
An Investigation into Principals' and Teachers' Perceptions of Human and Resource Management Issues in Public Secondary Schools

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Abstract

This study investigates the divergent perceptions of principals and teachers regarding human and resource management within public secondary schools in District Quetta, Balochistan. Employing a descriptive, quantitative design, data were collected from 200 participants, evenly split between 100 principals and 100 teachers. ANOVA results confirmed statistically significant differences between the two groups on key management indicators, including classroom overcrowding ($F=22.894$, $p=0.000$) and the perceived problem of teacher shortages ($F=27.617$, $p=0.000$). Further significant divergences were observed regarding support for implementing educational policies ($F=75.305$, $p=0.000$) and district-level assistance in managing underperforming staff ($F=3.941$, $p=0.048$). Conversely, no significant differences were found in perceptions regarding staff obedience to administrative instructions ($F=0.080$, $p=0.777$) or the influence of elected local members on school matters ($F=1.079$, $p=0.300$). These findings highlight a critical disconnect between administrative planning and classroom-level operational reality, suggesting that top-down management models may hinder institutional cohesion. The study concludes that fostering transparent, collaborative decision-making is essential to bridge these perceptual gaps, optimize resource allocation, and cultivate a high-performing school climate conducive to improved student academic achievement.

Keywords: School Administration, Human Resource Management, Resource Allocation, Principal-Teacher Relationship, Secondary Education, Quetta, School-Based Management.

Introduction

The standard of an educational institution is inherently tied to the effectiveness of its administration. For public secondary schools, the position of the principal holds significance as an instructional leader and administrator, acting as the link between the vision of the institution and what happens in the classroom (Ogunode et al., 2023). To create a high-performing school environment, the administrators have to adeptly traverse two different but inherently connected areas: the creation and nurturing of human capital, in this case, teachers, and resource allocation (Przytuła et al., 2025). Nevertheless, it should be noted that despite the importance of these functions, it is common practice that the field observation conducted in public secondary schools shows a gap between the administration's intentions and their realization. Many organizations still face the problem of the existence of an authoritarian approach, which does not contribute to the formation of an atmosphere of cooperation in schools (Bukhari et al., 2025). The problem lies in the fact that the points of view of both principals and teachers may not coincide in such an environment, resulting in problems with the formation of a proper work ethic, goal setting, and coordination (Özdoğan, 2025). Within the framework of District Quetta, Balochistan, these issues

become even more relevant. Within the scope of adjusting to educational standards and competition in the educational market, it becomes crucial for management practices to align with teaching approaches. Unless the former are adjusted to teachers' needs and lack of educational resources, the results achieved by students are put under threat (Khan et al., 2023). The purpose of this study is to explore the views of principals and teachers on issues of human and resource management in public secondary schools of District Quetta. Through analysis of how the two parties perceive administrative problems, it is possible to identify possible gaps in communication and distribution of resources. This way, it is going to be possible to reveal the areas where improvements can be made.

Literature review

Current research highlights that a positive school climate, essential for educational success, is frequently compromised by authoritarian leadership and poor interpersonal dynamics between principals and teachers (Zuhrotul et al., 2021). When administrators fail to foster a collaborative environment, the development of a structured work ethic and a shared vision is hindered, directly impacting the institution's ability to achieve its objectives. To improve educational standards, schools require leaders who can transition from top-down management to roles that actively support educator growth, thereby harmonizing diverse viewpoints and cultivating a sense of loyalty, dedication, and professional cooperation within the staff (Pusvitasari, 2021).

Effective human resource management is identified as a critical factor in determining organizational performance and, by extension, student academic outcomes (Olaivar & Loayon, 2022). Principals must prioritize strategic practices—such as targeted hiring, professional development, and the nurturing of staff well-being—to ensure that teachers are fully equipped to meet the demands of a competitive, ever-changing society (Eaglesham, 2020). Since an educator's capacity is directly linked to student achievement, the inability to attract and retain highly competent faculty remains a significant threat (Quebec Fuentes & Jimerson, 2020). Consequently, principals must evolve into instructional leaders who collaborate with teachers to continuously expand their professional expertise (Wanjala et al., 2022). Beyond personnel, the principal's role as an educational leader extends to the strategic management of financial and community resources under school-based management frameworks (Mbua et al., 2022; Mincu & D'Addio, 2026). By effectively allocating funds and engaging stakeholders, principals directly influence curriculum enhancement, facilities, and student support services, which are vital for mitigating resource constraints (Odide et al., 2022). As regional autonomy shifts more decision-making power to the school level, the synergy between human resource management and financial stewardship becomes paramount. Ultimately, fostering high-quality education requires a holistic management approach that integrates skilled leadership with the efficient, transparent utilization of available resources (Gamble et al., 2021; Lenkauskaitė et al., 2020).

Research Objective

The objective of this study is to investigate the perceptions of public secondary school principals and teachers regarding human and resource management issues. This research aims to identify the nature and severity of challenges associated with personnel management, the allocation of material resources, and administrative support as experienced by school stakeholders.

Research Methodology

The study investigates the perceptions of principals and teachers regarding human and resource management issues within public secondary schools in District Quetta, Balochistan. Employing a descriptive, quantitative research methodology, the study examines the similarities and differences in how these two stakeholder groups perceive challenges such as staff deployment, facility maintenance, availability of teaching materials, and administrative efficiency. By identifying these

gaps in perception, the research highlights the management-related hurdles and opportunities for structural improvement in current school environments.

Population and Sampling

The target population for this study comprised the principals and teachers of the 113 public secondary schools in District Quetta. A sampling frame was established to identify individuals who possess direct insight into the administrative and resource-related challenges within their institutions. A total sample of 200 participants was selected, consisting of 100 principals (40 male, 60 female) and 100 teachers (40 male, 60 female). A stratified random sampling technique was utilized to ensure a representative sample across gender. Data concerning stakeholders' perspectives on human and resource management issues were collected through a structured questionnaire.

Demographic Characteristics

The sampling, which comprises N=200, with 100 school principals and 100 teachers sampled out of the 113 secondary schools in the district, provides a balanced demographic representation, making it reliable. In this case, females accounted for 60%, and the remaining 40% were male respondents in both categories. This is further reinforced by the equal split among the respondents with regard to their professional standing; half of the total sample are principals, while the other half are teachers. Regarding teacher respondents, a remarkable 57% fall within the age category of 30-40 years, 32% are 40-50 years old, and 11% are 50-60 years old. On the part of principals, there is an almost similar age distribution with 61% being 30-40 years old, 28% 40-50 years old, and 11% are 50-60 years old. Education-wise, a remarkable 90% of the teachers have a Master's Degree, showing that the population is very educated, while 6% have M.Phil. and 4% have Ph.D. Degree. The same case applies to the principals, although their qualifications are not as strong as those of the teachers, where 46% have master's degrees, 51% have M.Phil. Degrees and 3% have a Ph.D. Degree. Also, most of the teachers have professional credentials, with 58% having a B.Ed. qualification and 42% having M.Ed. qualification, while all the principals are equipped with M.Ed. qualification. Further, the proportion of urban respondents is significant, as 78% are from urban schools, whereas 22% are from rural schools, thereby clearly representing the urban and rural nature of both sets of respondents. The aforementioned data indicate the strength of this sample set.

Results

Table 1 presents the findings concerning perceptions of principals and teachers regarding Human and Resource Management Problems within Public Secondary Schools.

Principals' Perspective

Principals presented a somewhat more optimistic view on some aspects of human and resource management, although concerns were also evident. Regarding classroom overcrowding, principals were less concerned than teachers, with 65% agreeing (40% agree, 25% strongly agree, 25%) that it is not a problem; conversely, 35% perceived it as a problem (12% disagree, 23% strongly disagree). On teacher availability, principals maintain a more positive outlook, with 56% agreeing that there is no shortage of teachers, although 19% strongly disagreed. Regarding school funds, a majority of principals (70%) agreed (30% agree, 40% strongly agree) that the school has sufficient resources, while a minority (30%) expressed disagreement (12% disagreed, 18% strongly disagreed). Principals also expressed concerns about physical facilities, a majority (70%) agreeing (40% agree, 30% strongly agree) that they are adequate, conversely 30% agreed (12% disagree, 18% strongly disagree) that resources are inadequate. Principals reported strong adherence to their instructions by staff, with a unanimous consensus (100%) agreeing (55% agree, 45% strongly agree), with no disagreement.

Teacher's Perspective

Teachers' responses highlight significant concerns regarding various aspects of human and resource management. Overcrowding in classrooms was a major concern, with a large majority (88%) of teachers agreeing (33% agree, 55% strongly agree) that it is a problem, while a minority (12%) expressed disagreement (5% disagree, 7% strongly disagree). Regarding teacher availability, the majority (80%) of teachers expressed considerable dissatisfaction, 55% disagree, 25% strongly disagreed that the school has sufficient teachers, while only 20% expressed disagreement. Concerns about funding were also prevalent, with half (50%) of teachers disagreeing (45% disagree, 5% strongly disagreeing) that the school has sufficient funds; conversely, the remaining half (50%) of teachers agreed (13% agreed, 37% strongly agree). Teachers were also critical of the adequacy of physical facilities, a majority (68%) disagreeing (35% disagree, 33% strongly disagreeing), although 32% agreed (20% agreed, 12% strongly agree). All teachers (100%) generally agreed that staff follow the principal's instructions (57% agree, 43% strongly agree).

Table 1: Perception of Public Secondary Schools' Principals' and Teachers' regarding Human and Resource Management Problems. (N=100 Principals and 100 Teachers)

Question	Options	Principal	Teacher	Total	Mean $\pm$ SD
Your school has overcrowded classrooms.	Strongly Agree	25(25.0%)	55(55.0%)	80(40.0%)	3.32 $\pm$ 1.53
	Agree	40(40.0%)	33(33.0%)	73(36.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	12(12.0%)	5 (5.0%)	17 (8.5%)	
	Strongly Disagree	23(23.0%)	7 (7.0%)	30(15.0%)	
Your school does not face the problem of teacher shortage	Strongly Agree	15(15.0%)	20(20.0%)	35(17.5%)	3.38 $\pm$ 1.37
	Agree	56(56.0%)	0 (0.0%)	56(28.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	10(10.0%)	55(55.0%)	65(32.5%)	
	Strongly Disagree	19(19.0%)	25(25.0%)	44(22.0%)	
The school has sufficient funds.	Strongly Agree	40(40.0%)	37(37.0%)	77(38.5%)	3.62 $\pm$ 1.53
	Agree	30(30.0%)	13(13.0%)	43(21.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	12(12.0%)	45(45.0%)	57(28.5%)	
	Strongly Disagree	18(18.0%)	5 (5.0%)	23(11.5%)	
Your school has sufficient physical facilities.	Strongly Agree	0 (0.0%)	12(12.0%)	12 (6.0%)	2.15 $\pm$ 1.15
	Agree	25(25.0%)	20(20.0%)	45(22.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	40(40.0%)	35(35.0%)	75(37.5%)	
	Strongly Disagree	35(35.0%)	33(33.0%)	68(34.0%)	
School staff obeys principals' instructions.	Strongly Agree	45(45.0%)	43(43.0%)	88(44.0%)	4.45 $\pm$ 0.50
	Agree	55(55.0%)	57(57.0%)	112(56.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	

Hypothesis: There is a significant difference between the public secondary schools' principals' and teachers' perceptions regarding Human and Resource Management.

Null Hypothesis: There is no significant difference between the public secondary schools' principals' and teachers' perceptions regarding Human and Resource Management.

The following ANOVA results address Hypothesis 8, comparing principals' and teachers' perceptions regarding Human and Resource Management.

Table 2: ANOVA Results: Comparing Principals' and Teachers' Perceptions regarding Human and Resource Management (N=100 Principals and 100 Teachers)

Statement	Source	Sum of Squares	df	Mean Square	F	Sig.
Your school has overcrowded classrooms	Between Groups	42.320	1	42.320	22.894	0.000
	Within Groups	366.000	198	1.848		
	Total	408.320	199			
Your school does not face the problem of teacher shortage	Between Groups	53.045	1	53.045	27.617	0.000
	Within Groups	380.310	198	1.921		
	Total	433.355	199			
School staff obeys the principal's instructions	Between Groups	0.020	1	0.020	0.080	0.777
	Within Groups	49.260	198	0.249		
	Total	49.280	199			
You help and support your principals in implementing educational policy matters	Between Groups	76.880	1	76.880	75.305	0.000
	Within Groups	202.140	198	1.021		
	Total	279.020	199			
The district Education Office supports the principals regarding firing the lazy staff	Between Groups	8.820	1	8.820	3.941	0.048
	Within Groups	443.100	198	2.238		
	Total	451.920	199			
Elected members of your area are not involved in creating problems in school	Between Groups	2.000	1	2.000	1.079	0.300
	Within Groups	367.120	198	1.854		
	Total	369.120	199			

Table 2 presents the results of the ANOVA, indicating the significant levels of differences in perceptions between school principals and teachers regarding various statements related to human and resource management. A significance value (Sig.) less than 0.05 indicates a statistically significant difference in perceptions, leading to the rejection of the null hypothesis for that specific statement. Conversely, a Sig. A value greater than 0.05 suggests no statistically significant difference, supporting the null hypothesis. The results reveal statistically significant differences in perceptions for four statements: "Your school has overcrowded classrooms" (Sig. = 0.000), "Your school does not face the problems of teacher shortage" (Sig. = 0.000), "You help and support your principals' in implementing educational policy matters" (Sig. = 0.000), and "District Education office supports the principals' regarding firing the lazy staff" (Sig. = 0.048). Therefore, for these four statements, the null hypothesis is rejected, indicating that school principals and teachers hold significantly different perceptions. However, no statistically significant differences were found for the statements: "School staff obeys principals' instructions" (Sig. = 0.777) and "Elected members of your area are not involved in creating problems in school" (Sig. = 0.300). For these two statements, the null hypothesis is supported, suggesting that school principals and teachers share similar perceptions. In conclusion, the findings indicate that while school principals and teachers differ in their perceptions of key human and resource management issues (specifically overcrowding, teacher shortages, support in policy implementation, and district office support regarding staff management), they share similar views on staff obedience to the principals' instructions and the involvement of elected members in school matters. This highlights areas where

perceptions are misaligned and could benefit from improved communication and shared understanding.

Discussion

The findings on human and resource management in Quetta's public secondary schools reveal significant discrepancies between teachers' and principals' perspectives. A notable divergence emerged concerning teacher availability; while a majority of teachers perceived a staffing shortage, only half of the principals concurred with this assessment. This disparity suggests misalignment between the experiences of teachers managing large classes and the administrative viewpoint, potentially influenced by budgetary constraints (Mustafa et al., 2022). This observation aligns with the research of Akhtar et al. (2023), which addresses issues related to teacher shortages and workload in Pakistan. Perceptions of overcrowded classrooms also revealed contrasting views among the two groups. Both teachers and principals acknowledged the issue; however, teachers expressed greater concern than principals. This difference reflects teachers' direct experiences with overcrowded classrooms and is consistent with Unterbrink et al. (2021), who highlight the detrimental effects of overcrowding on student outcomes.

Another area of disagreement concerns school funding, as half of the teachers expressed concerns about inadequate resources, while the majority of principals argued that funding was sufficient. This discrepancy likely arises from differing understandings of resource allocation, underscoring the necessity for enhanced transparency and improved communication regarding financial decisions (Khan et al., 2024). Despite these differences, both teachers and principals exhibited shared concerns regarding the adequacy of physical facilities, thereby emphasizing the critical need for infrastructure enhancements (Yangambi, 2023). Furthermore, both groups concurred that staff generally adhered to the principal's directives. However, Duncombe, Nguyen-Hoang, & Yinger (2024) caution against equating compliance with authentic teacher engagement, stressing the importance of fostering a school culture that values teacher autonomy and collaboration.

The differences in perceptions regarding human and resource management highlight the urgent need for enhanced communication, transparency, and collaborative decision-making within educational institutions. By fostering an environment where open dialogue is encouraged, stakeholders can better align their goals and expectations (Rook et al., 2020). This approach not only facilitates a clearer understanding of individual roles but also promotes a sense of community and shared responsibility (Matsuo and Aihara 2022). Ultimately, prioritizing these elements will help cultivate a more supportive and effective school environment for both educators and students alike (Diab 2021).

Conclusion

The study confirms that while school principals and teachers generally agree on staff obedience to leadership directives, they hold significantly different perceptions concerning fundamental management issues. Principals tend to maintain a more optimistic view of resource sufficiency and teacher availability, whereas teachers—who operate directly at the classroom level—consistently report challenges related to overcrowding, staffing shortages, and inadequate physical facilities. These findings demonstrate that the current management approach is marked by divergence between administrative planning and the operational realities experienced by faculty. Consequently, the rejection of the null hypothesis for several key variables confirms that these perceptual gaps are not merely anecdotal but represent systemic hurdles that hinder the creation of a cohesive, high-performing educational environment.

Recommendations

To address the identified management gaps, District Quetta's educational authorities should prioritize the establishment of regular, formal communication channels that integrate teacher feedback into administrative decision-making processes. By moving away from top-down

authoritarian models toward collaborative leadership, principals can foster a school climate that values transparency in resource allocation and shared responsibility in solving personnel shortages. It is further recommended that the District Education Office implement a more objective reporting system for school infrastructure and staffing needs to reconcile the current disparities between administrative perceptions and ground-level realities. Finally, fostering professional learning communities will help harmonize viewpoints between stakeholders, ensuring that management practices directly support the improvement of teaching quality and, ultimately, student academic success.

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