4.5%)	7 (15.9%)	7 (15.9%)	20 (45.5%)	8 (18.2%)

District education offices are empowered to manage school-level administration.	0 (0.0%)	11 (25.0%)	2 (4.5%)	21 (47.7%)	10 (22.7%)
School heads (principals / headmasters) are clear about their governance responsibilities.	4 (9.1%)	26 (59.1%)	7 (15.9%)	4 (9.1%)	3 (6.8%)

Hypothesis 1

H1	The roles and responsibilities of administrative layers are positively associated with effective governance and service delivery.	Decision Based on descriptive and qualitative findings, the hypothesis is partially supported. (Quantitative Findings)
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Research Objective 2

To assess the effectiveness of policy implementation from provincial to district and school levels.

Research Question 2

How effectively are policies formulated at the Secretariat level implemented at district and school levels?

To assess the effectiveness of policy implementation from provincial to district and school levels in Balochistan's education system, descriptive statistics were employed.

Table 2 presents respondents' perceptions regarding Policy Implementation within Balochistan's education system. The results clearly demonstrate many problems associated with policy implementation effectiveness, monitoring procedures, resources availability and stakeholder collaboration, even though the respondents generally recognize the influence of policy implementation on education. A significant majority of respondents (75.0%) disagreed or strongly disagreed with the statement that policies formulated at the Secretariat level are effectively implemented at the district level, suggests a considerable gap between policy formulation and implementation at the operational level. Similarly, nearly 79.6% of respondents disagreed or strongly disagreed regarding the statement that monitoring and evaluation mechanisms are sufficient to ensure policy compliance. This indicates that widespread dissatisfaction with existing monitoring and accountability systems. While 38.7% agreed or strongly agreed, a larger proportion (59.1%) disagreed or strongly disagreed regarding the statement that administrative staff receive adequate guidance and training to implement policies. This demonstrates that capacity-building and professional support for policy implementation still lack significantly. Moreover, approximately 75.0% of respondents disagreed or strongly disagreed, compared to only 20.4% who agreed, with the statement that sufficient financial, human, and technical resources are available for effective policy implementation. These strong negative responses indicate that resource constraints are perceived as a major barrier to successful policy execution. Likewise, 77.3% of respondents expressed concerned and shown disagreed or strongly disagreed with the statement that donors, NOGs, and projects units coordinate effectively with provincial and district authorities, while only 18.2% agreed. This suggests weakness in inter-agency collaboration and stakeholder engagement. In contrast, a substantial majority (72.7%) were in agreement with the statement that policy implementation at district and school levels enhances the performance of students and operations of schools. It can be concluded from the above findings that the respondents understand the significance and potential impact of effective policy implementation on educational outcomes.

Table 2: Descriptive Statistics for Policy Implementation

S.No	Statement	SA	A	UD	DA	SDA
	Policies formulated at the Secretariat level are effectively implemented at the district level.	4 (9.1%)	4 (9.1%)	3 (6.8%)	27 (61.4%)	6 (13.6%)
	Monitoring and evaluation mechanisms are sufficient to ensure policy compliance.	0 (0.0%)	2 (4.5%)	7 (15.9%)	27 (61.4%)	8 (18.2%)
	Administrative staff receive adequate guidance and training to implement policies.	1 (2.3%)	16 (36.4%)	1 (2.3%)	19 (43.2%)	7 (15.9%)
	There are sufficient resources (financial, human, and technical) for effective policy implementation.	2 (4.5%)	7 (15.9%)	2 (4.5%)	20 (45.5%)	13 (29.5%)

H2	External stakeholders (donors, NGOs, project units) coordinate effectively with provincial and district authorities.	1 (2.3%)	7 (15.9%)	2 (4.5%)	23 (52.3%)	11 (25.0%)
	Policy implementation at district and school levels directly improves student learning and school functioning.	10 (22.7%)	22 (50.0%)	5 (11.4%)	5 (11.4%)	2 (4.5%)
Decision		Based on descriptive findings, the hypothesis is not supported. (Quantitative Findings)				

Research Objective 3

To evaluate the coordination mechanisms between Secretariat, directorates, and district offices for educational governance.

Research Question 3

To what extent do administrative coordination mechanisms facilitate communication and decision-making among Secretariat, directorates, and district offices?

To evaluate the coordination mechanisms between Secretariat, directorates, and district offices for educational governance in Balochistan's education system, descriptive statistics were employed.

Table 3 reflects perceptions of respondents about Administrative Coordination in the education system of Balochistan. The findings indicate considerable concerns regarding communication, coordination mechanisms, role clarity, performance monitoring, and administrative decision-making across different government levels. A majority of respondents (72.7%) either disagreed or strongly disagreed with the notion that "there is timely and effective communication between Secretariat, Directorates, and District offices". This clearly shows that communication among administrative layers is ineffective and inadequate. Likewise, nearly 81.8% respondents either disagreed or strongly disagreed with the statement that the roles of different administrative tiers are non-overlapping and effectively coordinated. This predominantly negative responses indicates that a widespread perception of overlapping responsibilities and weak coordination among administrative units. Moreover, the vast majority of participants (77.3%) disagreed or strongly disagreed, with the notion that there are coordination mechanisms that help solve the problems of conflicts or overlap in different administrative levels, and just 11.4% agreed with the mentioned statement. Thus, it can be concluded that the conflict resolution and coordination mechanisms are either absent or inefficient. Similarly, 75.0% of participants disagreed or strongly disagreed with the statement that monitoring systems are standardized at all administrative levels. It is seen as another evidence of the absence of standardization in monitoring and accountability practices. The same situation can be seen with the statement about the priorities in making administrative decisions, which according to the respondents is not aimed at improving students' results. Although 29.5% of respondents agreed or strongly agreed with the mentioned statement, 61.4% of them disagreed or strongly disagreed. Thus, it can be seen that there are other important issues influencing administrators' decisions. Similarly, the statement that administrative workload provides an opportunity for managers to focus on the academic supervision and school development received negative answers from the respondents. Approximately 72.7% disagreed or strongly disagreed, while only 18.1% agreed. This finding indicates that excessive administrative responsibilities may limit managers' ability to focus on instructional leadership and school development.

Table 3: Descriptive Statistics for Administrative Coordination

S.No	Statement	SA	A	UD	DA	SDA
	Communication between Secretariat, directorates, and district offices is timely and effective.	4 (9.1%)	8 (18.2%)	0 (0.0%)	24 (54.5%)	8 (18.2%)
	Roles of different administrative units are non-overlapping and clearly coordinated.	0 (0.0%)	2 (4.5%)	6 (13.6%)	29 (65.9%)	7 (15.9%)
	Coordination mechanisms exist to resolve conflicts or overlaps between administrative layers.	1 (2.3%)	4 (9.1%)	5 (11.4%)	31 (70.5%)	3 (6.8%)

Performance monitoring systems are standardized across all administrative levels.	2 (4.5%)	5 (11.4%)	4 (9.1%)	25 (56.8%)	8 (18.2%)
Administrative decisions prioritize improving student learning outcomes.	3 (6.8%)	10 (22.7%)	4 (9.1%)	20 (45.5%)	7 (15.9%)
Administrative workload allows managers to focus on academic supervision and school improvement.	2 (4.5%)	6 (13.6%)	4 (9.1%)	25 (56.8%)	7 (15.9%)

Question 2: How do coordination mechanisms between Secretariat, directorates, and district offices work in practice? Please provide examples.

Table 4: Thematic Categorization of Coordination Mechanisms

Major Theme	Representative Respondents	Remarks
Hierarchical Coordination Mechanism	R1, R9, R13, R17, R20, R23, R30, R33, R36	Most of the respondents stated that there is a hierarchy within which the coordination process takes place and policies are formulated by the Secretariat, the directorates coordinate the policies, and the district offices implement the policies at the school level.
Weak Coordination & Communication Gaps	R3, R6, R11, R18, R19, R24, R28, R29, R32	The respondents felt that the problem of poor coordination, ineffective communication, lack of promptness and liaison between the different levels of administration hinder the implementation process of the policies.
Bureaucratic Delays & Centralized Decision-Making	R14, R15, R24, R25, R34	The participants stated that bureaucracy and centralization caused delay in decision-making within the district.
Interference Across Administrative Levels	R5, R26, R28, R35	Some of the participants stated that the higher-ups do not follow the correct procedure but intervene at lower administrative levels.
Need for Improved Monitoring & Field Coordination	R10, R17, R29, R31	Some of the important measures of coordination mentioned by the respondents include visitation, meetings, monitoring systems, and district level feedback.
Use of Informal/Digital Communication	R2, R14, R19, R29	Whereas some respondents also talked about coordination happening in a less traditional manner through WhatsApp forums, online interaction, and so forth; however, it was seen to be insufficient.

H3	Strong administrative coordination between Secretariat, directorates, and district offices positively influences policy compliance and governance efficiency.	Decision Based on descriptive and qualitative findings, the hypothesis is not supported. (Quantitative & Qualitative Findings)
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Research Objective 4

To identify governance challenges, including political interference, capacity constraints, and bureaucratic hurdles, affecting service delivery.

Research Question 4

What governance challenges (e.g., political interference, capacity constraints, and bureaucratic procedures) hinder effective service delivery?

To identify governance challenges, including political interference, capacity constraints, and bureaucratic hurdles that affect service delivery within Balochistan's education system, descriptive statistics were employed.

Table 5 provides a description of the views held by respondents on the key governance challenges that affect educational service delivery in Balochistan's education system. It is apparent from the results provided above that there is a clear agreement among respondents that several aspects of governance affect the efficiency of the education system in question. As is evident from the table, more than three quarters (80.0%) of respondents strongly agreed or agreed that political pressure affects the administrative decision-making process. This indicates that political influence is widely perceived as a significant challenge to effective educational governance. Moreover, about 93.2% of respondents agreed or strongly agreed with the statement that inadequate human resources and capacities pose a challenge to effective governance. This finding highlights human resource and capacity limitations as a major barrier to effective administration and service delivery.

The response showing a majority of 81.8% respondents agreed or strongly agreed to the statement that bureaucratic procedures slow down policy implementation suggests that lengthy administrative processes are perceived as a significant obstacle to timely and effective policy execution. Additionally, a large majority of 79.5% respondents agreeing or strongly agreeing to the statement about overlapping of roles in different administrative levels implies that unclearness of role boundaries and overlapping of functions is still a challenge for efficiency in governance. This indicates that unclear role boundaries and duplication of responsibilities continue to affect governance efficiency. Similarly, almost all respondents 93.2% agreeing or strongly agreeing about the absence of accountability mechanisms affecting service delivery imply serious concerns about accountability mechanisms. This highlights the importance of accountability in governance in the context of education sector. Finally, almost all respondents 93.2% agreeing or strongly agreeing about governance reforms being required for improved service delivery in the education sector of Balochistan. This reflects a broad consensus on the need for structural and administrative reforms to enhance governance effectiveness.

Table 5: Descriptive Statistics for Governance Challenges

S.No	Statement	SA	A	UD	DA	SDA
	Political interference affects administrative decision-making.	33 (75.0%)	9 (9.0%)	1 (2.3%)	1 (2.3%)	0 (0.0%)
	Capacity constraints (skills, staffing) hinder effective governance.	25 (56.8%)	16 (36.4%)	2 (4.5%)	1 (2.3%)	0 (0.0%)
	Bureaucratic procedures slow down policy implementation.	18 (40.9%)	18 (40.9%)	4 (9.1%)	3 (6.8%)	1 (2.3%)
	Overlapping roles across administrative layers create confusion.	11 (25.0%)	24 (54.5%)	7 (15.9%)	2 (4.5%)	0 (0.0%)
	Lack of accountability mechanisms affects service delivery.	19 (43.2%)	22 (50.0%)	3 (6.8%)	0 (0.0%)	0 (0.0%)
	Governance reforms are necessary to improve service delivery in Balochistan's education system.	27 (61.4%)	14 (31.8%)	2 (4.5%)	1 (2.3%)	0 (0.0%)

Question 1: In your opinion, what are the main governance challenges affecting education service delivery in Balochistan?

Table 6: Thematic Categorization of Governance Challenges

Major Theme	Representative Respondents	Remarks
Political Interference	R2, R5, R7, R8, R12, R15, R22, R30, R31, R35	The most commonly cited problem with regard to governance was political interference in transfers, posting, appointments, and administrative processes.
Weak Monitoring & Accountability	R4, R5, R10, R11, R16, R20, R23, R24	Weaknesses in the monitoring process, supervision, and accountability were cited as barriers to effective service delivery in the education sector.
Staffing & Capacity Issues	R3, R6, R14, R16, R17, R18, R26, R33	Governance problems include the shortage of teachers, inadequate human resources, teacher absenteeism, and inadequate institutional capacity.
Infrastructure &	R3, R4, R10, R21, R23, R24,	Facilities problems include inadequacy of facilities,

Resource Constraints	R27, R29	inadequate infrastructure, late arrival of textbooks, and inadequate funding for quality education delivery.
Coordination & Administrative Weakness	R1, R12, R15, R18, R36	Poor coordination, lack of communication, centralization of decision-making process and ambiguity in the role of administration was considered crucial governance problems.
Geographical Challenges	R13, R14, R20, R34	The respondents pointed out that dispersed schools and distant geographic locations pose challenges for monitoring and service delivery in Balochistan.
H4	Governance challenges, such as political interference, capacity constraints, and bureaucratic procedures, negatively affect service delivery in Balochistan's education system.	Decision Based on descriptive and qualitative findings, the hypothesis is supported. (Quantitative & Qualitative Findings)

Discussion & Conclusion

Discussion

The study examined educational governance and service delivery in Balochistan, specifically looking into institutional roles, policy implementation, administrative coordination, and governance challenges. Some of the weaknesses that came out of this study have an adverse impact on educational service delivery.

Concerning governance within institutions, the respondents identified vague administrative roles, overlap in duties, and centralization in decision making, all of which compromise governance effectiveness. These findings support the view that role clarity and institutional alignment are essential for effective educational governance (Leach, 2024).

These results further revealed an evident gap between the process of policy development and its implementation. The respondents were dissatisfied with the means of monitoring, training of the personnel, availability of the resources, and coordination among stakeholders. Such issues related to policy implementation have been found in developing education systems due to institutional weaknesses (Heriyadi et al., 2024).

The issue of administrative coordination was another aspect that was considered weak. Participants indicated problems of poor communication, bureaucratic process, and poor coordination between the Secretariat, directorates, and district offices. This is in line with research that has pointed out the importance of effective communication and coordination as an important element in enhancing governance (Zia ud din et al., 2023).

Governance challenges emerged as the most significant concern. Political interference, weak accountability mechanisms, staffing shortages, bureaucratic procedures, and limited institutional capacity were identified as major barriers to effective service delivery. Similar findings have been reported in recent educational governance studies, which emphasize the negative impact of political influence and weak accountability on educational outcomes (Levatino et al., 2024).

Overall, the study suggests that strengthening accountability, clarifying institutional roles, improving coordination mechanisms, reducing political interference, and enhancing administrative capacity are necessary to improve educational governance and service delivery in Balochistan.

Conclusion

This study concludes that educational governance in Balochistan faces significant challenges that negatively affect service delivery. The findings revealed that institutional roles and responsibilities are not sufficiently clear across administrative levels, leading to overlapping functions and governance inefficiencies. These findings support previous research emphasizing the importance of role clarity and institutional coherence for effective educational governance (Leach, 2024).

The study further found that policy implementation remains weak due to inadequate monitoring mechanisms, limited staff capacity, insufficient resources, and poor stakeholder coordination. Communication gaps, bureaucratic delays, and centralized

decision-making were also identified as major barriers to effective governance and policy implementation, consistent with recent studies on educational administration and public service delivery (Heriyadi et al., 2024; Zia ud din et al., 2023).

Moreover, political interference, weak accountability systems, staffing shortages, and bureaucratic procedures emerged as the most critical governance challenges affecting educational service delivery. Both quantitative and qualitative findings consistently highlighted these issues as major obstacles to governance effectiveness and improved learning outcomes (Levatino et al., 2024).

Overall, the study underscores the need for governance reforms aimed at enhancing accountability, strengthening coordination mechanisms, clarifying institutional roles, reducing political interference, and building administrative capacity. Addressing these challenges can contribute to more effective educational governance, improved service delivery, and better educational outcomes in Balochistan.

Recommendations

Based on the findings of the study, the following recommendations are proposed to improve educational governance and service delivery in Balochistan:

1. **Clarify Institutional Roles and Responsibilities:** Clear job descriptions and reporting mechanisms should be developed for all administrative levels to minimize overlapping responsibilities and improve accountability.
2. **Reduce Political Interference:** Transfers, postings, promotions, and appointments should be carried out strictly on merit to ensure transparency, stability, and effective governance.
3. **Strengthen Monitoring and Accountability Mechanisms:** A robust monitoring and evaluation system should be established with clearly defined performance indicators for educational managers, officers, and school leaders.
4. **Enhance Administrative Coordination:** Regular coordination meetings and structured communication channels should be established among the Secretariat, directorates, district offices, and schools to improve policy implementation and decision-making.
5. **Decentralize Administrative and Financial Powers:** Greater administrative and financial authority should be delegated to district education offices to facilitate timely decision-making and address local educational needs effectively.
6. **Strengthen Human Resource Capacity:** Continuous professional development programs should be provided for educational managers, administrators, and school leaders to improve leadership, governance, and policy implementation skills.
7. **Address Teacher Shortages and Staffing Issues:** Vacant teaching and administrative positions should be filled on a priority basis, particularly in remote and underserved areas, to improve service delivery and learning outcomes.
8. **Promote Digital Governance Systems:** Digital tools such as EMIS, biometric attendance systems, online monitoring platforms, and data-driven decision-making mechanisms should be expanded to enhance transparency and efficiency.
9. **Improve Educational Infrastructure and Resource Availability:** Adequate funding should be allocated to ensure the provision of school facilities, teaching materials, textbooks, internet connectivity, and other essential resources.
10. **Strengthen Community and Stakeholder Engagement:** School Management Committees (SMCs/PTSMCs), parents, communities, NGOs, and development partners should be actively involved in school improvement initiatives while ensuring alignment with government policies and priorities.
11. **Provide Incentives for Service in Remote Areas:** Special hardship allowances, housing support, and career incentives should be introduced to encourage qualified teachers and administrators to serve in remote districts of Balochistan.
12. **Institutionalize Governance Reforms:** Long-term governance reforms focusing on transparency, accountability, merit-based management, and evidence-based planning should be implemented to ensure sustainable improvements in educational service delivery.

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