



## Effect of School Administration on the Academic Performance of Students at Public Secondary Schools in Shaheed Benazirabad, Sindh

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### ABSTRACT

School administration plays a crucial role in managing and overseeing the daily operations of a school, ensuring efficient organization and smooth functioning. It is responsible for implementing policies, coordinating staff, and creating a conducive learning environment for students' academic and personal development. This research study aimed to investigate the effect of school administration on academic performance at secondary level in Nawabshah, Sindh. Major objectives of the study were to examine the effect of school environment on the academic performance of students and to investigate the effect of school facilities on the academic performance of students. The research design of the study was quantitative in nature. The population of the study was all the public secondary school students. The sample size was (N=384) public secondary school students. Simple random sampling technique was used to select the respondents of the study. Adapted questionnaire was used for data collection from sample size of 384. Cronbach's Alpha technique was used for the reliability of the questionnaire. The data was analyzed through simple linear regressions and Pearson's Correlation test. The findings of the study revealed that school facilities and school environment have positive and significant effect on academic performance of students. It was recommended that principals play a crucial

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role in creating a positive and inclusive school climate. They should promote a safe, respectful, and nurturing environment where students, teachers, and staff feel valued and supported.

**Keywords:** School Administration, Academic Performance, Environment, School Facilities

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## INTRODUCTION

According to Leithwood and Sun (2012), school administration refers to the management and coordination of all activities related to the operation of a school. It involves overseeing various aspects of the school, including academics, student affairs, personnel management, finance, and facilities (Shah, Qazi & Khan, 2025; Naseer, Rehan & Shah, 2024; Malik, Hanif & Elahi, 2025). The administration of a school is responsible for creating and implementing policies that ensure the smooth running of the institution and the success of its students.

School administrators oversee the day today functioning of schools at every level. They are in charge of managing all administrative responsibilities in schools. A school administrator oversees operations and offers leadership on both routine days and during emergencies. The school administrator is responsible for handling finances, logistics, disciplinary procedures, and public relations (Hsu, Huang, & Huynh, 2023; Nguyen et al., 2022). For effective school administration, laid down rules and regulations of the school should be effectively maintained. Effective adaptation to the changing society will lead the institution into achieving set goals (Naseer, et al., 2024; Shah et al., 2023; Aurangzeb, & Haq, 2012). Therefore, it is not unexpected that there is a high need for secondary school management that is efficient. However, it appears that a sizable proportion of school administrators do not view their management methods as influencing how well students do academically at the institution. Therefore, it appears that some administrators have a very tough time managing their schools properly (Akinnibagbe, 2003).

Several factors influence how well students do in exams. These consist of the availability of physical facilities, the size of the classroom, efficient disciplinary procedures, and efficient management. The principal, instructors, support personnel, and students make up a school (Khosro, et al., 2024; Sultana & Imran, 2024; Ahmad, Bibi & Imran, 2023). These individuals work together to achieve set objectives. Effective administrative and efficient management abilities are necessary to maintain a school organization (Bukar&Abdullahi, 2015).

In Nigeria, the performance of secondary school pupils in the senior secondary certificate examination (SSCE) is mostly used to determine their success (Khan, Haq, & Naseer, 2022; Shaukat, Rehman, & ul Haq, 2021). People's living standards are likely to rise as a result of education since it gives them the capacity to engage in profitable endeavors that will boost their level of living (Hsu & Huynh, 2023; Hsu et al., 2022; Hsu, Huang, & Huynh, 2021). Therefore, education's purpose is to provide more than simply information; it also aims to equip its students with the skills they need to contribute to society. Therefore, according to Maicibi (2003), successful performance in schools cannot be achieved without a suitable administration style (Azhar, 2024;

Azhar & Imran, 2024; Azhar, et al., 2022). If students are not guided in their use or if the instructors who guide in their use are not adequately prepared to implement them, even if the school has all the necessary instructional materials and financial resources, it may not be able to use them successfully (Shaukat, et al., 2020; ul Haq & ur Rehman, 2017). In the context of Nigeria, teaching consistently and diligently, arranging appropriate rating and practical exercises, assuring effective marking, reviewing all exercises quickly and attentively, and adhering to academic norms and instructions are mostly responsible for students' achievement (Ibi et al.,2016).

The definition of academic performance has been stated as the current scholastic position of a student. It speaks to the manner in which a person might exhibit their intellectual prowess. According to Timothy at al. (2017), who stresses the use of grades in examinations, performance in a course or series of courses might be used to explain this scholastic status (Kayani, et al., 2023; Khan, et al., 2021; Khan & Khan, 2020). The efficacy of the principals' visionary traits is used to assess how well students complete their education, and as a result, they are aware of the value of the individuals who work in school organizations (Riley & Mulford, 2007). According to (Sisungu et al., 2011), school administrators need managerial skills training and experience (Parveen, et al., 2020; ul haq, 2019; Ali & Haq 2017). In defining their attitudes, tactics, and problem-solving strategies in their schools, principals' administrative experience and training on school administration are crucial factors (Ouri, 2008). Education mentors with vision are needed in school leaders (Devita, 2005).

### **Statement of the Problem**

In learning administration is one of the important parts that help to giving guidance in study. Administration helps the students to show them right path towards their goals and also push them towards their destiny. Unluckily, some schools have lack of administration and this affect their habit for instance, some schools do not have a proper learning environment, some are not having facilities in school etc. and all these things affect their academic performance negativity and this negative behavior because of their failure. This type of troublemaking behavior among the learners must be expelling for the betterment of the students. Therefore, it is desire need to conduct study in “Effect of School Administration on the Academic Performance of Students at Public secondary Level Schools in Nawabshah, Sindh”.

### **Research Objective**

The following research objectives are included:

1. To examine the effect of school environment on the academic performance of students.
2. To investigate the effect of school facilities on the academic performance of students.

### **Research Question**

1. To what extent do school environment impact on the academic performance of students?

2. To what extent do school facilities impact on the academic performance of students?

### **Research Hypotheses**

**The following hypotheses were formulated for this study:**

1. School environment has statistically significant effect on the academic performance of students
2. School facilities have a positive and significant effect on the academic performance of students.

## **LITERATURE REVIEW**

### **School Administration**

School administration refers to the management and coordination of all activities related to the operation of a school. It involves overseeing various aspects of the school, including academics, student affairs, personnel management, finance, and facilities (Iqbal, Shah & Abid, 2025; Ivascu, et al., 2022; Ghulam, et al., 2019). The administration of a school is responsible for creating and implementing policies that ensure the smooth running of the institution and the success of its students (Danish, Akhtar & Imran, 2025; Mankash, et al., 2025; Hafeez, Yaseen & Imran, 2019).

### **Role of school administration in academic learning**

School administration has a significant impact on student achievement: According to a study by the Higher Education Commission of Pakistan, (2011). Developing effective school leadership: effective school leadership positively impacts student achievement. This includes the school principal, head teacher, and other administrators who are responsible for setting goals, managing resources, and providing a supportive learning environment (Sohail-Rehan, & Ul-Haq, 2018; Haq, 2017; ul Haq, 2012). Furthermore, Administrative support is critical to student success: Another study conducted by the National Education Assessment System (NEAS) (2015), Pakistan education statistics 2013-14 found that administrative support, including policies, resources, and facilities, is essential to student success. Schools that have strong administrative support systems are more likely to have higher student achievement.

A study conducted by Okwori and Ameh (2017), in Nigeria found that the school administration's quality and effectiveness were positively associated with student academic performance. The study found that effective school leadership, including setting high academic standards, providing support services, and monitoring student progress, had a significant impact on student academic achievement. Similarly, a study by Tsai and Wu (2017) in Taiwan found that the school administration's leadership had a constructive effect on student academic performance. The study found that effective school leadership, including establishing a constructive school culture, and giving support services, was associated with higher student academic achievement.

### **School Facilities**

School physical facilities presenting school surrounding such as classrooms, chalk boards, tables, desks, laboratories, libraries and others areas may be examined to be

part of the school physical facilities. FRN (2013) recorded that secondary school requires school facilities which compose every type of structures for academic and non-academic activities; gadget for academic and non-academic ventures; region for games and sports, landscape, gardens and farming, encompass roads & trees. Further equipment's required by secondary level schools incorporate toilet and staff facilities, store room, & lighting facilities special facilities for special needs. Their aspect and service influence almost all parents and satisfy them to make decision about the features and successfulness as to what proceed in the school. It is to be convincing by without alike equipment's, the blank structures, no matter how delightful they are cannot be successfully utilize for academic motives, (Abiodun-Oyebanji, 2008).

### **Facilities and Student Achievement**

Schooling is a demanding venture that tests students' inspiration and practical (Lyons, 2002, p. 10). They believed that curriculum and instruction have an effect on schooling. But it's becoming progressively clear that our schools' practical condition might affect learners' academic performance. According to a study by Earthman and Berkum from (1996) learners in the 11th class who took part in classes in above-standard buildings achieved better on the extensive Test of Basic Skills than their peers who took part in classes in imperfect facilities. According to the National Priorities Project's (2000) report, Texas pupils display the same design as those in (Earthman et al.'s 1996), research.

In a research conducted in Virginia, Cash (1993) generated study that explored the impacts of a few building state characteristics on pupil's achievement while controlling for the socioeconomic background of the learners. According to Cash's (1993) study, facility feature and pupil achievements were importantly agreed when socioeconomic conditions were ceaseless (Muhammad, et al., 2020). When socioeconomic status was taken into account, Cash (1993) found that student accomplishment was remarkably agreed with air cooling, the absence of graffiti, the condition of science laboratories, locker accommodations, the shape of classroom stuff, and wall design.

### **School Environment**

The school environment surrounds all physical, social, & cultural factors that contribute to the learning experience within a school. It includes the buildings, classrooms, and equipment used for instruction, as well as the interactions between students, teachers, and administrators. The standard of the school environment can have a positive impact on pupil's academic success, as well as their overall well-being. Research has shown that factors such as classroom size, lighting, temperature, and air quality can affect student performance and behavior (Barrett et al., 2015;). Additionally, social factors such as peer relationships, teacher-student interactions, and school culture can also influence academic outcomes (Roeser et al., 2012). Creating a positive school environment involves a combination of physical design, policy development, and cultural practices that prioritize the well-being of students and teachers. Strategies may include implementing green building practices, providing opportunities for physical activity, fostering positive social interactions, and

promoting culturally responsive teaching practices.

### **Impact of School Facilities & Environment:**

The standard of school facilities and environment can have a positive impact on learner an academic success, as well as their physical and emotional well-being. Here are some key findings from research on this topic (Khan & Haq, 2025; Haq & Khan, 2024). Physical facilities studies have found that physical facilities, such as classroom size, lighting, temperature, and air quality, can impact student performance and behavior. For example, a study by the HeschongMahone Group (2003) found that students in classrooms with better daylighting performed 20-26% better on math and reading tests compared to students in classrooms with poorer daylighting.

School environment including the quality of teacher-student interactions and peer relationships, can also have an impact on academic outcomes. Research has shown that a positive school climate and strong social-emotional support can improve academic performance, attendance, and graduation rates (Cohen & Geier, 2010). Overall, creating a high-quality school environment involves a combination of physical design, policy development, and cultural practices that prioritize the well-being of students and teachers.

### **Academic Performance**

Academic performance is the rate at which people registered in a school system manage their educational objectives (Owan, 2012). Consequently, the degree to which pupils are achieving educational objectives and goals may be measured by their academic achievement. According to Erum and Zahoor (2011), researches on the elements that affect secondary pupils' academic performance have drawn a lot of fascination from academics. A further area of focus has been the graduation rates of students. This could be the case since pupils are the cause why schools were designed, and their performance can be used to evaluate the success of the entire educational system.

### **Conceptual framework**

This research concerns factors School Administration and Academic Performance of students at secondary level. This framework shows the impact of independent factor on dependent factor. The independent factor is school environment & school facilities and the dependent factor is academic performance of the students. This framework is based on the school environment and school facilities theories.

### **Independent variables Dependent variable**



### **RESEARCH METHODOLOGY**

The purpose of this study was to investigate the effect of school administrative factors such as school environment and school facilities on academic performances of students. Therefore, research approach for this study was quantitative. It describes the phenomena in quantitative way which gives a numerical representation (Sukamolson&suphat, 2007). Simple linear regression and Pearson's

Correlation analysis technique is suitable to check the hypotheses. So, researcher used Pearson's Correlation analysis technique to check the relationship among the variables and simple linear regression was used to check the effect of independent variables in dependent variable.

### **Population of the Study**

The population of the study deals with the group of individuals that the researchers aim to study and draw out conclusions from. It represents the larger target population that shares clear characteristics or ascribes, and its size and composition are crucial for generalizing the study's findings. The population of this study was the secondary schoolstudents of District Shaheed Benazir Bhutto.

### **Sampling**

Sample size refers to the number of participants included in a study or experiment, influencing the reliability and generalizability of the results obtained. A larger sample size generally increases the statistical power and decreases the margin of error. Moreover, sample size in the current study was consist of (N=384) secondary students. Sampling techniques are ways used to select a subgroup of respondents or object from a more population for the motive of facts data or making conclusion (Ali, et al., 2020; Ahmad, 2018). Common sampling techniques include random sampling, stratified sampling, and cluster sampling. Researcher was use simple random technique to collect data. In which every participant having equal number of chances to be selected.

### **Data Collection Procedure**

In a quantitative study, the researcher helps as the primary origin of statistics addition tools (Patton, 2015). The statistics collection tool was structured questionnaire that was consists of demographics and a set of 27 close-ended questions related to the impact of school administration on the academic performance. Data collection techniques refer to the methods and tools used to get to gather information or data for research or analysis purposes. Examples include surveys, interviews, observations, and experiments besides, the data was collected through questionnaire.

### **DATA ANALYSIS**

Data analysis is the method of examining, cleaning, converting, and modeling data to uncover meaningful patterns, insights, and conclusions. It involves applying statistical methods, visualizations, and algorithms to extract valuable information from the data. Moreover, the collected data was analyzed through SPSS software using regression test and Pearson's correlation technique.

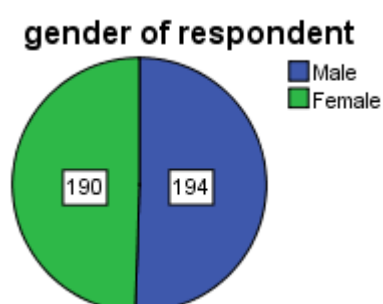
**Data Analysis and Findings**  
**Participants' Background Information**

**Demographic**

**Table 1**

Gender	Frequency	Percentage
Male	194	50.5%
Female	190	49.5%
Total	384	100%

**Graph 1**



The gender distribution of the respondents was examined, with a total sample size of 384 participants. Therefore, “n” represent the number of participants in each category, and the percentages are based on the total sample size. Hence, majority of the participants were identified as male (n = 194, 50.5%), while a percentage identified as female (n = 190, 49.5%).

**Pearson's Correlation Analysis**

The Pearson's correlation technique was used to check the association among the variables.

**Table 2**

Correlations				
		School Facilities	School Environment	Academic Performance
School Facilities	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	384		
School Environment	Pearson Correlation	.596**	1	
	Sig. (2-tailed)	.000		
	N	384	384	
Academic Performance	Pearson Correlation	.335**	.499**	1
	Sig. (2-tailed)	.000	.000	
	N	384	384	384

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table 2 demonstrates the findings of Pearson's Correlation analysis. The above table shows the value of Pearson Correlation and significance. The Pearson Correlation shows the direction and to what extent the association is among the variables. However, significance value shows whether the association is significant or not. Therefore, findings show that school facilities and academic performance of students have positive, moderate and significant relation because  $r = .335$   $p = .000$ . Moreover, school environment and academic performance of students have positive, moderate and significant relation because  $r = .499$ ,  $p = .000$ . Hence, findings revealed that school facilities and school environment are positively associates with academic performance of students. If the school facilities and school environment will be provided then academic performance of students will be increased.

### Hypothesis Testing

H1: School facilities have a positive and significant impact on the academic performance of students.

**Table 3**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.335 <sup>a</sup>	.112	.110	.50711
a. Predictors: (Constant), School Facilities				

The above table represented the results of R and R square. In this table, R shows the relationship among the variables and R<sup>2</sup> tells the variations in the dependent variable. Therefore, findings claim that school facilities and academic performance of students are almost 34% correlated to each other. Moreover, R Square value is (R<sup>2</sup> = .112) indicates that approximately 11% of the variance in the academic performance of students can be explained by the school facilities when taking into account the number of predictors and sample size.

**Table 4**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.430	1	12.430	48.333	.000 <sup>b</sup>
	Residual	98.237	382	.257		
	Total	110.667	383			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), School Facilities						

The above table presents the degree of freedom, mean square, F and significance value. The significance value indicates whether the research model is fit or not. The bench mark value of significance is .05 so it should be less than .05. Therefore, findings

show that  $F(1, 382) = 48.333, p = .000$ . Hence, results revealed that research model is fit because significance value is less than .05.

**Table 5**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.252	.126		9.910	.000
	School Facilities	.337	.049	.335	6.952	.000

a. Dependent Variable: Academic Performance

The above table presents the unstandardized and standardized coefficients beta value, t and p value. The t value should be greater than 2 and p value should be below .05 for significance results. The coefficient for School Facilities indicates that, for a one-unit increase in this variable, the expected change in Academic Performance is 0.337 units. The standardized coefficient (Beta) of 0.335 suggests that School Facilities has a moderate positive effect on Academic Performance. Moreover, the results claim that school facilities has a positive and significant effect on academic performance of the students because  $t = 6.952, p = .000, p < .05$ . Hence, the hypothesis of this study was accepted that school facilities have a positive and significant effect on the academic performance of students.

**H2:** School environment has statistically significant impact on the academic performance of students

**Table 6**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 <sup>a</sup>	.249	.247	.46657

a. Predictors: (Constant), School Environment

The above table represented the results of R and R square. In this table, R shows the relationship among the variables and  $R^2$  tells the variations in the dependent variable. Therefore, findings claim that school environment and academic performance of students are almost 50% correlated to each other. Moreover, R Square value is  $R^2 = .249$  indicates that approximately 25% of the variance in the academic performance of students can be explained by the school environment when taking into account the number of predictors and sample size.

**Table 7**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.511	1	27.511	126.382	.000 <sup>b</sup>

	Residual	83.155	382	.218		
	Total	110.667	383			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), School Environment						

The above table presents the degree of freedom, mean square, F and significance value. The significance value indicates whether the research model is fit or not. The bench mark value of significance is .05 so it should be less than .05. Therefore, findings show that  $F(1, 382) = 126.382$ ,  $p = .000$ . Hence, results revealed that research model is fit because significance value is less than .05.

**Table 8**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.195	.085		14.069	.000
	School Environment	.462	.041	.499	11.242	.000
a. Dependent Variable: Academic Performance						

The above table presents the unstandardized and standardized coefficients beta value, t and p value. The t value should be greater than 2 and p value should be below .05 for significance results. The coefficient for School environment indicates that, for a one-unit increase in this variable, the expected change in Academic Performance is 0.462 units. The standardized coefficient (Beta) of 0.499 suggests that School Environment has a moderate positive impact on Academic Performance. Moreover, the results claim that school environment has a positive and significant impact on academic performance of the students because  $t = 11.242$ ,  $p = .000$ ,  $p < .05$ . Hence, the hypothesis of this study was accepted that school environment has statistically significant impact on the academic performance of students.

#### Cronbach's Alpha for Reliability

**Table 9**

#### Reliability Statistics

Cronbach's Alpha	N of Items
.813	27

The above table presents the alpha value and total numbers of items that are included in survey. The survey will be reliable if the alpha value is .7 or above. Therefore, it shows that total items are twenty-seven (27) in this survey and the alpha value is  $\alpha = .813$  which is greater than .7 and it shows that survey is reliable.

## DISCUSSION OF FINDINGS

In this study, two independent variables and one dependent variable were included along with two hypotheses. Findings claimed that school facilities and academic performance of students are almost correlated to each other. Moreover, school environment have also positive relationship with the academic performance of public secondary school students. The first research hypothesis of this study was “School facilities have a positive and significant impact on the academic performance of students at secondary level in Nawabshah, Sindh”. The findings showed that the hypothesis was correct and that there is a link between academic achievement in public secondary schools and the quality of the amenities there. The academic achievement of kids is greatly impacted by school amenities, as indicated in the table.

A researcher also revealed that school facilities have a positive effect on academic performance. Durán-Narucki (2008) conducted the research on relationship between school building conditions and student achievement in New York City public schools. The findings revealed that improved school building conditions, including cleanliness, proper maintenance, and functional facilities, were associated with higher academic achievement. Students in schools with better physical conditions tended to have better academic performance. On the other side Farooq et al. (2019), the impact of educational facilities on pupils' academic achievement. According to research published in Pakistan Journal of Social Research, home background and participation in extracurricular activities were shown to be more important contributors to kids' improved academic achievement than school amenities.

The second research hypothesis of this study was “school environment has statistically significant impact on the academic performance of students at secondary level Nawabshah”, the results revealed that school environment and academic performance of students are almost correlated to each other. School environment have also impact on the academic performance of students.

A researcher claimed that there is positive impact of school environment on students' academic performance. According to Cardoso et al. (2020), this systematic review explored the relationship between the school environment and academic performance. The findings indicated that a positive school environment, characterized by safety, cleanliness, and a supportive atmosphere, had a positive impact on academic performance. Factors such as positive relationships between students and teachers, a sense of belonging, and supportive disciplinary practices were associated with improved academic outcomes. On the other hand Smith et al. (2018), found that there is no significant correlation between school environment, as perceived by secondary school students, and academic achievement.

### Summary

This research study was about the impact of school administration on the academic performance of students at secondary level in Nawabshah, Sindh. The objective of study was: to analyze the impact of school administration on the academic performance of students, to examine the impact of school environment on the academic performance of students, and to investigate the impact of school facilities on the academic performance of students. Pure quantitative research design was used in

this study and primary data collection technique was used in this research in order to answers the research questions:

What is the impact of school administration on the academic performance of students? To what extent do school environment impact on the academic performance of students? To what extent do school facilities impact on the academic performance of students?

This study was based on two research hypothesis. Thus, following hypothesis were tested in this research:

School environment has statistically significant impact on the academic performance of students, school facilities have also positive and significant impact on the academic performance of students.

This research study was conducted in public secondary schools at District Nawabshah. The population of this study was 180. Sample size was one hundred twenty 120 public secondary school students. This study includes one hundred twenty 120 participants. Adapted questionnaire was used for this study. Results were analyzed by using SPSS software. Findings of this study in chapter four presented that two hypothesis were included in this study. Therefore, both hypotheses were accepted. The first hypothesis was School facilities has a positive and significant impact on the academic performance of students and findings showed that school facilities and academic performance of students are almost correlated to each other. Second hypothesis was that School environment has statistically significant impact on the academic performance of students and findings shown that school environment and academic performance of students are almost correlated to each other.

## CONCLUSION

The main purpose of present study was to analyze the impact of school administration on the academic performance of students at secondary level Nawabshah, Sindh. The main two factors were included in this study such as school facilities and school environment. It is concluded from the findings that both administration factors have impact on academic performance of students.

## Recommendations

On the basis of findings following are the recommendations of this study to address school administration issues.

- Principals play a crucial role in creating a positive and inclusive school climate. They should promote a safe, respectful, and nurturing environment where students, teachers, and staff feel valued and supported. This can be achieved through effective communication, fostering relationships, and implementing policies that promote diversity, equity, and inclusion.
- Administrators should work closely with teachers to develop and align the curriculum to educational standards and the needs of students. They should provide resources, professional development opportunities, and ongoing support to help teachers effectively implement the curriculum.
- Taluka Education Officers (TEOs) should play a key role in overseeing the development and implementation of the curriculum within their jurisdiction.

They should collaborate with curriculum experts, teachers, and educational institutions to ensure that the curriculum aligns with national or regional standards, is relevant to local needs, and promotes effective teaching and learning practices. Whereas, DEOs should establish strong relationships with local authorities, educational institutions, NGOs, and other stakeholders. Collaborate on initiatives, seek partnerships, and advocate for district-level support to enhance educational opportunities and resources.

- Ministry of education or policy makers must develop education policies that promote holistic development of students, focusing not only on academic achievement but also on their physical, social, emotional, and moral well-being. Encourage the integration of sports, arts, and extracurricular activities into the curriculum to nurture well-rounded individuals.

### **Recommendations for Further Study**

The present study targeted only the public secondary school students at district Nawabshah and two school administration factors. There are many other school administration factors that can be included. There could be different responses about school administration factors and academic performance among the other private secondary school students or in the universities. As this study was conducted in public sector secondary school but it can be conducted in private schools as well. The sample size of this study was one hundred twenty (120) public secondary school students but it could be increased.

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