

Governance Practices in Public and Private Schools: A Qualitative Comparative Analysis

Mah E Urooj

murooj158@gmail.com / mah.g29327@iqra.edu.pk

Department of Education, Iqra University

Shahla Arshad

Shahlaarshad1st@gmail.com

Department of Education, Iqra University

Ghazala Anjum

iu02-0125-0457@iqra.edu.pk

Department of Education, Iqra University

Sana

sanaafzal6616@gmail.com

Department of Education, Iqra University

Nimra Jamil

nimra.g29339@iqra.edu.pk

Department of Education, Iqra University

Dr. Tasneem Saifuddin

tasneem.saifuddin@iqra.edu.pk

Department of Education, Iqra University

Corresponding Author: Mah E Urooj murooj158@gmail.com

Received: 02-02-2026

Revised: 17-02-2026

Accepted: 04-03-2026

Published: 18-03-2026

ABSTRACT

Effective governance is essential for ensuring quality education and institutional success in both public and private schools. This qualitative comparative study examines governance practices by exploring leadership, decision-making, accountability, stakeholder participation, and resource management in the two educational sectors. Data obtained through qualitative methods provide insights into how governance structures influence school administration and educational outcomes. The findings indicate that public schools generally operate within centralized governance systems that prioritize regulatory compliance and equitable access, whereas private schools benefit from greater administrative autonomy and flexibility in decision-making. Despite these differences, both sectors face common challenges related to accountability, resource utilization, and maintaining educational quality. The study emphasizes that transparent leadership, collaborative governance, and active stakeholder involvement are critical for improving school effectiveness. The findings provide valuable guidance for policymakers and educational leaders seeking to strengthen governance frameworks and enhance institutional performance across both public and private educational settings.

Keywords: School Governance, Public Schools, Private Schools, Qualitative Research, Educational Leadership, Accountability, Stakeholder Participation, Comparative Analysis.

INTRODUCTION

Background

Education is considered as the backbone of an economic system. Educational governance acts as a catalyst for shaping the quality, transparency, and accountability of schooling systems. In Pakistani educational context school governance is defined as a composition of various factors such as functions, finance management, and community members e.g. educators, policy makers and parents involvement. There are public, private and religious schools running in Pakistan (admin, 2025). Karachi is an educational hub of Pakistan with mixed proportion of public and private schools operating beyond regulatory approach and community reach. Karachi is facing numerous problems such as urbanization, migration, and socio-economic heterogeneity, making it a strategic site to explore key governance domains dealing with inequality and economic pressures. It is a epicenter of Sindh authorities, district officials, municipal and local NGOs working together to access quality education.

SDG 4 aims to ensure

Education is a human right and a force for sustainable development and peace. Every goal in the 2030 Agenda requires education to empower people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies. (UNESCO)

Rationale

Education plays a pivotal role in national development. The governance of school systems in Pakistan is complex yet plays a critical role in shaping the quality, equity, and sustainability of education systems. Pakistan public sector schools working under provincial authorities face numerous challenges in terms of bureaucratic inefficiencies, resource limitations, and weak accountability. On the other hand, private schools managed by external funding bodies raise concerns regarding affordability, equity, and regulatory compliance. Karachi is a metropolitan city of Pakistan with an estimated population of 20 million people, accommodates a wide range of diverse educational setups. While public schools focus on low cost-free education, these institutes often struggle with finances and governance shortcomings. In contrast, private schools comprising of various economic groups from affluent to marginalized propose alternatives but raise issues about compliance and fairness according to governance system. Governance sits at the heart of these connected issues that need deliberate discussion, impacting governance systems of key stakeholders from teachers performance to student achievements.

Governance is defined as:

Implementation of economic, political, and administrative authority to direct the affairs of a country at all levels. It encompasses the mechanisms, procedures, and establishments, through which citizens and groups express their interests, exercise their legal rights, meet their obligations, and mediate their differences (United Nation, 2015, as cited in Imam, 2023, p. 4)

Karachi is home to a wide range of prestigious public and private education institutes ranging from primary to doctorate level (WIKIPEDIA). This study is of great relevance considering governing practices of educational outcomes and equity in urban suburbs of Pakistan. It is in accordance with national education reform and Sustainable Development Goals-SDG 4 "*Quality Education*".

Problem Statement

Despite widespread policy reforms, Pakistan education system is not unified and remains fragmented. The governance structures in public and private sectors vary significantly, however empirical study conducted is of less number providing comparison of effectiveness in suburbs of urban areas like Karachi. This gap is substantial and constrains policymakers to integrate contextualized policy reforms in this regard.

Research Objectives

1. To explore the governance structure of public and private schools.
2. To assess the quality of governance in terms of accountability, transparency, and stakeholder participation.
3. To identify and highlight best approaches and barriers in each sector.
4. To recommend policy reforms to strengthen educational governance in urban Pakistani context.

Research Questions

RQ1: What are the differentiating factors in governance structures in public and private schools in Karachi?

RQ2: How come these governance models impact school performance, teacher accountability and student outcomes?

RQ3: What roles do key stakeholders (HMs, administrators, teachers) play in governance workstreams?

RQ4: What reforms can forge connections in governance gap between the two sectors?

METHODOLOGY

Design: Comparative qualitative analysis.

Approach: Qualitative phenomenological study.

Sample: 8 (4 Government and 4 Private sector) schools across various economic zones from Karachi.

Data Collection: Semi-structured interviews (administrators, principals, teachers), document analysis (policy manuals, meeting minutes etc.) and field observations.

Interview Analysis: Interview recording and transcription, Thematic coding, triangulation to enhance validity.

Expected Outcomes

1. A comparative framework governance model can bring to light potential strengths and shortcomings pertaining to the current educational systems.

2. Key recommendations for reform unit initiatives can foster a balanced regulation of public and private schools.
3. This is a step towards a brighter future and a contribution to academic literature with valuable insights about educational governance in Pakistan.

Significance

This research study will contribute towards:

1. Enrichment of academic literature pertaining to educational governance in South Asia.
2. Provide practical implications for governance stakeholders (policymakers, school leaders, and community members).
3. Promote an inclusive, transparent and accountable school systems across Pakistan.

Related Theories

The educational governance system of public and private sector schools in Pakistan is complex and multifaceted so a hybrid approach must be utilized to integrate governance models to promote global standards, local participation and accountability mechanism in accordance with following related theories:

1. Governance Mechanisms and Personalized Education (2023–2024)

Governance mechanisms are an important aspect of personalized learning in order to enhance leadership roles and interactive environments. In Pakistan, the National Education Policy Development Framework (NEPDF 2024) provides a roadmap for an inclusive and equitable platform to cater the diverse educational challenges (Training, 2024).

2. Distributed Leadership Theory

Peter Gronn, James P. Spillane & Alma Harris put forward the concept of Distributed Theory as a collective social process including all stakeholders participation. This 21st century theory is relevant to the school governance model giving autonomy to all key education stakeholders in participation (Changsu, 2023).

3. Global Governance and a New Social Contract for Education (2024)

The Global Governance and a New Social Contract for Education (2024) is built on UNESCO's education for all SDG-4 framework. This theory lays emphasis on uniformity and global local partnerships among different schooling systems. An ideal theory to explore structural constraints and participatory dynamics in Karachi's educational systems (Elfert & Ydesen, Global governance and the promissory visions of, 2024).

4. Global Governance and Promissory Visions of Education (2024)

The Global Governance of international organization promotes education through setting strategies, financial assistance, and policy frameworks throughout the world forum. Here governance is a universal concept dealing with not only rules but also to mobilize hope and legitimacy about the promissory vision of future ahead (Elfert & Ydesen, Global governance and the promissory visions of, 2024).

5. School Governance Characteristics and Policy Implications (2025)

The School Governance Characteristics and Policy Implications views governance as a multi-dimensional system-structures, accountability, participation, and resources that must be in accordance with the policy frameworks equity, transparency, and collaboration. A multifaceted approach towards key governance systems of education.

LITERATURE REVIEW

As the policy making body, board members directly impact the academic effectiveness of their schools, so understanding the experience of BMOC may contribute to understanding how to increase academic achievement for students of color in independent schools (Hofman et al., 2002; Land, 2002). According to the National Association of Independent Schools 2020–2021 report (NAIS, 2022b), of the 1,233 schools, 30.9% (179,232 of 579,299) of enrolled students were considered students of color. This was an increase from the 2000–2001 academic year report, where students of color only represented 16.8% of all students. Moreover, faculty represented 45% of the independent school labor force, with 19% being faculty of color. Approximately 96% of heads of schools are White, and the board's.

Boards are responsible for the fiduciary oversight of the school and the success of the school's mission and strategic goals (D. L. Adams, 2018; NAIS, 2017). School board governance theory takes on the four dominant forms of governance theory: (a) agency theory, (b) stakeholder theory, (c) stewardship theory, and (d) resource dependency theory (Booth-Bell et al., 2021). Each of these theories has varying degrees of complexity and the likelihood of centering White cultural norms. The case of agency theory, which focuses on board oversight, suggests that governance problems arise when board members and managers have different goals, which outlines a sense of entitlement by way of positionality as a board member. Stakeholder theory emphasizes the representation of all stakeholders and provides a robust theoretical basis for board diversity; however, when stakeholders all affirm a homogeneous point of view, it runs the risk of a self-preservation model based on scarcity. Stewardship theory argues the board and 12 management act as a single collective stewardship team, and the board's role is to support and assist management in accomplishing the organization's goals, which the board has also set. Resource dependency theory (Booth-Bell et al., 2021) suggests that a board's successful provision of resources is directly related to an organization's performance, which can also reinforce cronyism and lack of supplier diversity. These theories are the most succinct in addressing the types of governance schools can participate in; however, I believe agency and stewardship theories present the most risk for upholding institutional racism and White supremacy due to their adherence to stated norms and objectives of an already established ideal or perspective of the institution. Any institution's stated norms and objectives must be assessed from a critical lens to ensure its framework consists of an inclusive perspective of social identifiers such as race, class, gender, and more. Stakeholder and resource dependency theory makes room for an organic evaluation of perspectives and membership, including social identifiers such as race, class, gender, and more. CAISBG combines RIT and board governance theory to establish a new framework to understand the interplay of independent school board governance and institutional racism (Booth-Bell et al., 2021; Helms, 1996; Yosso, 2005). Understanding board governance alone does not highlight how independent school BMOC are impacted by racism, and it does not provide ways to see their contributions as assets. However, when board governance theory is examined after recognizing CCW and RIT, the space for unexplored narratives of BMOC has a framework for understanding

Independent school board members are nominated and appointed by existing members of their school communities and are not subject to public elections that inform the school community of their candidacy and how they are selected (D. L. Adams, 2018; Land, 2002; Poultney, 2013). Tuition and charitable donations fund the school's operational budget; therefore, these schools operate independently from public

school funding sources and jurisdictions. According to NAIS (2022a), tuition ranges from \$27,000–\$67,000, with schools offering an average of 26.7% of financial aid. With tuition being a factor, an independent school becomes an option for families with the resources to afford this experience or those who know how to access financial aid. The affordability of an independent school is impacted by salary and wealth gaps across racial demographics, which one should remember when considering how diverse the student population could be. Although student enrollment numbers have indicated an increase in students of color, many people with marginalized identities in independent school faculty, leadership, and boards face detriments to success due to institutional racism (Rodela & Rodriguez-Mojica, 2020; Sampson, 2019; Smith, 2019).

Current research on independent school board governance must be more extensive and explicitly engage racial constructs. This study examined the experiences of independent schools of 13 board members of color, including how their racial identity development promotes awareness, agency, and action as board members (Parker & Wilsea, 2022). It contributed toward establishing a critical ontology, meaning making, and increased consciousness of the racialized experiences of independent school board members of color. Critical ontology speaks to the state of or nature of being; therefore, this study aimed at the existing body of literature that has failed to include a process of meaning making to document the evolution of board governance and its players from a CRT perspective which uses CCW and RIT to examine board governance theory. By establishing the ontology of BMOC and what their board services mean to them, I identified themes that support increased consciousness of independent school board members and how their racial identity development impacted their work on the board, which this study described as awareness, agency, and action. Meaning making involves interpreting ontological realities and assessing reality into self in a way that can be observed and affirmed (Ignelzi, 2000). Consciousness refers to awareness and how an individual interprets the world and how they socialize with that reality. Racial identity development speaks directly to socialized experiences due to race and how the individual interprets that experience across developmental stages. When the consciousness of racial identity development is understood, the implications of how it impacts board member service are worthy of study. The lack of RIT in independent school board governance research highlighted a lack of consciousness in the field that may inappropriately codify the meaning of having racial diversity on school boards without participants of color having a say in the matter. CCW impacts board governance through how individuals use their capital to meet individual or collective goals. Absent an RIT perspective, business as usual at the board level has been normalized as an ontological way of being that upholds White supremacy. CCW provides 14 context and entry points for marginalized people to affirm the meaning of their CCW. Using CCW to examine and illustrate the way board governance and institutional racism orbit each other may offer insight into ways educators and administrators can disrupt the institutional racism found in board governance by acting through board-convened accountability reports and metrics at the organizational level (AAUP, 2022; American Psychiatric Association, 2025). Board governance, CCW, and RIT relate to the awareness, agency, and action of BMOC in independent schools in the way that board members use various forms of capital impacted by how they operate in their racial identity to carry

Similarly, in a study that examines the role of governance for the public sector conducted by Dumitrescu (2014), defined corporate governance as a governance for the private sector and it is a set of principles, norms, rules, and mechanisms for the proper guiding and controlling of the corporation. Also, it aims to enhance business prosperity and corporate accountability with the objective of maximizing stakeholders value, MCCG (2000). Additionally, OECD defines corporate governance as a network of relationship between companies' management and different stakeholders its board, its employees, its shareholders, OECD (2004). However, Kaur (2011) confirmed that the corporate governance framework does not include only the right and responsibility of all stakeholders but also the rules and procedures for decision making to ensure enforceability and accountability. From the previous definitions, it is clear that governance is one

of the most important topics in the economies of countries, which is an important element in promoting success and economic and administrative reform. As stated by Almquist; Grossi; Van Helden and Reichard (2013), public governance pertains accountability tasks about the impact of the policies on society not only the task of providing the service as to be appeared in corporate governance. In fact, the notion of public governance does not differ entirely from corporate governance. Regarding similarities between public & private governance, Armstrong (2005) agreed that public governance is not new but is at least old as corporate governance in private sector. Unlike Hussaina & Bandara (2011), who asserted that public sector governance has been found in ancient civilizations but limited to the principle of accountability. However, Wettenhall (2004) argued that many of the norm applied in the private sector are unsuitable for the public sector and suggested that governance experience in the public sector is long established. On other hand, Proven and Milward (2001) acknowledged that network performance in public sector is more complicated than in private sector because of the diversity of user needs and at the same time are politicized. Rowley (2011) agreed that the public sector is more complex because of the number of stakeholders involved and this intrinsic complexity is translated into the e-government arena.

RELATED THEORIES

- **Stewardship and monitoring:** Governing bodies, such as school boards, have a responsibility to oversee the budget, curriculum, and the overall conduct of the school to ensure it is functioning efficiently and effectively.
- **Democratic participation:** Governance is seen as a way to integrate democracy principles by involving community members, parents, and other stakeholders in decision-making processes. This can enhance accountability and relevance, notes the (Amani, 2025).
- **Equity and social mandate:** Theories emphasize the role of governance in ensuring equal access to quality education, particularly for disadvantaged groups, and fulfilling the school's social mandate, as described in the ResearchGate publication.
- **Decentralization:** This approach involves shifting some authority from a central government to local levels, which can make governance more responsive to local needs and issues, suggests (Talks, 2019).

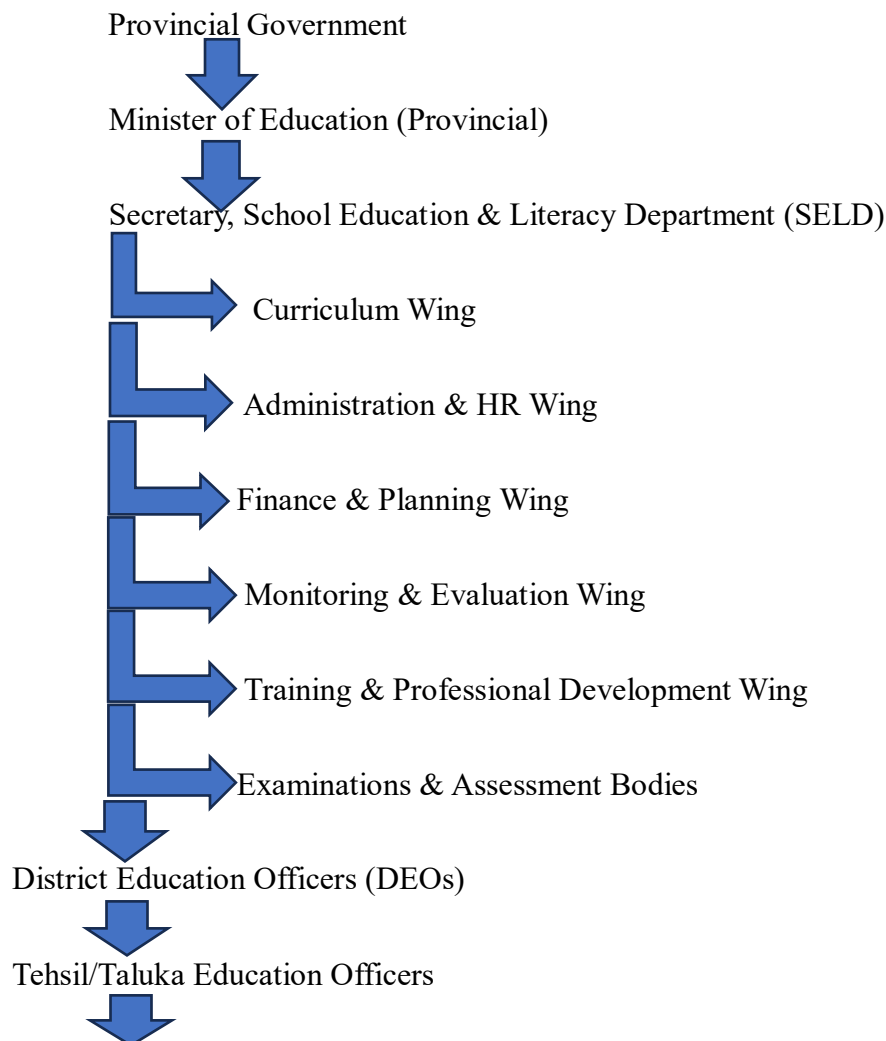
Theories of governance in private schools

- **Market-driven models:** Private school governance often operates on principles of competition and consumer choice. Governing bodies are responsible for making the school attractive to parents as "customers," focusing on quality, specialized programs, and brand reputation to compete in the educational market, according to (Baxter, Oxford Research Encyclopedia of Education, 2017).
- **Stakeholder management:** Governance focuses on balancing the needs of various stakeholders, including parents, teachers, and investors. The goal is often to maximize value for the stakeholders while maintaining the school's mission, explains (Ansell & Torfing, 2016).
- **Stewardship and performance:** Similar to public schools, private school governing bodies are tasked with stewardship, but their performance is often measured by financial success and student outcomes in ways that directly impact the school's long-term viability and reputation. This is exemplified by the role of the board in ensuring the school's financial health and academic reputation, notes Oxford Research Encyclopedias (Baxter, School Boards and Student Achievement, 2020).

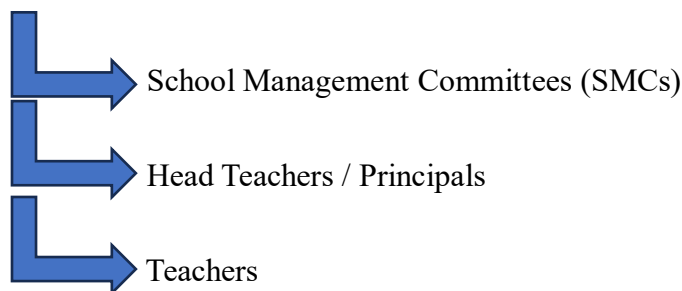
The education system in Pakistan is dual in nature encompassing both public and private sector institutes. Education is the building block of a nation and also an important factor to overcome economic and social challenges (Services, 2024). In Pakistan the quality of both public and private education systems is determined by Higher Education Commission (HEC) (Services, 2024). HEC is a key stakeholder in determining both national and international education standards (Services, 2024). The regulatory bodies such as School Education and Literacy Department set various professional qualification to promote the educators such as ADE, M.A., B.Ed, M.Phil, MS, Ph.D etc. (DEPARTMENT, Publications, 2017).

The governance stature of Pakistan education system is decentralized after the 18th constitutional amendment where provinces hold primary authority for education planning and reforms implementation (PAGE, 2025). Pakistan has a fragmented education system such as Matriculation, O/A Levels, Cambridge, Agha Khan boarding system, and religious Madrassah divided into several tiers primary (1-5), Middle (6-8), secondary (9-10), Higher Secondary (11-12), and tertiary education (University level). Islamic Republic of Pakistan National Education Policy 2017-2025, Vision 2025~One Nation One Vision (Ministry of Planning, 2014) and Digital Pakistan Vision 2025 (DigiIT, 2025) encapsulate a framework for social, economic, security, and governance developments to transform our economic governance system.

Figure 1: School Education & Literacy Department Governance Framework



School-Level Governance



Note: Adapted from “Organizational Structure of School Education & Literacy Department” by A. Khan, 2024, SlideShare. <https://www.slideshare.net/slideshow/organizational-structure-of-school-education-literacy-department/238969418>

FIELD INQUIRIES

Private Schools

The private school selected as a population for this research study, is generally operated with structured internal systems led by principals, coordinators, and owners. The demographic data shows that private school leaders such as principals and coordinators typically had significant teaching and administrative experience, ranging from 5 to 18 years. The school had moderate to large student population (e.g., 500 to 650 students) and teaching staff ranging from 20 to 25 teachers, indicating well-established institutions with stable staffing patterns. The private school professionals appeared confident in their roles, including principals, teachers and administrators who were accustomed to rapid decision-making and daily operational responsibilities. These schools demonstrated a strong culture of internal monitoring through CCTV systems, classroom observations, academic committees and close coordination between management and staff. Parent involvement was emphasized due to high expectations and frequent communication through PTMs and complaint systems. The private school environment reflects a market-driven approach where results, performance monitoring, digital systems, staff supervision and customer satisfaction (parents) play central roles.

Public Schools

The public schools chosen for the study, had diverse teaching and administrative staff, with experience ranging from 1 to 12 years and were typically larger in student population (500–750 students) but had fewer teachers compared to private schools. This imbalance suggests heavy workload distribution in public sector settings. Details provided by the participants show that public schools operate in a rigid administrative structure controlled by the School Education & Literacy Department and District Education Offices. Key figures such as headmasters, in-charges, JEST teachers and senior teachers indicated limited autonomy in decision-making and a dependence on district orders. Public school buildings often required repairs or faced structural challenges such as water logging, safety concerns and infrastructural deficits, indicating resource constraints highlighted repeatedly across transcripts. Parent participation was generally low, largely due to socioeconomic conditions and limited awareness. Teachers in public schools often managed multiple responsibilities, including teaching, coordination, communication with families and reporting to district officials. Monitoring practices such as ACRs, biometric attendance, district visits and school inspections reflect a bureaucratic accountability model. Despite constraints, many public schools’ staff expressed

dedication to supporting students, adapting to district initiatives like STEAM programs and working collectively during school relocations or system changes.

Thematic Map with Focused Codes for Public and Private Schools

Main Themes	Public Schools – Focused Codes	Private Schools – Focused Codes
1. Governance Structure	- Centralized governance under SE&LD/DEO - Limited school autonomy - Hierarchical top-down control - Weak or symbolic SMC involvement.	- Hierarchical but internally autonomous - Strong school-level control (owner → principal) - Clear internal structure: coordinators, heads - Functional committees (discipline, academics).
2. Decision-Making Process	- Principal executes district orders - Minimal teacher involvement - No formal collaborative decision-making - Parents rarely included - Students almost never included.	- Principal + management lead decisions - Teachers consulted regularly - Parents influence key decisions (PTM feedback) - Students participate in activities/extracurricular decisions - Faster decision-making processes.
3. Accountability & Monitoring	- Upward accountability to DEO - ACR-based yearly evaluations - Surprise visits by monitoring teams - Biometric attendance - Weak disciplinary action for permanent staff.	- Strong internal accountability - CCTV monitoring, daily classroom observations - Lesson plan checks and student performance tracking - Immediate response to weak performance - Job insecurity increases compliance.
4. Leadership Style	- Compliance-driven leadership - Administrative rather than instructional leadership - Limited decision authority for teachers - DEO-driven mandates.	- Instructional + administrative leadership - Empowering leadership practices - Motivation, recognition, rewards emphasized - Teachers given space to innovate.
5. Teacher Professional Development	- District-led or government-mandated training - Subject committees improved teaching temporarily - Limited, inconsistent training - Teachers hesitant initially - Improvement depends on district leadership continuity.	- Frequent in-house trainings - Peer mentoring and classroom monitoring - Use of technology in PD - Teachers encouraged to adopt new teaching methods - Strong emphasis on continuous improvement.
6. Technology & Digitalization	- Limited infrastructure (internet, labs, tech rooms) - Slow digital adoption - Participation in STEAM depends on district	- Digital attendance, fee systems, academic software - Projectors, media rooms, digital lesson activities - Use of apps, tech tools for monitoring and instruction

	support • Resource shortages restrict digital learning.	Technology integrated into governance and teaching.
7. Parent & Community Participation	• Low parent participation (20–30% PTM attendance) • Parents often illiterate or busy • Parent input rarely shapes decisions • SMC rarely functional • Change only when parent complaints persist.	• High parent engagement and expectation • Parent complaints resolved within 24 hours • Parents treated as key stakeholders ("clients") • Suggestions influence class changes, teacher performance, discipline policies.
8. School Culture: Collaboration & Motivation	• Teacher collaboration mostly informal • Low teacher motivation due to limited autonomy • Weak school-based initiative culture • Over-dependence on district instructions.	• Strong collaborative culture • Teamwork between departments (coordinators, heads, teachers) • Motivation via praise, rewards, close monitoring • High-performance expectations for teachers.
9. Impact on Teaching & Learning	• Improvements through STEAM, subject committees • Project-based learning adopted under government push • Gains not always sustained without district support • Resource constraints limit progress.	• Continuous performance tracking leads to strong results • Students show better discipline, outcomes, achievements • Technology improves engagement • Strong monitoring leads to improved teaching quality.
10. Policy & Reform Needs	• Empower SMCs with real authority • Increase school autonomy • Improve infrastructure & resources • Create flexible school-level budgets • Need targeted teacher training • Reforms needed at district & national levels.	• More transparent accountability systems • Reduce pressure-based monitoring • Increase teacher autonomy in instruction • Better digital systems and management tools • More systematic PD opportunities.

SUMMARY/CONCLUSION OF ANALYSIS

The thematic analysis showed that governance practices in public and private schools differ greatly and directly influence the functioning of schools. Public schools operate under a highly centralized structure where most decisions come from the School Education & Literacy Department and District Education Offices. This limits the autonomy of principals and teachers. Private schools, on the other hand, have more internal control, allowing principals and management to make quick decisions based on school needs. Decision-making in public schools is largely top-down, with limited participation from teachers and parents, while private schools actively involve teachers, parents and even students in certain decisions. Accountability is stronger and more immediate in private schools due to cameras, monitoring and performance-based evaluations, whereas public schools rely on ACRs, monitoring visits and attendance checks, making accountability slower and sometimes ineffective. Parental participation also differs, as public schools experience low engagement due to parents' work responsibilities and limited awareness, whereas private schools show high parental involvement and their feedback often leads to immediate action. Teacher training is inconsistent in public schools and mainly depends on government initiatives, while

private schools offer regular professional development and use digital tools to improve teaching. Technology use is limited in public schools due to resource constraints, whereas private schools are far ahead in digital systems. Overall, governance strongly shapes teaching quality, student learning, leadership effectiveness and school improvement in both sectors.

Final Research Findings

The study concludes that governance is a central force that determines how effectively a school runs, how motivated teachers feel, and how well students perform. Public schools need more autonomy and stronger school-level leadership because their current centralized structure limits their ability to act on local needs. Private schools benefit from quick decision-making and active monitoring, but they need more transparency and balanced accountability so that teachers feel supported rather than pressurized. Across both sectors, it is clear that teaching quality improves when governance provides clear direction, consistent monitoring, and timely support. Parent involvement, teacher development and technology integration are also key factors that strengthen school governance. Schools with strong leadership, active communication and collaborative decision-making tend to show better learning outcomes. The findings further highlight that sustainable improvement requires ongoing motivation, adequate resources and professional training for teachers. Overall, effective governance is a combination of strong leadership, shared decision-making, accountability and a supportive school culture that encourages both staff and students to perform well.

Overall, the study concludes that effective governance whether in public or private schools, depends on transparent decision-making, strong leadership, active monitoring, parent involvement and support for teachers. Schools that build these elements into their governance system are more likely to achieve higher teaching quality, motivated staff, satisfied parents and successful students.

RECOMMENDATIONS

For Public Schools

1. Increase school-level autonomy, so that principals can make decisions without waiting for district approval.
2. Strengthen School Management Committees (SMCs) and make them active, trained and responsible.
3. Improve infrastructure and provide essential resources, such as internet, libraries, labs, and teaching materials.
4. Regular teacher training tailored to local needs (STEAM, digital skills, classroom management etc.).
5. Use simple digital tools for attendance, monitoring and communication.
6. Encourage parent participation with flexible meeting schedules and awareness sessions.

For Private Schools

1. Make accountability systems more transparent, so that teachers feel supported, not pressured.
2. Reduce excessive workload, especially multiple monitoring layers.
3. Provide continuous professional development, not only performance-based evaluations.

4. Strengthen student feedback mechanisms to improve teaching practices.
5. Ensure financial and academic decisions follow ethical guidelines, not only profit-based choices.

For Both Public and Private Schools

1. Promote collaborative decision-making involving teachers, parents, and students.
2. Introduce school-based digital management systems for attendance, results, and communication.
3. Develop a strong culture of motivation, including recognition, rewards, and appreciation.
4. Enhance communication between schools and communities to build trust and engagement.
5. Adopt blended learning and project-based approaches to make learning more meaningful.
6. Encourage partnerships with NGOs and local organizations for training, resources, and community support.

REFERENCES

- admin. (2025, March 27). *The Legal Framework for Regulating School Governance in Pakistan*. From PAKISTAN LAWYER: <https://articles.pakistanlawyer.com/2025/03/27/the-legal-framework-for-regulating-school-governance-in-pakistan/>
- Amani, N. (2025, May). The Role of Governance in Public Education. *RESEARCH INVENTION JOURNAL OF RESEARCH IN EDUCATION (RIJRE)*, pp. 72-77. doi:<https://doi.org/10.59298/RIJRE/2025/527277>
- Ansell, C., & Torfing, J. (2016, July). *Introduction: Theories of Governance*. From SciSpace: <https://scispace.com/pdf/introduction-theories-of-governance-3nw9nth9xh.pdf>
- Baxter, J. (2017, February 27). *Oxford Research Encyclopedia of Education*. doi:<https://doi.org/10.1093/acrefore/9780190264093.013.102>
- Baxter, J. (2020, April 30). School Boards and Student Achievement. (M. C. Alkin, Ed.) doi:<https://doi.org/10.1093/acrefore/9780190264093.013.704>
- Changsu, L. (2023, November 24). A Study on Distributed Leadership Theory and Research by Gronn, Spillane & Harris. *International Journal of Education, Culture and Society*, pp. 243-256. doi:<https://doi.org/10.11648/j.ijecs.20230806.14>
- DEPARTMENT, S. E. (2017, May 22). *Publications*. From SCHOOL EDUCATION AND LITERACY DEPARTMENT: <https://www.sindheducation.gov.pk/Contents/Menu/Notification%20for%20Recruitment%20Policy%202017%20for%20teaching%20and%20ton-teaching%20of%20School%20Education%20Department.pdf>
- DEPARTMENT, S. E. (n.d.). *Allied Institutions*. Retrieved November 9, 2025 from SCHOOL EDUCATION AND LITERACY DEPARTMENT GOVERNMENT OF SINDH: <https://sindheducation.gov.pk/>

DigiIT. (2025, May 2). *What Is the Digital Pakistan Vision 2025?* From DIGIIT.PK: <https://www.digiit.pk/what-is-the-digital-pakistan-vision-2025/>

Elfert, M., & Ydesen, C. (2024, July 19). Global governance and the promissory visions of. *Routledge Taylor and Francis Group*, pp. 361-376. doi:<https://doi.org/10.1080/03050068.2024.2371701>

Elfert, M., & Ydesen, C. (2024, July 19). Global governance and the promissory visions of. *Comparative Education*, pp. 361-376. doi:<https://doi.org/10.1080/03050068.2024.2371701>

Ministry of Planning, D. a. (2014, August 11). *Vision 2025 Executive Summary*. From scribd: <https://www.scribd.com/document/416197150/Vision-2025-Executive-Summary>

PAGE. (2025, July 2). *CURRENT TRENDS*. From PAKISTAN & GULF Economist: <https://www.pakistangulfeconomist.com/2025/07/02/the-education-system-in-pakistan-challenges-reforms-and-the-road-ahead/>

ROLE OF GOVERNANCE IN PUBLIC AND PRIVATE SCHOOLS. (2021 TO 2025).

Services, G. G. (2024, November 25). *Understanding Education Regulations in Pakistan: A Guide to Private and Public Institutions*. From Generis Global Legal Services: <https://generisonline.com/understanding-education-regulations-in-pakistan-a-guide-to-private-and-public-institutions/>

Talks, T. (2019, October 22). Theories of governance | Jacob Torfing | TEDxAarhus [Video]. From <https://www.youtube.com/watch?v=cFFzYhXtZ4k>

Training, M. o. (2024, October 8). NATIONAL EDUCATION POLICY DEVELOPMENT FRAMEWORK - 2024. Pakistan. From <https://www.bing.com/ck/a?!&&p=245d2180ef22c76272024383cd7f3f742b38f3cac6f19123f53e61102b5736baJmldtHM9MTc2MzY4MzIwMA&ptn=3&ver=2&hsh=4&fclid=2c5a3e6a-6406-628c-3cab-284965ae63e6&u=a1aHR0cHM6Ly9waWUuZ292LnBrL1NpdGVJbWFnZS9QdWJsaWNhdGlvi9ORVBERiUyMDIwMjQl>

UNESCO, P. N. (n.d.). *Sustainable Development Goals (SDG-4)*. From Pakistan National Commission for UNESCO (PNCU): <https://www.bing.com/ck/a?!&&p=609f72d558297f61d08434be13b1113dfe04d8865355147bdc1ee4e1b49305c7JmldtHM9MTc2MzUxMDQwMA&ptn=3&ver=2&hsh=4&fclid=2c5a3e6a-6406-628c-3cab-284965ae63e6&psq=SDG+4+Quality+Education+in+Pakistan&u=a1aHR0cHM6Ly9wbmN1Lmdvdi5waY9EZXRh>

WIKIPEDIA. (n.d.). *Education in Karachi*. From WIKIPEDIA: <https://www.bing.com/ck/a?!&&p=68755b1f2dc94507211ca627e672921bb29f9ac83a430355ff970da1ac5a9f63JmldtHM9MTc2MzUxMDQwMA&ptn=3&ver=2&hsh=4&fclid=2c5a3e6a-6406-628c-3cab-284965ae63e6&psq=Education+in+Karachi+wikipedia&u=a1aHR0cHM6Ly9lbi53aWtpcGVkaWEub3JnL3dpa>