

A Comparative Study of Managerial Effectiveness of Principals in Public and Private Secondary Schools in District Panjgur

Adeel Ahmed

adeelahmedbaloch535@gmail.com

MS Scholar, Department of Education, Lasbela University of Agriculture, Water, Marine and Sciences (LUAWMS), Uthal, Balochistan, Pakistan

Imran Khan

imranskhaan@gmail.com

Lecturer, Department of Education, Lasbela University of Agriculture, Water, Marine and Sciences (LUAWMS), Uthal, Balochistan, Pakistan

Adnan

adnanbaloch100@gmail.com

MS Scholar, Department of Education, Lasbela University of Agriculture, Water, Marine and Sciences (LUAWMS), Uthal, Balochistan, Pakistan

Corresponding Author: * Adeel Ahmed adeelahmedbaloch535@gmail.com

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ABSTRACT

This study examined the managerial effectiveness of principals in public and private secondary schools in District Panjgur. The research focused on four key dimensions of managerial effectiveness: decision-making skills, instructional supervisory skills, communication skills, and motivational skills. Guided by four research objectives, questions, and hypotheses, the study adopted a descriptive research design. Data were collected through a structured questionnaire and analyzed using IBM SPSS Statistics 23, employing mean, standard deviation, and independent sample t-tests. The findings indicated that principals of private secondary schools exhibited higher managerial effectiveness compared to their counterparts in public schools. Despite this, public secondary schools were found to have greater human and material resources and stronger policy implementation frameworks. Based on these findings, it is recommended that principals of public secondary schools enhance their managerial skills through targeted training and professional development workshops organized by government training centers. Strengthening these competencies is essential for fostering effective leadership and improving educational outcomes across District Panjgur.

Key Words: Comparative Study; Managerial Effectiveness; Principals; public and private Secondary Schools

INTRODUCTION

Education is associated with a person's development and maturity. It includes the pupil's acquisition of values, behaviors, skills, and information. Education makes us think appropriately in the right way. Instead of accepting the opinions of others, it is education that makes us think about life in our own way. As a result, the purpose of childhood is to acquire knowledge that will ultimately result in a better life in the future (Cole & Josh, 2008). Education helps individuals develop their wide range of skills, including reading skills, writing skills, communication skills to express their viewpoints, community involvement, the use of technology, and the exchange of knowledge to support the economy, and the improvement of technology. Education is similar to baking in which knowledge is deposited (Smith, 2015).

In Pakistan, the education system is broadly categorized into three streams: The Dini Madrassa system, the public education system, and the private education system. The Dini Madrassa system offers religious

instruction primarily focused on Islamic teachings. The public education system, often accessed by families facing financial constraints, provides free or subsidized education. In contrast, the private education system typically serves middle- and upper-class families who seek alternative options with potentially higher educational standards (Syed & Sial, 2015). Like many countries, Pakistan classifies educational institutions into two primary types: public and private schools (Awan, 2011). At the secondary level, which includes grades IX through XII, both public and private institutions operate across the country. Public secondary schools are established, funded, and administered by governmental bodies or ministries, whereas private secondary schools are operated by private individuals or non-governmental organizations. According to the National Education Policy (2016), the Government of Pakistan aims to improve access to education by enhancing the quality of secondary education, increasing student enrollment, reducing dropout rates, and aligning educational outcomes with national development goals.

Managerial effectiveness is defined as the optimal use of available resources towards the achievement of the desired goals of the school. The concept of managerial effectiveness has been defined differently by different authors due to its complex nature (Bao, 2009). Some researchers defined it as “the positive response to administrative efforts and actions to accomplish stated goals” (Akomolafe, 2012; Ademilua, 2012). According to Olouunsola and Belo (2018), the capacity of a manager to utilize available human, material, and financial resources to attain determined organizational goals is known as managerial effectiveness. Managerial effectiveness is what a manager accomplishes in the face of all obstacles rather than what he or she does (Koontz and Weihrich 2005). According to Inyang (2008), managerial effectiveness refers to a leader's capacity to produce desired results. The term can be explained in simple language as the managerial skills possessed by an individual to run an organization easily and effectively. According to Walton and Dawson (2001), the core of the majority, if not all, management and organizational theories and concepts is managerial effectiveness. Contingency theory offers a practical framework for evaluating administrative performance (Willcocks, 2002).

According to Okeke and Ikediugwu (2020), School administration is the managerial responsibility for achieving predetermined goals by making use of secondary school resources. According to Nnebedum and Obasi (2019), administration is a systematic way of allocating the available resources to achieve pre-established objectives. The process of planning, organizing, directing, and coordinating the resources at hand to accomplish educational goals and objectives is known as school administration. Since they are the ones spearheading constructive adjustments to guarantee successful learning, the function of a leader (school principal) becomes a crucial role. A school's principal serves as a planner, director, controller, coordinator, consultant, and problem-solver. When it comes to dealing with the many problems that occur in schools, principals play a crucial role (Maduabum 2012). Secondary school principals are in the best position to use the material and human resources at their disposal as administrative leaders to accomplish the objectives of the schools (Akilaiya, 2001; Ogbiji, 2011). Ajayi (2005) asserts that principals can increase the effectiveness of institutions through their decision-making style, instructional supervision, and motivational strategies. Principal and managerial effectiveness is the success of administrative actions and endeavors aimed at accomplishing a specific goal. Subordinate performance for school achievement appears to be enhanced by the principal's decision-making, task-assignment, positive modeling, and encouragement of instructors and pupils to put in extra effort to meet school goals and objectives. Therefore, it is impossible to overlook the crucial leadership role that principals play in enhancing school success (Al Khajeh, 2018).

The aforementioned suggests that a key factor in secondary school administration is the managerial effectiveness of the principal. According to Mazhar (2011), the managerial effectiveness of secondary school principals is a barrier to the attainment of secondary school objectives. Various studies have been conducted to find the managerial effectiveness of principals in public and private secondary schools. Studies

conducted by Abiodun and Oyeboji (2004) and Akomolafe (2005) found no notable difference in the job performance of teachers in both private and public secondary schools in Ekiti State. As well as study of Adegun's (2002) had a moderate level of managerial effectiveness in public and private secondary schools. According to Anderson's (2010) study, there are significant differences between public and private managers' leadership styles and motivations. There is a reported behavioral similarity between public and private managers, with intuition serving as the primary decision-making function in both. Contrary to this, Waqar & Siddiqui (2008) and Akomolafe (2005) reported a significant difference in administrative leadership styles within the private and public schools. According to their study, private secondary school principals are more task-oriented and staff-oriented than public secondary school principals. In a study of (Ogbiji, 2018) on managerial effectiveness of principals in public and private secondary schools, he tested only one hypothesis, which led to the conclusion that there is no significant difference in the administrative effectiveness of secondary school principals in public and private institutions. The factors of general administration, supervision, decision making, and motivation were used to compare the effectiveness of the principals in his study. The results demonstrate that secondary public and private schools perform the same administrative tasks.

Statement of the problem

The role of managerial effectiveness in school leadership is indisputable, as it directly influences the achievement of educational goals and the overall success of an institution. In schools, particularly at the secondary level, principals are tasked with aligning resources—both human and material—with the broader goals of the institution. This vital connection between leadership and school success is well documented, with Mukherjee (2013) emphasizing that the management capabilities of principals are directly tied to the effectiveness of the educational environment they cultivate. Strong leadership qualities, including effective decision-making, supervision, and organizational management, are crucial for creating a thriving learning environment.

In Pakistan, the question of how principals in public and private schools manage their roles has been a subject of ongoing research (Iqbal, 2012; Hussain et al., 2018). However, despite these studies, significant concerns about managerial effectiveness persist, particularly in District Panjgur. Teachers have raised concerns that principals often prioritize external engagements over their primary responsibility: overseeing the quality of instruction. Additionally, communication challenges and a reluctance to involve teachers in decision-making have led to a perceived disconnect between school leadership and staff. These issues not only affect day-to-day school operations but also influence long-term educational outcomes.

Given these pressing concerns, it is crucial to investigate the managerial effectiveness of secondary school principals in District Panjgur. This study aims to provide an in-depth comparison of public and private school principals, shedding light on the practices that enhance or hinder school success. By evaluating the managerial strategies employed by principals, this research seeks to offer actionable insights that can improve leadership in schools across the region, ultimately benefiting both educators and students.

Objectives of the Study

The study had the following objectives to compare the managerial effectiveness of principals in public and private secondary schools in District Panjgur.

1. To examine the managerial effectiveness of principals in decision-making skills.
2. To analyze the managerial effectiveness of principals in instructional supervisory skills.
3. To identify the managerial effectiveness of principals in communication skills.
4. To investigate the managerial effectiveness of principals in motivational skills.

Research Questions

1. What are the similarities and differences between the managerial effectiveness of principals in decision-making skills?
2. What are the similarities and differences between the managerial effectiveness of principals in instructional supervisory skills?
3. What are the similarities and differences between the managerial effectiveness of principals in communication skills?
4. What are the similarities and differences between the managerial effectiveness of principals in motivational skills?

Research Hypotheses

Based on research objectives, the following were the hypotheses.

H1: There is no significant difference between the managerial effectiveness of principals in decision-making skills.

H2: There is no significant difference between the managerial effectiveness of principals in instructional supervisory skills.

H3: There is no significant difference between the managerial effectiveness of principals in communication skills.

H4: There is no significant difference between the managerial effectiveness of principals in motivational skills.

Significance of the Study

There is a goal and purpose behind the research being done. The purpose of this study was to evaluate the managerial effectiveness of principals in public and private secondary schools in District Panjgur. The study's conclusions will assist secondary school principals, both public and private, in identifying their areas of strength and weakness in terms of managing their institutions' human and material resources. Employers of secondary school principals in private institutions will benefit from it by being able to hire and retain effective principals. Employers of secondary school principals in both public and private institutions will be able to select only those with expertise in educational planning and administration for their secondary schools. The study's conclusions also help government representatives and educational policymakers develop strategies that will enhance school management. Policymakers could use the study as a tool to help future educators and heads develop their managerial competencies and skills.

METHODOLOGY

This study employed a quantitative research approach with a descriptive research design to investigate the managerial effectiveness of principals in public and private secondary schools in District Panjgur. According to Creswell (2014), quantitative research involves systematically testing hypotheses using numerical data and statistical techniques.

The target population for this study comprised 460 secondary school teachers—340 from public schools and 120 from private schools. A stratified random sampling technique was employed, resulting in a sample of 230 teachers (170 from public schools and 60 from private schools).

Data were collected through a structured questionnaire with a 5-point Likert scale. The instrument included two sections: the first section gathered demographic data such as school name, qualifications, and years of experience, while the second section consisted of 24 items assessing various aspects of managerial effectiveness. These items were rated from “Ineffective” to “Very Effective.”

The validity of the instrument was ensured through expert review by senior faculty members from the Department of Education. The reliability of the instrument was assessed using Cronbach's alpha, which yielded a coefficient of 0.934, indicating high internal consistency.

Data collection was conducted in person by the researcher, supplemented by phone calls and assistance from peers. The study assured participants of confidentiality and obtained informed consent. Data were analyzed using IBM SPSS 23 Statistics Version 27, employing descriptive statistics (mean, standard deviation) and independent sample t-tests to compare the managerial effectiveness of principals in both public and private schools.

RESULTS

Research question 1. What are the similarities and differences between the managerial effectiveness of principals in decision-making skills?

Table 1 shows the responses of secondary school teachers (SSTs) regarding principals' decision-making skills in public and private secondary schools.

S/No	Statements	School	N	Mean	SD
1.	The principal is skillful in consulting staff for vital decisions.	Public	170	3.58	1.080
		Private	60	4.13	.832
2.	The principal relies on school policies and programs for effective decision-making.	Public	170	3.57	1.064
		Private	60	4.11	.804
3.	Decisions are made beyond the available resources.	Public	170	3.00	1.093
		Private	60	3.86	1.016
4.	Principal uses personal initiatives and ideas for making decisions in school.	Public	170	3.50	1.100
		Private	60	4.01	1.081
5.	The principal is effective in consulting staff if any issues occur in the school.	Public	170	3.30	1.161
		Private	60	3.91	.979
6.	The principal makes decisions according to the feelings and needs of staff and students.	Public	170	3.51	1.089
		Private	60	3.83	1.107

Table 1 shows the responses of secondary school teachers regarding the principal's decision-making skills. The results from the table 1 according to the principal's decision making skills in public and private secondary school reveals that private school principals had greater mean scores in the statements of 1,2,3,4,5 and 6 including 4.13, 4.11, 3.86, 4.01, 3.91 and 3.83 and standard deviation as .832, .804, 1.016, 1.081, .979 and 1.107. Contrary to this, the public school principal had the mean score as 3.58, 3.57, 3.00, 3.50, 3.30, and 3.51 with 1.080, 1.064, 1.093, 1.100, 1.161, and 1.089. The observed analysis shows that the private school has a higher mean compared to the public school in decision making by principals in managerial effectiveness of principals in public and private secondary schools in District Panjgur.

Hypothesis 1 There is no significant difference between the managerial effectiveness of principals in decision-making skills?

Table 2 shows the t-test results for whether there was any difference in decision-making skills in public and private secondary schools.

School	N	Mean	SD	t value	p value
Public	170	3.41	.70483	-5.280	<.001
Private	60	3.98	.74288		

To test Ho1, if there is a significant difference exists in managerial effectiveness of principal's regarding decision-making skills in public and private secondary schools in District Panjgur, a t-test was conducted for further data analysis. The analyzed data from Table 2 demonstrate that public school principals had a mean value of 3.41 with a standard deviation of .70483; on the other hand, the private school principals had a mean value of 3.98 with a standard deviation of .74288. From the result, the P-value was $.001 < 0.05$ level of significance. The null hypothesis was therefore rejected. We can conclude from the observed analysis that is significant difference exists in managerial effectiveness of principals in decision-making skills in public and private secondary schools in District Panjgur. From the above analysis, it is concluded that principals in private secondary schools were better in decision-making skills in their managerial effectiveness in District Panjgur.

Research question 2. What are the similarities and differences between the managerial effectiveness of principals in instructional supervisory skills?

Table 3 shows the responses of secondary school teachers (SSTs) regarding the principal's instructional supervisory skills in public and private secondary schools.

S/No	Statements	School	N	Mean	SD
1.	The principal effectively monitors staff and students' activities in the school.	Public	170	3.74	1.061
		Private	60	3.95	1.064
2.	The principal is very energetic during staff supervision.	Public	170	3.48	1.105
		Private	60	4.05	.909
3.	The principal is effective in knowing staff strengths and weaknesses in their job performance.	Public	170	3.41	1.047
		Private	60	3.86	1.111
4.	Principal is effective in inspiring staff to work together towards a common goal and vision.	Public	170	3.25	1.033
		Private	60	3.85	1.190
5.	The principal is calm and polite when a problem occurs in school.	Public	170	3.41	1.012
		Private	60	3.90	.969

6.	Principal is effective in checking teachers' lesson notes.	Public	170	3.22	1.210
		Private	60	4.05	1.048

Table 3 represents the responses of secondary school teachers regarding the principal's instructional supervisory skills. The obtained analysis shows that principals of public secondary schools had mean scores of 3.74, 3.48, 3.41, 3.25, 3.41, and 3.22 with standard deviations of 1.061, 1.105, 1.047, 1.033, 1.012, and 1.210 in the 1,2,3,4,5, and 6 statements of principals' instructional supervisory skills. On the other hand, private secondary school principals had mean scores in 1,2,3,4,5, and 6 statements of supervisory skills as 3.95, 4.05, 3.86, 3.85, 3.90, and 4.05 with standard deviations of 1.064, .909, 1.111, 1.190, .969, and 1.048. The observed analysis shows that the private school had a higher mean compared to the counterpart public school in instructional supervisory skills in managerial effectiveness of principals in public and private secondary schools in District Panjgur.

Hypothesis 2: There is no significant difference between the managerial effectiveness of principals in instructional supervisory skills.

Table 4 shows the t-test results for whether there was any difference in instructional supervisory skills in public and private secondary schools.

School	N	Mean	SD	t value	p value
Public	170	3.42	.78841	-4.328	<.001
Private	60	3.94	.81573		

To examine Ho2, if there is a significant difference exists in managerial effectiveness of principals regarding instructional supervisory skills in public and private secondary schools in District Panjgur, a t-test was conducted for further data analysis. An examination of Table 4 presents that public school principals have a mean value of 3.42 with a standard deviation of .78841, while their counterparts the private schools had a mean score of 3.94 with a standard deviation of .81573. From the result, the P-value was $.001 < 0.05$ level of significance. Therefore, we fail to accept the null hypothesis, and it is rejected. The observed analysis concluded that there was significant difference existed in managerial effectiveness of principals in instructional supervisory skills in public and private secondary schools in District Panjgur. The observed analysis declared that principals in private secondary schools were better in instructional supervisory skills in their managerial effectiveness in District Panjgur.

Research question 3. What are the similarities and differences between the managerial effectiveness of principals in communication skills?

Table 5 shows the responses of secondary school teachers (SSTs) regarding the principal's communication skills in public and private secondary schools.

S/No	Statements	School	N	Mean	SD
1.	The principal is good at understanding and using emotions when talking to staff.	Public	170	3.52	.911
		Private	60	4.13	.832
2.	The principal is a calm and patient listener.	Public	170	3.69	1.066
		Private	60	4.06	.841

3.	Gives instructions on job performance politely to staff.	Public	170	3.60	.943
		Private	60	4.01	.911
4.	The principal is effective in giving and receiving both pleasant and unpleasant feedback politely to staff and students.	Public	170	3.36	1.030
		Private	60	4.18	.791
5.	Using shared feelings to discuss the school policies with teachers.	Public	170	3.17	1.109
		Private	60	4.06	.936
6.	Calmly welcome, give attention, and accept teachers' personal and official complaints.	Public	170	3.72	1.081
		Private	60	4.15	.971

Table 5 shows the responses of secondary school teachers regarding the principal's communication skills. The results from the table 5 according to principal's communication skills in public and private secondary school reveals that private school principals had greater mean scores in the statement of 1,2,3,4,5 and 6 including 4.13, 4.06, 4.01, 4.18, 4.06 and 4.15 and standard deviation as .832, .841, .911, .791, .936 and .971. Contrary to this, the public school principal had the mean score as 3.52, 3.69, 3.60, 3.36, 3.17 and 3.72 with .911, 1.066, .943, 1.030, 1.109, and 1.081. The observed analysis shows that the private school has a higher mean compared to the public school in communication skills by principals in managerial effectiveness of principals in public and private secondary schools in District Panjgur.

Hypothesis 3: There is no significant difference between the managerial effectiveness of principals in communication skills.

Table 6 shows the t-test results whether there was any difference in communication skills in public and private secondary schools.

School	N	Mean	SD	t value	p value
Public	170	3.54	.68727	-5.733	<.001
Private	60	4.10	.67094		

To examine Ho3, a t-test was used to further analyze the data to determine out if is significant difference exists in managerial effectiveness of principals in public and private secondary schools in terms of communication skills. The results, which were obtained from Table 6, showed that the public school principals had a mean value of 3.51 with a .68727 standard deviation, while the mean value of private school principals was 4.10 with a standard deviation of .67095. From the result, the P-value was .001 < 0.05 level of significance. Therefore, we fail to accept the null hypothesis, and it is rejected. The observed analysis concluded that there was a significant difference in the managerial effectiveness of principals' communication skills in public and private secondary schools in District Panjgur. From the observed

analysis, it is concluded that principals in private secondary schools are better in communication skills in their managerial effectiveness in District Panjgur.

Research question 4. What are the similarities and differences between the managerial effectiveness of principals in motivational skills?

Table 7 shows the responses of secondary school teachers (SSTs) regarding the principal's motivational skills in public and private secondary schools.

S/No	Statements	School	N	Mean	SD
1.	Uses constant words of encouragement for high performance among teachers.	Public	170	3.60	.975
		Private	60	4.10	.933
2.	Applaud teachers who attain higher job engagement.	Public	170	3.49	.905
		Private	60	4.01	.947
3.	Provides incentives to teachers to increase their motivation to work.	Public	170	3.25	1.121
		Private	60	3.95	.928
4.	Sponsor teachers to attend training for effective teaching and learning.	Public	170	3.59	1.015
		Private	60	3.70	1.154
5.	Give a handshake to teachers as a gratitude for positive work performance.	Public	170	3.68	1.040
		Private	60	4.10	1.020
6.	Compensate teachers for overtime work done encourage hard work.	Public	170	3.35	1.023
		Private	60	3.78	1.290

Table 7 represents the responses of secondary school teachers regarding the principal's motivational skills. The obtained analysis shows that principals of public secondary schools had mean scores of 3.60, 3.49, 3.25, 3.59, 3.68, and 3.35, with standard deviations of .975, .905, 1.121, 1.015, 1.040, and 1.023 in the 1,2,3,4,5, and 6 statements of principals' motivational skills. On the other hand, private secondary school principals had mean scores in 1,2,3,4,5, and 6 statements of supervisory skills as 4.10, 4.01, 3.95, 3.70, 4.10, and 3.78 with standard deviations of .933, .947, .928, 1.154, 1.020, and 1.290. The observed analysis shows that the private school had a higher mean compared to the counterpart public school in motivational skills in managerial effectiveness of principals in public and private secondary schools in District Panjgur.

Table 8 shows t-test results for whether there was any difference in motivational skills in public and private secondary schools.

School	N	Mean	SD	t value	p value
Public	170	3.49	.67304	-4.213	<.001

Private	60	3.94	.77619
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To test Ho4, if a significant difference existed between the managerial effectiveness of principals in motivational skills t-test was used to further analyze the data. An examination of Table 8 showed that Public School Principals have a mean score of 3.49 with a standard deviation of .67304, while their counterpart, the private schools, had a mean score of 3.94 with a standard deviation of .77619. From the result, the P-value was $.001 < 0.05$ level of significance. Therefore, we fail to accept the null hypothesis, and it is rejected. The observed analysis concluded that there was a significant difference in managerial effectiveness of principals in motivational skills in public and private secondary schools in District Panjgur. The observed analysis revealed that principals in private secondary schools are better in motivational skills in their managerial effectiveness in District Panjgur.

DISCUSSION

The study investigated the managerial effectiveness of principals in public and private secondary schools in District Panjgur, focusing on four critical areas: decision-making skills, instructional supervisory skills, communication skills, and motivational skills. Employing a comparative research design, the study revealed that principals in private secondary schools exhibited a higher level of managerial effectiveness than their counterparts in public secondary schools. These findings align with those of Akomolafe (2005) and Waqar and Siddiqui (2008), who reported that private school principals tend to be more task-oriented and proactive in their leadership roles compared to principals in public schools. However, the present study contrasts with the findings of Ogbiji (2018), who found that both public and private school principals demonstrated only moderate levels of effectiveness across decision making, communication, motivational skills, and general administration.

In terms of decision making, principals in private secondary schools were found to be more effective in making decisions for their schools. They actively involved their teachers in the decision-making process, consulted staff on critical decisions when issues arose, and made decisions that aligned with the needs and feelings of the staff, which is an essential component of effective management. These findings align with the study of Shakel and Anglis (2017), who discovered that private school principals benefit from greater autonomy, enabling them to make more effective decisions. Additionally, the study supports the work of Nguusa and Gebrail (2017), who found that private school teachers are more frequently involved in decision-making processes compared to their public school counterparts, primarily because private school principals provide more opportunities for teacher participation in decisions.

Regarding instructional supervisory skills, private secondary school principals were effective in motivating staff to achieve school goals, reviewing lesson plans, and resolving conflicts. However, principals of public secondary schools were particularly effective in staff supervision. These results are consistent with Muchiri's (2008) study, which emphasized that head teachers are responsible for the efficient functioning of schools, including managing schedules, staff motivation, instructional materials, and supervision to ensure that teaching is carried out effectively. Moreover, the findings of this study support the findings of Uzoigwe (2013), who noted that private school principals tend to be more effective than public school principals in terms of instructional supervision.

The findings related to principals' communication skills in public and private secondary schools in District Panjgur revealed both similarities and significant differences. Principals in private secondary schools were found to be more effective in understanding their teachers, expressing appropriate emotions during interactions, and handling both personal and official complaints from staff. In contrast, principals in public

secondary schools were noted for being polite and patient listeners. Despite these differences, both public and private school principals demonstrated effectiveness in giving and receiving feedback regarding staff job performance. These findings support the perspective of Peretomode (2012), who emphasized that the purpose of communication in educational leadership includes persuasion, instruction, direction, requesting, information exchange, motivation, emotional expression, and organizational control, all of which are essential for achieving school goals.

Principals of private secondary schools were found to demonstrate stronger motivational skills compared to their counterparts in public secondary schools. Specifically, private school principals frequently used words of encouragement, recognized and applauded teachers for high job performance, provided incentives to enhance motivation, and actively encouraged teachers' hard work. In contrast, public secondary school principals were found to be more effective in sponsoring staff for professional development and teacher training programs. These findings align with those of Khan (2012), who observed that private school administrators often possess more up-to-date knowledge in the field of education, largely due to greater exposure to professional development opportunities. This enhanced understanding enables private school principals to better appreciate the link between teacher motivation and productivity and to apply strategies that effectively support staff morale and performance.

CONCLUSION

The study found that private secondary school principals in District Panjgur demonstrated greater managerial effectiveness than their public school counterparts, particularly in decision making, instructional supervision, communication, and motivation. Their leadership style emphasized collaboration, flexibility, and consistent monitoring of teaching practices, which contributed to higher school performance. Private principals also excelled in building strong communication channels and motivating staff through recognition and incentives, while public principals primarily supported professional development and calmness in listening. Although both showed appreciation for their staff, the proactive strategies used in private schools proved more effective. These findings suggest that adopting similar leadership approaches in public schools could enhance their overall effectiveness and contribute to improved educational outcomes.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are proposed to enhance the managerial effectiveness of public secondary school principals in District Panjgur:

1. The government should organize regular training and workshops to improve principals' decision-making, supervision, communication, and motivational skills.
2. Principals should involve teachers in school decision-making and policy planning to promote collaboration and shared responsibility.
3. Regular supervision of staff and students should be strengthened, with emphasis on lesson planning, classroom activities, and performance monitoring.
4. Effective communication should be fostered through regular meetings and active listening to staff needs and concerns.

5. Principals should motivate teachers through positive feedback, encouragement, and recognition of good performance.

6. The education department should implement leadership-supportive policies and encourage collaboration between public and private school principals.

7. Community involvement should be promoted to increase accountability and support for school development.

FUTURE STUDY

While this study examined the managerial effectiveness of principals in public and private secondary schools within District Panjgur, future research could expand this inquiry to a broader geographical scope, including all zones of Balochistan. Such studies would offer a more comprehensive understanding of regional variations in managerial effectiveness. Additionally, a comparative analysis between male and female principals in public secondary schools could provide valuable insights into gender-based differences in managerial practices. Further investigations could also explore specific dimensions of school leadership, such as financial management, community engagement, and the administration of human and material resources, to gain a deeper understanding of the complex nature of effective school management across public and private sectors.

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