

Organizational Performance and Gender Disparity: An Analysis of the School Education Department, Balochistan

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Abstract

This cross-sectional survey explores organizational performance and gender disparity within the School Education Department, Balochistan. The population, comprising all educational administrative staff in the School Education Department, Balochistan, was divided into two strata using disproportionate stratified random sampling based on gender, and samples were drawn from each stratum. For males, proportionate random sampling was used because they made up the majority of recruits, and for females, the full enumeration method was used because the sample size was insufficient. Thus, the study selected a sample of 314 participants, comprising 217 males and 97 females. Data were collected using a structured questionnaire based on 13 items, whose reliability was observed to be Cronbach's alpha (.87). The results show that the overall organizational performance score for the School Education Department, Balochistan, was 3.2975, indicating a moderate-to-positive level; however, goal achievement and regional reputation emerged as the strongest aspects, reflecting the organization's purposefulness, whereas employee performance and satisfaction with service quality were also remarkably constructive. In contrast, gender-based equitable and effective resource utilization outcomes were weak, underlining a clear structural gap and limited directorial effectiveness. The performance score for females was significantly higher ($M = 3.43$) than that for males ($M = 3.24$), suggesting that females perceive the organization more positively. Thus, the study concludes that the School Education Department of Balochistan has achieved its performance goals; however, it further needs to improve the effective use of resources and, most importantly, gender-based equality. The study recommended formulating clear, transparent policies to improve gender-equitable outcomes and strengthen financial and human resource planning for effective resource use.

Key Terms: *Gender Disparity, organizational performance, Balochistan, School Education Department.*

Introduction

Organizational performance is the most critical measure of any organization's success; for this reason, worldwide educational organizations are continuously trying to implement reforms to ensure effective performance. However, in contemporary organizational theory, gender equality has become a central issue and remains a pressing concern in developing countries like Pakistan. Balochistan, Pakistan's largest province, faces social, cultural, and geographical challenges in its

education system, where female teachers are often underrepresented in administrative and leadership roles; traditional social norms continue to influence educational institutions. The study observed disparities in the experiences of males and females within the School Education Department, Balochistan. Because the relationship between organizational performance and gender disparity is not fully clear, the current study aimed to assess performance levels within the School Education Department, Balochistan. Furthermore, the study also examines gender-based differences in perceptions of organizational performance. Thus, the study objectives were:

1. To examine the level of organizational performance in the School Education Department, Balochistan.
2. To identify the difference in the perceptions of male and female participants regarding organizational performance in the School Education Department of Balochistan.

However, existing literature on the relationship between gender disparity and organizational performance was limited, particularly in the context of Balochistan's education system. The literature shows that studies reviewing the education sector literature do not include empirical evidence (such as Yadav and Sarikwal, 2024) and are limited to corporate HR systems, not educational organizations (such as Saorín-Iborra and Cámara-Campos, 2025). However, within the context of Pakistan, few studies have examined only education and economic opportunities (such as Sarwar & Farid, 2024), some focused solely on the socio-economic factors underlying gender disparities in STEM education (such as **Nazli & Noman, 2023**), and very few highlighted gender disparities and policy gaps specifically within the medical sector (such as Khan et al., 2025). Therefore, stakeholders and policymakers urgently need evidence to inform interventions. This study addresses the academic gap at both the theoretical and practical levels by directly assisting the School Education Department, Balochistan, in policy formulation. The study examines the relationship between gender disparity and organizational performance, and its findings may provide the government, stakeholders, and policymakers with clear direction for practical reforms. Moreover, this study fills a knowledge gap in an under-researched province, such as Balochistan, and lays a strong foundation for future research.

Literature

Moumin (2024) defines organizational performance as a multidimensional concept that encompasses not only quantitative outcomes but also overall effectiveness, goal achievement, and efficient resource use. In educational institutions, the High Performance Organization (HPO) framework proposed by de Waal and Sultan (2012) offers an evidence-based management approach whose effectiveness has been demonstrated in recent research in European educational institutions. In de Waal et al.'s (2025) study, a Dutch school (Mgr. Hanssen) adopted the HPO model to use feedback as a learning tool, clarify responsibilities, and streamline decision-making, describing leadership as a "roadmap" focused on continuous improvement rather than rapid, hasty change. Similarly, in the Netherlands, Agirdag and Muijs (2023) evaluated the High Performing Schools (HPS) program and found that participating schools made significant progress in leadership and institutional improvement.

In contrast, a study highlighted that measurement should include the school environment and organizational context because traditional teaching and learning methods often fail to capture the full picture of school performance (Olson, 2025). Similarly, Kandemir's (2024) study in Turkey showed that school effectiveness significantly mediates the relationship between transformational leadership and workplace exclusion. He further states that effective leadership improves performance by protecting the organization from negative behaviors such as exclusion. Consequently, the literature suggests that modern measurement of organizational performance is no longer limited to external outcomes (such as grades or numbers), but also includes internal

organizational factors: leadership, environment, and inclusion, as integral parts of the same measurement (such as Kandemir, 2024; Moumin, 2024; Olson, 2025).

Empirical evidence shows that organizational performance depends not only on leadership but also on several interrelated factors, including performance measurement systems (Nazaruddin et al., 2024; Somwethee et al., 2023). In the same study, Brazilian higher education institutions showed that performance measurement systems indirectly improve institutional effectiveness and teacher motivation (through feedback satisfaction and organizational commitment). The study findings showed that performance is shaped not only by direct but also by indirect factors (Nazaruddin et al., 2024). Furthermore, a recent report by the European Institute of Public Administration (EIPA, 2024) reviewed recent successful projects in the European public sector, such as school digitization and governance improvements. According to this report, such innovative practices help policymakers replicate successful strategies in other contexts and accelerate institutional learning. Similarly, Shaya et al.'s (2023) study shows that performance results not only come from managerial decisions but are also closely related to the socio-institutional context, such as the ability to cope with crises, e.g., COVID-19.

Relationship Between Gender Disparity and Organizational Performance

The literature widely accepts a positive relationship between gender diversity and organizational performance, as Adam and Alfawaz (2025) showed that gender diversity ultimately strengthens organizational performance by increasing employee commitment and engagement. Similarly, Jayaraman et al. (2024) confirmed the same relationship across industries, further reinforcing the strategic importance of gender diversity in board composition. Additionally, Ferrary and Déo (2023) also confirm that organizations with gender balance at the staff and middle-management levels earn higher profits than less balanced organizations. This indicates that the impact of gender diversity is not limited to the top. However, most existing research has focused on the board level. At the same time, a significant gap remains in research on the relationship between gender diversity and organizational performance at the employee level, as Ferrary and Déo (2023) also highlight. By the same token, research conducted in the context of developing Asian countries also demonstrates that gender-diverse leadership improves organizational performance through social, environmental, and governance outcomes, as well as governance quality and innovation (Amjad et al., 2024a; Hadisurya et al., 2025; Saleh et al., 2025), which shows that this occurrence is not limited to Western countries. Together, this indication suggests that the connection between gender diversity and organizational performance is globally recognized, whether at the corporate board or staff level and in developed or developing countries.

Furthermore, current studies indicate that the relationship between gender diversity and organizational performance is not straightforward; rather, it operates through various mediating and moderating mechanisms (Saorín-Iborra & Cámara-Campos, 2025; Turi et al., 2022; Velar & Kee, 2024). Also, Yadav and Sarikwal (2024) identified perceptions of development opportunities, strategic change, and a sense of diversity as mediating variables, and participatory strategy making and family-friendly policies as moderating variables. They found that opportunities for growth, strategic change, and a sense of diversity are impactful, and participatory strategy making and family-friendly policies strengthen the relationship. Similarly, Turi et al. (2022) suggest that leadership expertise and diversity beliefs play key mediating and moderating roles in the relationship between gender diversity and organizational performance, with leadership skill mediating the relationship and diversity beliefs significantly moderating it. In addition, a study mentions that high-performance work systems can simultaneously mediate and moderate the relationship between gender diversity and employee engagement, further indicating that HR

practices play a significant role in shaping this relationship (Saorín-Iborra & Cámara-Campos, 2025).

Similarly, research by Tiwari and Arora (2025) found that gender diversity significantly moderates the relationship between intellectual capital and organizational performance, rather than having an independent effect. As a consequence, this indication suggests that understanding the relationship between gender diversity and organizational performance requires more than a direct correlation; it requires mediating and moderating analysis with other factors, such as organizational justice, HR practices, organizational climate, professional development, morale, and organizational culture.

Although most evidence comes from corporate and business organizations, the same principles apply to the educational sector, where gender-diverse leadership significantly affects collaboration, sanguinity, and imminent leadership prospects (Velar & Kee, 2024). However, gender-based leadership styles vary and affect team cohesion and imminent leadership potential in different ways; for that reason, Bai (2024) and Velar and Kee (2024) recommended encouraging an inclusive leadership style at this level. Furthermore, most literature has focused on large Asian economies or Western corporate organizations (such as Ferrary & Déo, 2023; Hadisurya et al., 2025), while empirical evidence remains limited in the public education sector in developing countries like Pakistan. Given this gap, Turi et al. (2022)'s study of Pakistan's service sector is a rare local example; they examined the impact of gender, ethnic, and educational diversity on organizational performance in Pakistan's service sector, where leadership skills and perceptions of diversity played significant mediating and moderating roles. However, it was based on the general service sector rather than the education sector, which differs from the specific context of the School Education Department of Balochistan.

Theoretical Framework

According to Eagly's (1987) social role theory, males and females are assigned different social roles that shape their behavior; in the context of the current study, this theory explains why male and female educational administrative staff of the School Education Department, Balochistan, perceive their performance differently. According to this theory, females are assigned communal roles (nurturing, cooperation), whereas males are assigned agentic roles (decision-making, leadership); this division of gender roles explains why females describe their performance differently. Another theoretical framework, de Waal and Sultan's (2012) HPO framework, links organizational performance to leadership, improvement processes, and employee quality. This framework suggests that organizational performance improves regardless of gender when the organizational system is robust and high quality. Thus, these two theoretical foundations help to understand how gender roles and quality influence perceptions of organizational performance. In short, the HPO framework provides a standard for measuring performance levels, and Eagly's social role theory explains gender-based differences.

Methodology

Based on positivism, this cross-sectional study employs a quantitative research design to explore the gender disparity in the School Education Department, Balochistan.

Study Population

The study population comprised all the educational administrative staff working in the School Education Department, Balochistan. According to the Government of Balochistan, School Education Department (2024) website, the department fulfills its mandate through nine attached bodies, which formed the basis for defining the research population of the current study. These

include the Directorate of Schools, Directorate of Colleges, Bureau of Curriculum & Extension Centers (BOC & EC), Balochistan Textbook Board (BTBB), Balochistan Examination & Assessment Commission (BAEC), the Provincial Institute of Teacher Education (PITE), Policy Planning & Implementation Unit (PPIU), Balochistan Board of Intermediate & Secondary Education (BBISE), and Balochistan Education Endowment Fund. In addition to these nine attached bodies, a District Education Officer (DEO - Schools) in every district of the province was also part of the department's administrative structure and oversaw the education system at the district level. Table 1 reports the total population of the School Education Department, Balochistan, which was obtained from the Government of Balochistan, School Education Department (2024) official website. According to these statistics, Balochistan's School Education Department educational administration team comprised 593 individuals; however, this reveals a severe gender imbalance at the administrative level: 83.6% were male, and only 16.4% were female.

Table 1

Study Population

S. No	Education Administrations	Population Male	Female	Total
1	School Education Department Secretariat	67 (100%)	0	67
2	PIPU	8 (61.5%)	5 (38.5%)	13
3	School Directorate Administration	62 (92.5%)	5 (7.5%)	67
4	BEMIS	21 (91.3%)	2 (8.7%)	23
5	Divisional Directorates	112 (100%)	0	112
6	BOC	130 (71.8%)	51 (28.2%)	181
7	BAEC	14 (66.7%)	7 (33.3%)	21
8	PITE	28 (58.3%)	20 (41.7%)	48
9	BTB	16 (72.7%)	6 (27.3%)	22
10	DEOs	38 (97.4%)	1 (2.6%)	39
Total		496 (83.6%)	97 (16.4%)	593

Study Sample

Using disproportionate stratified random sampling, the study population was divided into two gender strata, and samples were drawn from each stratum. However, the Krejcie and Morgan (1970) table indicates that for a population of 593, conventional proportionate sampling would require a sample size of 234, which would provide extremely low representation for females (only 16.4% of the total population). Thus, for a study focused on gender disparity, the researcher intentionally adopted disproportionate stratified sampling for female samples by fully enumerating (e.g., censusing) the stratum and including all 97 females in the sample. This sampling technique yields more accurate and representative results, especially when a specific population stratum constitutes a minority, and the research topic centers on that group (Chasalow et al., 2026). Thus, the researcher used a full enumeration method for female administrative staff ($n = 97$) and proportionate random sampling for male administrative staff (44% from each educational administration, e.g., BOC, BAE, etc.), resulting in 217 males (see Table 2).

Table 2
Study Sample Size

No.	Education Administrations	Population		Total	Conventional Proportionate Sampling (44%)	Sample Size		
		Male	Female			Male (Proportionate Random Sampling)	Female (Census of Females)	Final Sample Size
1	School Education Department Secretariat	67 (100%)	0	67	26	29	0	29
2	PIPU	8 (61.5%)	5 (38.5%)	13	5	3	5	8
3	School Directorate Administration	62 (92.5%)	5 (7.5%)	67	26	27	5	32
4	BEMIS	21 (91.3%)	2 (8.7%)	23	9	9	2	11
5	Divisional Directorates	112 (100%)	0	112	44	49	0	49
6	BOC	130 (71.8%)	51 (28.2%)	181	71	57	51	108
7	BAEC	14 (66.7%)	7 (33.3%)	21	8	6	7	13
8	PITE	28 (58.3%)	20 (41.7%)	48	19	12	20	32
9	BTB	16 (72.7%)	6 (27.3%)	22	9	7	6	13
10	DEOs	38 (97.4%)	1 (2.6%)	39	17	17	1	18
Total		496 (83.6%)	97 (16.4%)	593	234	217	97	314

Research Instrument

The study tool comprised three sections: Section A on demographic information, Section B on gender disparity (six items: B1 to B6), and Section C on organizational performance (seven items: C1 to C7). The demographic section includes gender, age, grade, qualification, and years of experience. The gender disparity section (Section B) measures key variables derived from the World Economic Forum's (2023) Global Gender Gap Report and the 'Women's Leadership Scale

by Dols et al. (2010). This section assesses equal opportunities for females and males in employment, promotion, and decision-making.

Section C, based on organizational performance, drew from Marzano's (2005) School Leader Impact Model and Hoy and Tarter's (1997) School Effectiveness Index, which covered key aspects of organizational performance. This includes goal achievement, service satisfaction, gender-equitable outcomes, employee performance, efficient resource utilization, employee retention, and institutional reputation. Items C1 (effective in achieving its goals) and C2 (employees' performance... generally high) measure the institution's fundamental effectiveness and collective performance, which are direct outcomes of leadership impact. Item C3 measures the capacity for employee retention, a crucial indicator of an institution's long-term stability and institutional memory. Item C4 assessed whether institutional performance reflected gender equity, a factor pivotal to understanding the relationship between gender disparity and organizational performance. Item C5 reflects efficient resource utilization from Hoy and Tarter's (1997) School Effectiveness Index, and item C6 measures perceptions of the quality of service provided. However, item C7 measures the institution's external standing and regional reputation, serving as an external manifestation of its internal performance. On a 5-point Likert scale, all items were measured from strongly disagree to strongly agree; however, higher scores indicate better perceived organizational performance.

The tool's overall reliability was assessed using Cronbach's Alpha, which was very strong (Cronbach's Alpha = .87); separately, Section B 'gender disparity' reliability was .88, and Section C 'organizational performance' reliability was .86.

Demographics

Table 3 reports the demographic characteristics of 314 participants (educational administrative staff): 97 were female (30.9%), and 217 were male (69.1%). Most participants were aged 46 to 55 years: males were equally represented in the 46-50 years (34.5%) and 51-55 years (34.6%) groups, while females were most numerous in the 51-55 age group (40.2%). In terms of grades (BPS), most were at BPS-17 (females 62.9%; males 59.4%), while males (6.5%) were significantly more likely than females (2.1%) to be at BPS-20. Similarly, a clear gender difference emerged in educational qualifications (males held a Master's degree, 63.1%; females held a Bachelor's degree, 78.4%); however, M.Phil./Ph.D. holders were low in both groups. The same trend was observed in professional qualifications and in leadership experiences, though the proportion of females with 0-5 years of leadership experience (21.6%) was much higher than that of males (2.8%).

Table 3

Demographic Characteristics of Participants

		<u>Male</u> <u>(217)</u>	<u>Female</u> <u>(97)</u>
Age	<u>25-30</u>	<u>1 (0.5%)</u>	<u>0</u>
	<u>31-35</u>	<u>0</u>	<u>2</u> <u>(2.1%)</u>
	<u>36-40</u>	<u>17</u> <u>(7.8%)</u>	<u>7</u> <u>(7.2%)</u>
	<u>41-45</u>	<u>49</u> <u>(22.6%)</u>	<u>24</u> <u>(24.7%)</u>
	<u>46-50</u>	<u>75</u> <u>(34.5%)</u>	<u>25</u> <u>(25.8%)</u>

	<u>51-55</u>	<u>75</u> (34.6%)	<u>39</u> (40.2%)
	<u>56-60</u>	<u>0</u>	<u>0</u>
Grade	<u>BPS-17</u>	<u>129</u> (59.4%)	<u>61</u> (62.9%)
	<u>BPS-18</u>	<u>37</u> (17.1%)	<u>20</u> (20.6%)
	<u>BPS-19</u>	<u>37</u> (17.1%)	<u>14</u> (14.4%)
	<u>BPS-20</u>	<u>14</u> (6.5%)	<u>2</u> (2.1%)
Qualification	<u>Bachelors</u>	<u>67</u> (30.9%)	<u>76</u> (78.4%)
	<u>Masters</u>	<u>137</u> (63.1%)	<u>18</u> (18.6%)
	<u>M.Phil./Ph.D.</u>	<u>13</u> (6%)	<u>3</u> (3.1%)
Years of Experience	0-5 (Years)	<u>3</u> (1.4%)	<u>1</u> (1%)
	6-10 (Years)	<u>1</u> (0.5%)	<u>4</u> (4.1%)
	11-15 (Years)	<u>6</u> (2.8%)	<u>12</u> (12.4%)
	16-20 (Years)	<u>57</u> (26.3%)	<u>61</u> (62.9%)
	Over 20 Years	<u>150</u> (69.1%)	<u>19</u> (19.6%)
Leadership Experience	0-5 (Years)	<u>6</u> (2.8%)	<u>21</u> (21.6%)
	6-10 (Years)	<u>59</u> (27.2%)	<u>15</u> (15.5%)
	11-15 (Years)	<u>67</u> (30.9%)	<u>43</u> (44.3%)
	16-20 (Years)	<u>40</u> (18.4%)	<u>18</u> (18.6%)
	Over 20 Years	<u>45</u> (20.7%)	<u>0</u>

Findings

Level of Organization Performance

Table 5 reports descriptive statistics for organizational performance, with an overall mean score in the School Education Department, Balochistan, of 3.2975 (SD = .383); 41% agreed with the

statements, while only 16.49% disagreed, indicating that respondents perceived the institution's overall performance as moderate to positive. The highest mean score is found at C1 ($M = 3.40$, $SD = .885$), where 44.9% acknowledged that 'the department is effective in achieving its goals', closely followed by C7 ($M = 3.38$), where 43.3% agreed that 'the department has a reputation for excellence in the region'. There is also significant agreement found on C2 ($M = 3.39$, $SD = .866$; 43% agreement and 44.6% neutral) that 'employee performance in the department is generally high', while on C6, 44% agreed that 'employee satisfaction with quality service is high' ($M = 3.35$, $SD = .814$). Whereas the lowest mean score was on C4 ($M = 3.14$, $SD = .933$), where 41.7% of participants showed neutral interest that 'employees achieve equitable outcomes regardless of gender'. There was also relatively weak agreement on C5 ($M = 3.18$, $SD = .914$; 36.7% agreement and 42% neutral) that 'the department uses its human and financial resources effectively', while there was a mixed trend on C3 ($M = 3.24$, $SD = .967$; 41.4% neutral and 38.8% agreement) that 'the department successfully retains competent employees'. Comparing the items, "achievement of goals" and "reputation" (C1, C7) are the most positive, while "gender-equal outcomes" and "effective use of resources" (C4, C5) are the weakest.

Table 5

Descriptive Statistics of Organizational Performance

	SD	D	N	A	SA	M	SD
C1 This department effectively achieves its goals.	5 (1.6%)	38 (12.1%)	130 (41.4%)	109 (34.7%)	32 (10.2%)	3.40	.885
C2 Employees' performance in the department is generally high.	5 (1.6%)	34 (10.8%)	140 (44.6%)	104 (33.1%)	31 (9.9%)	3.39	.866
C3 The department successfully retains competent employees.	14 (4.5%)	48 (15.3%)	130 (41.4%)	94 (29.9%)	28 (8.9%)	3.24	.967
C4 Employees achieve equitable outcomes regardless of gender.	15 (4.8%)	55 (17.5%)	131 (41.7%)	96 (30.6%)	17 (5.4%)	3.14	.933
C5 The department uses its human and financial resources efficiently.	10 (3.2%)	57 (18.2%)	132 (42.0%)	95 (30.3%)	20 (6.4%)	3.18	.914
C6 Employee satisfaction with quality service is high.	2 (0.6%)	43 (13.7%)	131 (41.7%)	119 (37.9%)	19 (6.1%)	3.35	.814
C7 This department has a reputation for excellence in the region.	3 (1.0%)	33 (10.5%)	142 (45.2%)	113 (36.0%)	23 (7.3%)	3.38	.808
Organizational Performance Total	54 (2.46%)	308 (14.03%)	936 (42.63%)	730 (33.26%)	170 (7.74%)	3.2975	.38318

Differences in the perceptions of male and female participants regarding organizational performance

Research Hypothesis (H_1): There is a significant difference in the perceptions of male and female participants regarding organizational performance in the School Education Department of Balochistan.

Null Hypothesis (H₀): There is no significant difference in the perceptions of male and female participants regarding organizational performance in the School Education Department of Balochistan.

Table 6 reports the independent-samples t-test for organizational performance by gender. According to the group statistics, female participants' mean organizational performance score (M = 3.4300, SD = .490) is higher than that of male participants (M = 3.2383, SD = .308). Levene's Test is significant (F = 26.274, $p < .001$), so the values for equal variances not assumed are reported: $t(131.032) = -3.554$, $p = .001$, which shows that there is a statistically significant difference in the opinions of male and female participants regarding organizational performance. However, the mean difference = -.192 (95% CI: -.298 to -.085) and Cohen's $d = -.514$ indicate a medium effect: female participants perceive the department's performance significantly more positively than males. Therefore, based on these results, hypothesis H₁ is fully supported, which states that 'there is a significant difference in the perceptions of male and female participants regarding organizational performance in the School Education Department of Balochistan'.

Table 6
Independent Samples t-test for Organizational Performance by Gender

Group Statistics					Effect 95% Conf. Interval Sizes			
Male	Female	F	t	df	M Diff.	Lower	Upper	Cohen's d
M = 3.2383	M = 3.4300	26.274	-3.554	131.032	-.19173	-.29846	-.08500	-.514
SD = .30770	SD = .48990	= (p = .000)		(p = .001)				

Discussion

The current study found that the organizational performance score for females (M = 3.4300) was significantly higher than that for males (M = 3.2383); however, the t-test result ($t = -3.554$, $p = .001$) was statistically significant, and Cohen's $d = -.514$ indicates a medium effect size. These findings indicate that the difference was highly significant both statistically and practically. However, females view performance more positively, possibly because they see their hard work and results as independent of the organizational system. Conversely, performance perception in the current study may depend on multiple factors, such as self-efficacy or a sense of responsibility. In addition, the current study found that the standard deviation for females (= .48990) was higher than for males (= .30770), which indicates greater diversity in females' opinions. In this regard, Karadayı Numan et al. (2026) found that value-based school culture is linked to performance and citizenship behavior; female participants may therefore perceive their roles as more aligned with organizational values. Moreover, the literature shows that trust acts as a crucial mediator between performance and satisfaction (Amjad et al., 2024b; Dahleez & Aboramadan, 2025); if baseline trust among females is linked to performance differently, this difference may become apparent. Izzati et al. (2025) note that different justice dimensions' influence outcomes in different ways. Similarly, performance perception does not depend on a single element but on multiple factors. Gidi et al. (2023) argue that justice plays a pivotal role in diversity management; in this context, gender-based differences in performance perception may be viewed positively, suggesting that females have greater confidence in their own performance. However, based on Assefa et al.'s (2024) leader-member exchange model, relationships with leadership influence voice behavior and, indirectly, performance; female educational administrative staff may evaluate their daily performance separately from their relationships with leadership. Similarly, Ammari and Howe-

Walsh (2025) indicate that discrepancies in perceptions between staff and senior management create organizational ambiguity; similarly, differing perceptions of performance across gender groups reflect this type of organizational complexity. However, organizational experiences are not limited to individual employees but reflect the broader organizational culture (Figueiredo & Miranda, 2026); variation in performance perceptions in the current study's findings points to differentiated gender roles within that culture. One possible explanation is that female educational administrative staff take pride in their performance despite additional challenges, which fosters a positive self-assessment despite domestic responsibilities and limited resources.

Another potential reason is that females attribute performance to personal effort and determination rather than to the organization's benevolence. Consequently, their perception of performance remains positive despite a lower perception of justice. This aligns with a study that found that a lack of procedural transparency does not adversely affect individual performance (Abbasi & Nudrat, 2022); yet, it does affect institutional faith and trust. Collectively, the literature and current study findings show that gender-based experiences within the School Education Department, Balochistan are multidimensional rather than uniform, requiring distinct consideration of each domain during policy formulation and implementation.

Conclusion

The overall organizational performance score for the School Education Department, Balochistan was 3.2975, indicating a moderate-to-positive level; however, goal achievement and regional reputation emerged as the strongest aspects, reflecting the organization's purposefulness. Employee performance and satisfaction with service quality were also notably positive. In contrast, gender-based equitable and effective resource utilization outcomes were the weakest, revealing a clear organizational gap and a shortfall in administrative efficiency. The performance score for females ($M = 3.4300$) was significantly higher than that for males ($M = 3.2383$) ($p = .001$); this difference was statistically significant with a medium effect size (Cohen's $d = -.514$), suggesting that females perceive the organization more positively. Overall, while the School Education Department, Balochistan, has met performance goals, it needs to improve gender equity and resource utilization.

Recommendations

The study recommended formulating clear, transparent policies to improve gender-equitable outcomes. It also recommended strengthening financial and human resource planning to ensure effective resource use at all levels. Expand opportunities for advancement and recognition to retain capable employees and encourage women by acknowledging their positive performance at the organizational level. The organization should continue effective practices to maintain its reputation and achieve its goals.

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Research Instrument

	SD	D	N	A	SA
<i>Gender Disparity</i>					
B1 Males and females have equal chances of being hired for higher-level positions.					
B2 Males and Females have equal chances of being promoted to senior leadership positions.					
B3 Senior administrative positions (Principal, DEO, DDOE, Directors) are mostly occupied by males.					
B4 Female teachers are under-represented in key decision-making committees.					
B5 Recruitment and selection processes in the institutions favor males.					
B6 Females have an equal voice in curriculum planning decisions.					
<i>Organizational Performance</i>					
C1 This department effectively achieves its goals.					

- C2 Employees' performance in the department is generally high.
- C3 The department successfully retains competent employees.
- C4 Employees achieve equitable outcomes regardless of gender.
- C5 The department uses its human and financial resources efficiently.
- C6 Employee satisfaction with quality service is high.
- C7 This department has a reputation for excellence in the region.

Note: To ensure data accuracy and balance negative trends, the researcher reverse-coded items B3, B4, and B5. For the overall gender discrimination score, the researcher averaged items B1, B2, B6, and the reverse-coded items.