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**RESEARCH PAPER**

# Analyzing the Dimensions of Higher Education in Balochistan: A Student-Centric Approach

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**ABSTRACT**

This study examines the quality of higher education in Balochistan by analyzing student engagement, available facilities, and lecturer performance. Higher education in the region faces significant challenges, as students express dissatisfaction with their learning experience, institutional infrastructure, and faculty performance, which hinder academic growth and limit their potential contributions to society. A comprehensive survey was conducted among higher education students to evaluate their engagement, access to facilities, and perceptions of lecturer performance, alongside a review of student evaluation documents to assess faculty suitability. The findings reveal widespread dissatisfaction among students due to inadequate infrastructure, lack of facilities, and a mismatch between faculty expertise and teaching strategies. Immediate interventions are needed to improve the quality of higher education in Balochistan, including modernizing teaching methods, upgrading infrastructure, and hiring competent educators. Such measures are vital to empowering students to excel academically and make meaningful contributions to society.

**KEYWORDS** Higher Education, Student Engagement, Facilities and Accessibility, Faculty Effectiveness, Academic Excellence

## Introduction

Quality of higher education serves as an underlying motor for national development, the formation of human resource development, social uniting, and economic stability. It has been shown in studies that global expenditure on tertiary education produces great rewards for innovation, increased productivity of workforce, and active citizenship participation (Delgado Barrios, 2024). The Higher Education Commission of Pakistan commenced significant changes within the last two decades with the aim of promoting upsurge in educational attainment and standard of imparting courses throughout the country. However, such country-wide progressions have been shared irregularly among different provinces (Muzaffar, Karamat& Saeed, 2018; Rind & Malin, 2024).

Just in terms of its territorial coverage, Balochistan is the biggest province, but at the same time, it is also the most backward region. It is a province with high education disparities against the national markers because it contains ample resources and valuable strategic value. Several funding problems coupled with inadequate coverage by the universities as well as the budget distribution issues restrict a variety of communities from having accessible post-secondary education establishments (Government of Balochistan, 2014). Approximately an average of 30000 students move annually to three provinces Sindh, Punjab and Khyber Pakhtunkhwa where suitable educational prospects are available due to the lack of opportunities in their native Province. The great influx of workforce migration to the region inflicts double damage to the region as it exacerbates shortage of the resources in Balochistan and strengthens economic inequality among its regions (Muzaffar, Khan & Yaseen, 2021; Khan, Bashir, Bazai, & Ur Rehman, 2023).

There are many structural elements in their environment that make these challenges greater in number for them. The challenging environment and the

scarcely-settled areas pose many challenges to the establishment and operation of higher-education facilities (UNESCO, 2019). Poor road network as well as unreliable power supply and reduced internet usage impose barriers to provision of instruction and student engagement. Geographic accessibility problems and social mores which particularly target movement freedom of women compound to provide further enrollment barriers to the young female students pursuing higher education (UNESCO, 2019).

National education control at the curriculum level faces criticism because federal bodies introduce cultural and linguistic frameworks which suppress historical places and cultural identities (World Bank, 2018; Muzaffar, 2016). A gap between educational material and community cultural experiences leads Balochistan students to develop sentiments of unrest which occasionally boils over into disruptions. The system of education functions beyond educational purposes to serve as an identity-struggle field and as a tool for political dissent (Strengthening Participatory Organization [SPO], 2014).

The High-quality higher education is carried by three interrelated dimensions:

1. Student Engagement, defined as the degree of academic involvement, intrinsic motivation, and satisfaction with the learning process (Faiz, 2015).

2. Facilities and Accessibility, encompassing the availability of modern infrastructure, inclusive physical spaces, and sufficient academic resources (Astin, 1984).

3. Faculty Suitability, referring to the qualifications, pedagogical alignment, and retention of teaching staff capable of fostering critical inquiry and mentorship (UNESCO, 2020).

Although, the education sector of Balochistan faces problems related to infrastructure along with cultural challenges yet systematic studies based on student experiences which evaluate these three aspects at multiple educational institutions are scarce to find in existing literature. The absence of this information hampers the development of evidence-based policies that match the social and political requirements of Balochistan (Higher Education Commission 2022; Muzaffar, Hussain, Javaid, Khan & Rahim, 2020).

The research fills the void by surveying 113 students who attend public universities within Balochistan. Basically, this study aims to measure three key elements: Student engagement evaluation and its components, Facility and academic resource assessment including accessibility and, Faculty assessment by examining their expertise and teaching methods alongside their mentorship abilities. The research uses structured survey question quantification together with open-ended response analysis to identify major obstacles in academic satisfaction and performance.

## Literature Review

Pakistan's Balochistan region faces numerous challenges when it comes to attaining high-quality educational opportunities. People who earn college degrees demonstrate exceptional impact toward better socioeconomic statistics for GDP and job market growth. The province of Balochistan lacks enough opportunities for higher education and research resources remain scarce at present (Maqsood, 2020).

Official statistics from the Pakistan Bureau of Statistics demonstrate that educational services must be provided by both government institutions and private entities operating in the country. For the nation there are 90 public colleges with at least 11 private institutions which provide educational services. These colleges enable students to continue their studies after basic education (usual 10 years) and deliver intermediate degrees consisting of technical or academic products. These colleges deliver three main fields of

education: Sciencs, Arts and Commerce during a two-year educational period (Khan, Bashir, Bazai, & Ur Rehman, 2023).

The higher education system of Pakistan contains 141 universities with 90 public institutions in addition to 51 private universities recognized by HEC that serve students who do not access regular education. Such institutions commence their operations following the completion of six years of secondary education that the government provides at no cost (Pakistan Bureau of Statistics, n.d.). Higher level education remains unattainable for most people worldwide because of the financial expenses as well as rigid admission requirements thus high school grades serve as the key requirement for university entrance (Higher Education Commission [HEC], n.d.). The accessibility challenges alongside affordability problems make college attendance in Pakistan demand additional sacrifices from students (Higher Education Commission [HEC], n.d.).

The country possesses 44% public beside 56% private technical centers that aim to develop marketable abilities in public students (Farhan & Izhar, 2016). A decrease in student enrollment was observed in Pakistan 55,000,000 during the period of 2022-2023 based on Pakistan Education Statistics data (Talat, 2023). Private university memberships cost more than public universities so individuals in public institutions opt for private education.

Currently the country possesses two hundred universities between public and private educational institutions (Pakistan Institute of Education [PIE], 2024). Furthermore, Universal quality education remains unavailable which makes it difficult to obtain accessibility at reasonable cost despite requiring good grades from previous educational levels public universities have gained more popularity because private universities come with exorbitant tuition expenses (Superior Group of Colleges, 2024). Religious institutions known as deeni madaris exceed in number compared to universities and degree colleges. According to reports deeni madrasas are around 43,613 in Pakistan, since most religious institutions operate at affordable rates or charge minimal costs (Mallick, 2017).

Siraj argues that education stands as an essential right coupled with being essential to modern society. Balochistan suffers from insufficient attention to its education sector due to complex geographical challenges that impede government educational service provision (Fatima, 2025). Educational participation from students at higher educational institutions in Balochistan stands as a key priority. According to Anjum, students develop both a sense of belonging alongside better academic success through participating in extracurricular activities (Bashir, Sadiq, Zafar, Murtaza, & Naseer, 2022) Insufficient resources combined with traditional customs prevent students from taking part in school events (Anjum, 2021). Persistent barriers make it difficult for the region to access higher education together with facilities. More studies demonstrate that infrastructure expansion and satellite education facilities should be developed to meet the needs of remote regions. Resource distribution inequalities and administrative roadblocks continue to function as major impediments according to Akram (Ali, Rahman, Karsidi, & Baloch, 2025).

The university staff in Balochistan faces recruitment and retention challenges because salaries are inadequate and training opportunities are insufficient and professional development prospects are restricted. Educational professionals choose foreign career paths because of the so-called "brain drain" which worsens the shortage of teaching staff, to solve these problems the system needs better incentives together with professional improvement programs and space for research exploration and innovation creation (Pakistan Institute of Education [PIE], 2024). The educational curriculum in Balochistan strives to develop students as whole by teaching knowledge and skills together with ethical values and moral learning and social responsibility, this method allows students to develop continuously while gaining permanent educational learning skills (Muzaffar & Javaid, 2018; Durrani & Malik, 2024).

The educational difficulties of Balochistan have caused far-reaching social and economic effects on the population. The national government has faced ongoing criticism from local people which creates additional obstacles in the situation (Government of Balochistan, School Education Department, 2024). The absence of education facilities in Balochistan forces local students to study elsewhere because the province has lower standards for education and health and employment and sanitation services than other provinces (Daily Times.Pk & Nadir, 2022) The traditional Balochistani culture enforces limited access to essential services which mostly affects female and girl children. The educational discontinuation of girls in fourth and fifth grades continues because of cultural obstacles which demands gender-stereotype-free learning initiatives (UNICEF, 2023).

The growth of a nation's economy requires proper education and learning. A nation's educational achievements along with its GDP per capita determines its international standing according to World Bank (World Bank, n.d.). When people learn desirable job market skills through education their productivity increases together with innovation and economic contribution benefits. The future success of any society depends on education (Pekkolay, 2021).

## Material and Methods

This research uses a descriptive methodology which relies on a properly developed structured survey instrument to evaluate student assessments regarding three education quality aspects—engagement, facilities together with accessibility, and faculty fit. The questionnaire items started from UNESCO guidelines alongside relevant studies then went through expert review before being tested on Quetta undergraduate students to confirm they were clear and valid. A stratified random sampling design involved representing three geographic regions (north, central, and south) of public universities in Balochistan proportionally while choosing 113 students by random selection from the registrar-maintained lists. The data collection spanned four weeks utilizing a secure combination of online surveys with face-to-face survey administration methods in campuses without reliable internet. Complete guidance materials and dedicated research assistants were present to provide consistency in the data collection process. The ethical approval from the BUITEMS Institutional Review Board permitted the collection of data through anonymous digitized responses that were stored using encrypted drives. Each participant signed written consent for the study.

## Theoretical Framework

The research base includes three interconnected educational models: Constructivist Learning Theory together with Equity Theory and Human Capital Theory. All three theories work together to build a thorough basis which explains the factors affecting higher education quality in Balochistan. Educational experience depends on the four interconnected elements that each theory separately focuses on: student involvement and physical environment accessibility and faculty teaching abilities.

## Constructivist Learning Theory

The constructivist learning theory proposed by Piaget and Vygotsky demonstrates that student learning is optimized when they directly participate in constructing knowledge across meaningful social encounters and learning experiences (Zajda, 2021). The learning concept grounded in this theory demonstrates that students develop their comprehension better by actively participating both inside and outside their schoolwork to achieve enhanced critical thinking abilities (Office of Curriculum, Assessment and Teaching Transformation – University at Buffalo, 2024). Student engagement and academic achievement need improved interactive teaching methods within participatory learning spaces in Balochistan because current studies show low student motivation.

**Equity Theory**

According to Equity Theory established by Adams (1965) people judge their motivation levels and satisfaction based on how they perceive resource distribution equality (Adams, 1965). The theory serves as a foundation for analyzing educational facilities and accessibility especially in Balochistan since the province faces major disparities across infrastructure and computer technology resources and geographical reach (Khan & Ahmed, 2021). Equity Theory emphasizes giving equal opportunities to receive physical and digital educational resources because it leads to an inclusive supportive learning environment through balanced distribution for underprivileged groups (Elfaizi & El Aouri, 2024).

**Human Capital Theory**

Human Capital Theory according to Becker (1964) demonstrates that educational investments produce more productive citizens which supports greater social and economic progress. The theory demonstrates how faculty members embody essential components in delivering educational excellence by developing student capabilities and education quality. Academic excellence requires faculty members who possess demonstrated competence and exhibition of motivation and student-centered approaches in their teaching methods (Becker, 1964). The human capital theory validates the necessity of developing faculty training initiatives and motivational programs to enhance teaching standards because Balochistan currently faces both teacher deficits and difficulty in maintaining senior educational staff.

**Integration of Theories**

These theoretical frameworks create a comprehensive analysis of Balochistan higher education quality because they demonstrate how fundamental elements interact. Students who participate in learning experiences actively develop new knowledge following Constructivist Learning Theory principles and need equal access to resources as explained through Equity Theory. According to Human Capital Theory faculty competence stands as an essential factor which promotes student achievements and helps develop the region. Combining these theoretical perspectives creates a detailed comprehension about the enhancement possibilities and obstacles of higher education quality in Balochistan. The complete conceptual structure enables researchers to study how students interact with facilities and faculty members which generates clear strategies for educational leaders to create purposeful improvement solutions.

**Conceptual Framework**

The research design presents student engagement alongside facilities and accessibility together with faculty performance as key influencers of education quality perceptions in Balochistan. The model establishes these elements as distinct elements which affect the main outcome measure.

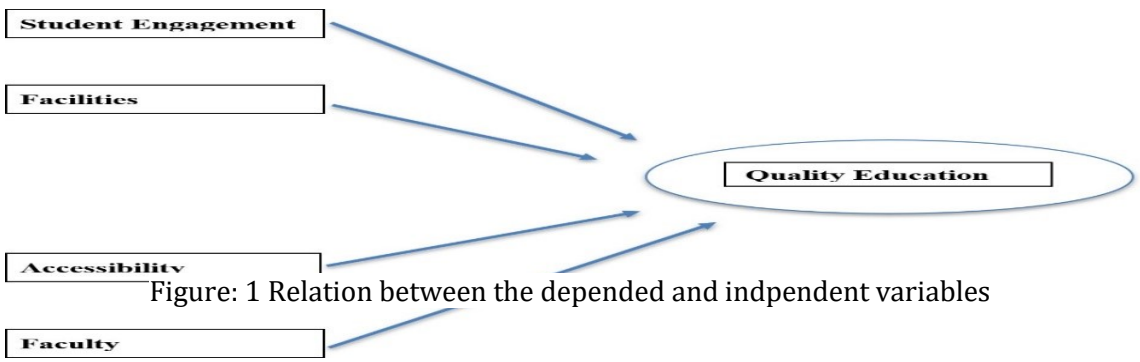


Figure: 1 Relation between the depended and indpendent variables

**Student Engagement**

Assessment through active learning manifests itself as students' strong engagement toward their educational pursuit. Highly committed students deeply engage in group work activities while consistently challenging their intellectual boundaries and demonstrate their deep enthusiasm for research activities. Quality education serves as the main process driver through which students gain profound learning experiences while their critical thinking skills get evaluated and their creativity gets stimulated (Fredricks, Blumenfeld, & Paris, 2004).

**Facility and Accessibility**

Within an educational framework students receive physical and technological services that make up the accessibility and convenience aspect. Students benefit from several facilities at this institution which include comfortable classrooms and advanced research laboratories and modern libraries and digital systems to enhance learning accessibility. The accessibility standard goes beyond merely having these resources ready to use because it also ensures easy access specifically for students from diverse backgrounds and marginalized communities. The situation demonstrates the urgent requirement for equal distribution of education facilities to all learners which promotes an all-encompassing learning setting that supports complete student growth (OECD, 2020).

**Faculty**

Educational staff members with their combined skills and qualifications and instructional effectiveness constitute the faculty component responsible for delivering knowledge through engaging teaching methods. The learning process receives its primary support from skilled faculty members who teach with excitement. An effective learning system depends primarily on staff who combine experienced teaching capability with passionate mind development for students (Sutherland, Robertson, & John, 2008).

**Results and Discussion**

**Students Engagement**

The graph data displays student responses regarding their experience of learning involvement. Students were mostly indifferent to the question about active engagement because 63.7% neither agreed nor strongly disagreed with it. The available percentage (16.8%) of students either agreed or partly agreed with this perspective. The student data indicates a widespread school disengagement therefore educators need to develop initiatives to enhance student interest in classroom activities, as shown in the figure 2.

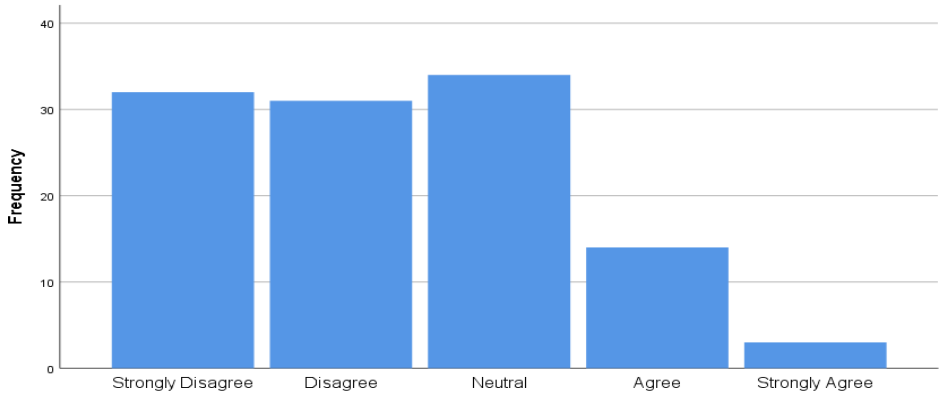


Figure: 2 Students' response to the question, "I feel actively engaged in the learning process at my institution".

A graph in this section demonstrates student assessments about classroom teaching approaches involving student involvement. Most students evaluated teaching methods as poorly effective at a rate of 55.8% and 26 of the students considered them moderately ineffective. This group also included people giving ratings at 1 out of 5 (5%) and 35 (4%) people rating at 2 out of 5. Most students (9) avoid consulting pardoned participant goodwill transfers while another 7% evaluates teaching methods at 4 out of 5. The establishment of goodwill transferred by pardoned participants or falls back to the leaders of the clubs only appears in 9 cases while different ratings emerge in the remaining answers. The survey data demonstrates that teaching methods differ from what students want to see in the classroom so the teachers must evaluate their approach for better student engagement, the result is shown in the figure 3.

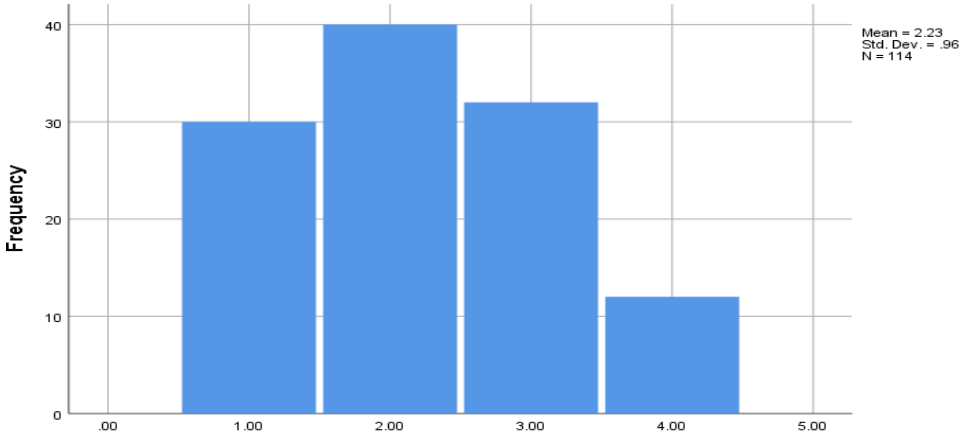


Figure:3 Students' response to the question, "Teching methods employed in my institution encourage my active participation".

The graph here reveals that the students had both positive and negative reactions toward their classroom involvement. Students mostly indicate motivation for active participation while many of the students choose disagree or strongly disagree. Student motivation and classroom engagement levels remain low because different parties hold opposing viewpoints about what causes this issue. The teachers need diverse educational methods combined with individual support and enthusiastic classroom environments in order to boost student motivation levels and student involvement, the result is shown in figure 4.

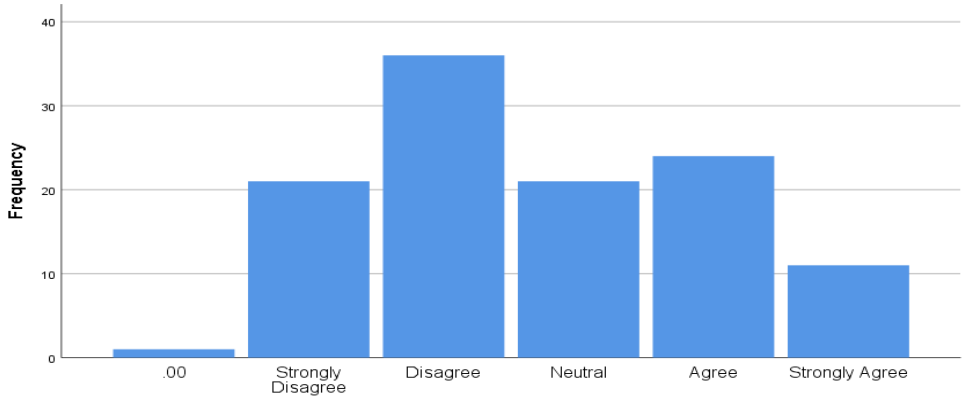


Figure: 4 Students' response to the question, "I feel motivated to actively participate in class discussions and ask question".

According to this information student hold divergent views regarding how demanding their assignments and projects are mentally. Most students label these learning activities as intellectually demanding yet numerous others do not share this opinion.

Numerous students reject or stay neutral about the insufficient level of difficulty that assignments and projects present to their academic abilities. The creation of student-aligned assignments demonstrates importance because tasks should match students' mental capacity while reflecting their personal interests as well as their course-specific learning targets. The instructors must assist students by providing appropriate guidance to handle demanding assignments so their academic performance reaches its best potential, the result is shown in figure 5.

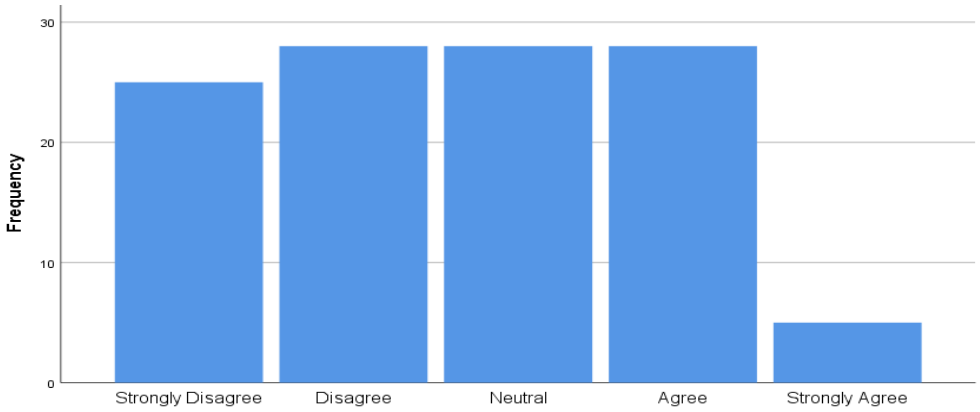


Figure: 5 Students' response to the question. "Assignments and projects in my institute requires me to think critically and apply my knowledge".

This data demonstrates that students have diverse perspectives about how their classroom involvement impacts their learning process. Students who participate in classroom learning activities report positive results yet the majority either do not agree or disagree with this relationship. The different opinions held by students indicate multiple factors influence their understanding including the instructional approaches and learning strategies together with individual internal drivers. Many students remained neutral about how their classroom involvement impacts their education since they were unsure or uncertain about this link. As students probably lack knowledge about classroom engagement or they confuse its academic impact.

The analysis of this graph contributes vital information about student life complexity and the unreliable nature of student perception regarding learning activities. Developing a thorough approach means implementing innovative teaching methods together with student-centered teaching and interventions that foster an active learning culture with meaningful engagement, the result is shown in figure 6.

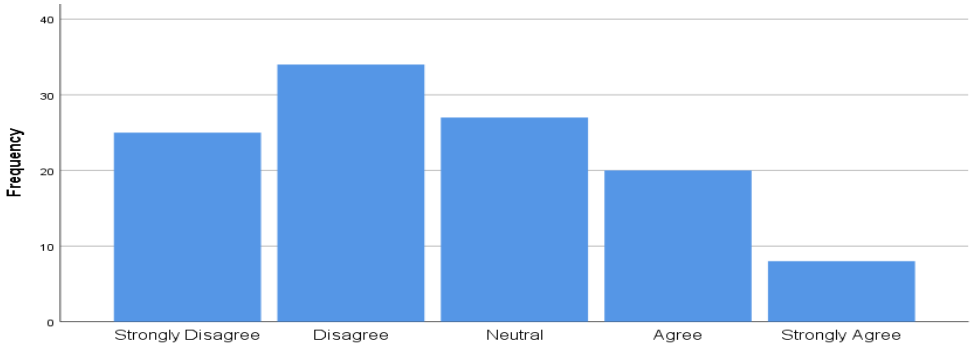


Figure: 6 Students' response to the question. "I believe that my active engagement in class positively contributes to my overall learning experiance".

In this graph the student responses show extensive variations in perceptions regarding classroom participation either boosting or having no impact on their educational learning. The majority of students disagree with or show no agreement about the positive relationship between classroom involvement and learning achievement despite some

participants acknowledging its beneficial effects. Student opinions differ because teaching methods join with learning methods alongside personal motivations as influencing factors on student perception.

Students show mixed feelings concerning the effects their classroom involvement has on their education although many appear skeptical because they may not grasp these relations. The analysis shows how challenging student life really is together with the variables that shape individual student experiences and assessment of learning outcomes. The creation of active participation requires an extensive plan that comprises modern teaching techniques coupled with learner-driven educational approaches and intervention methods to establish active community engagement, the result is shown in figure 7.

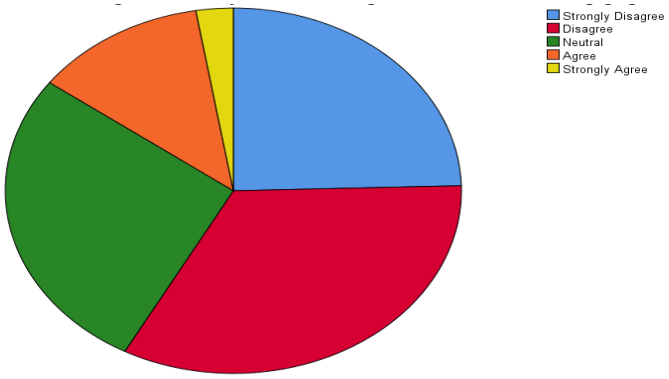


Figure: 7 Students' response to the question. "The learning activities in my institute are designed to be interactive and engaging".

**Facilities and Accessibilities**

In this graph the multiple types of responses showcase student opinions about classroom visual aids both regarding availability and effectiveness. Not all students agree about the presence of effective visual aids in their educational process despite some expressing their confidence that visual aids help learning. Additional research about visual aid elements particularly focusing on the impact of presentation quality and instruction relationships and pedagogical quality is necessary to understand student attitudes.

The extensive number of students expressing disagreement indicates that the use of visual aids fails to match the amount made available for students learning. The ineffective use of visual aids in classrooms might result from teachers lacking training in their use or their applied materials being irrelevant or not correlating with instructional targets. It is essential to resolve these issues since they determine how visual aids can strengthen student participation and knowledge acquisition, the result is shown in figure 8.

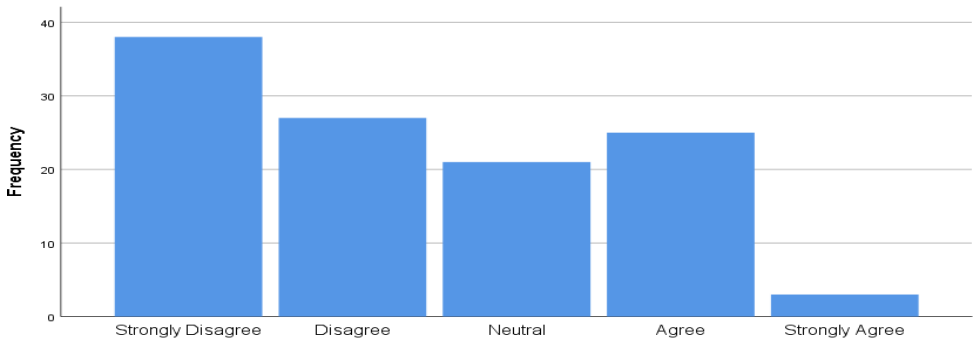


Figure: 8 Students' response to the question. "Visual aids (e.g., Projects interactive whiteboards) are readily available and used effectively in your classroom".

The findings demonstrate a mismatch between student perceptions of classroom environment and its actual value for learning activities. Most students hold negative views about the classroom environment despite acknowledging its suitability for learning activities. The physical structure limitations within the classroom together with insufficient resources and unfavorable classroom climate may explain why students fail to engage properly with educational content and teaching activities.

The neutral outcome indicates that additional research must identify which specific elements play a role in student reactions toward classroom design and layout. Educational staff together with administrators need to address these issues by developing workplaces where students feel comfortable and protected to pursue education. Enhancing classroom infrastructure through specific measures and student resource provision will help develop an environment successful for students and beneficial to their health, the result is shown in figure 9.

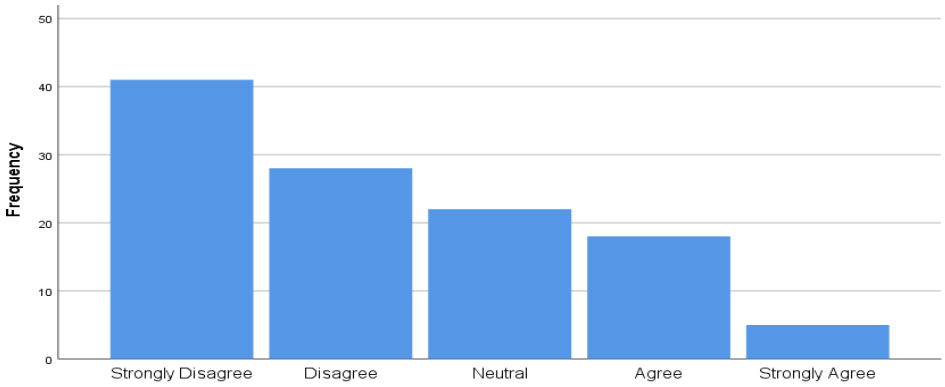


Figure: 9 Students' response to the question. "The classroom in your institute are well-equipped and conductive to learning".

The finding reveals that the student responses about the library resource usefulness for continuing their academic work show both favorable and unfavorable perspectives. A significant number of students acknowledges the library's educational resources as essential but many others express skepticism with its worth. Many students chose a neutral position because they do not know whether library resources meet student academic requirements.

The project draws opposition from many students demonstrating the existence of unresolved doubts regarding library resources sufficient for student curricular requirements. Various programs need to be considered including higher library book diversity next to better orientation services and regular feedback collection for enhancing library service quality, the result is shown in figure 10.

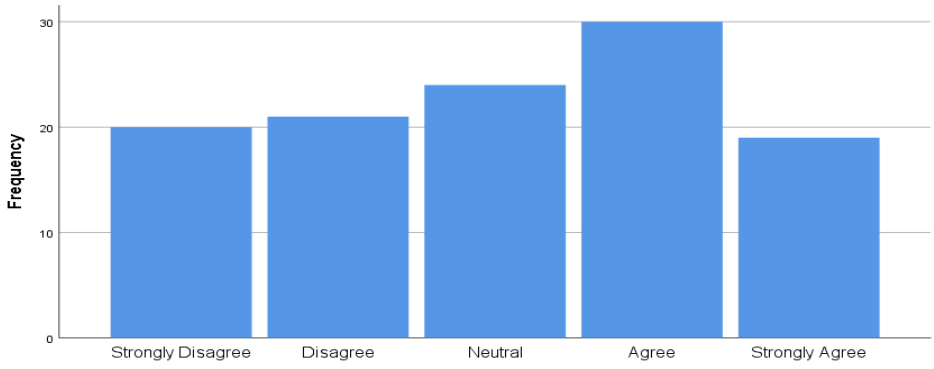


Figure: 10 Students' response to the question. "my institute has library facilities which offer a wide range of resources (Books, journals, etc.) relevant to my field of study".

The graph shows student opinions about both the presence of and suitability of software in computer labs demonstrates such varied perspectives that the graph reflects this cross-section of attitudes. The required software exists according to most students yet some students either have negative opinions about it or lack certainty regarding its availability. Time usage in computer labs for school activities varies among students because of outdated software and program availability issues as well as technological usage limitations.

Measures need to address field issues in order to achieve modern updated software equipment that matches student discipline needs. The improvement approach integrates stakeholder participation to identify essential software requirements then manages software maintenance together with the implementation of essential support programs for student learning, the result is shown in the figure 11.

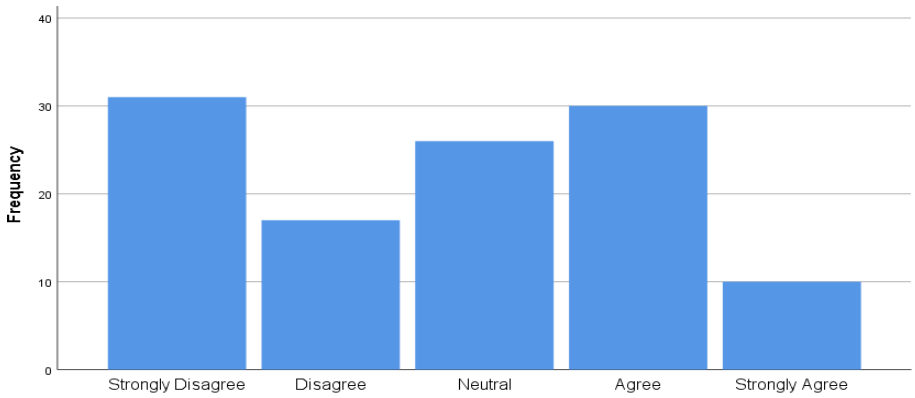


Figure: 11 Students' response to the question. "My institute has computer labs which are equipped with up-to-date technology and software".

The analysis reveals students display both positive and negative responses regarding whether research labs possess sufficient tools and resources for student research projects. Students who believe labs contain sufficient resources are in the minority because most students either do not know or disagree with this assessment. Students who identify as neutral regarding tools and resources in research labs create a significant unknown group about these resources and tools availability because they lack information about the lab resources. The many students who show disagreement or strong disagreement with this statement verify the need to investigate why research facilities lack essential tools and resources that need to be remedied to address the problem effectively. The result is shown in figure 12.

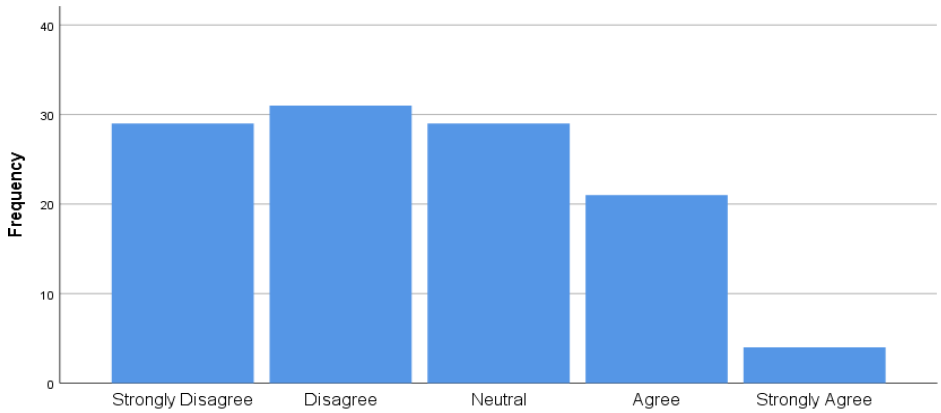


Figure: 12 Students' response to the question. "My institute has research labs and it provides necessary equipment and resources to support research activities".

in the given data university facilities receive various responses from students regarding their ability to satisfy their basic requirements. Some university students believe the current facilities match their requirements although most feel dissatisfied with the current setup. Students exhibit neutral positions in large numbers regarding whether university facilities match their requirements and expectations because they feel uncertain about this alignment. Many students displayed their resistance with university facilities through their negative feedback indicating participating facilities need to be examined for improvement. The university should address student needs at facilities to provide a better campus experience, the result is shown in figure 13.

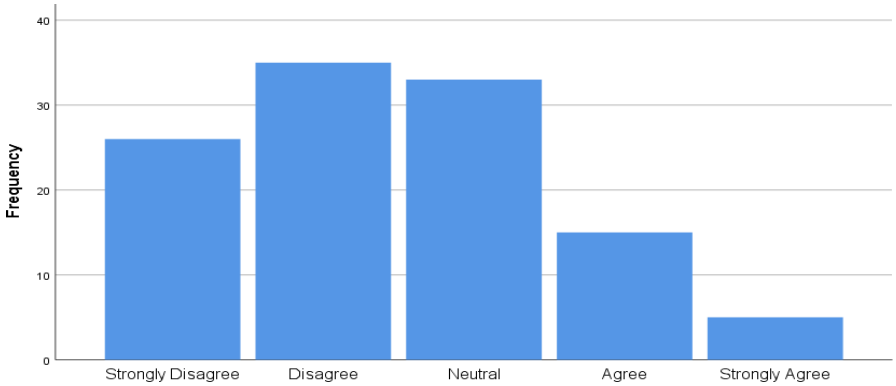


Figure: 13 Students' response to the question. "the facilities provided in my institute meet the expectations and needs of students".

**Faculty Performance**

According to the data most students hold negative opinions regarding faculty quality at their institution. Only a minor segment reports satisfaction but many students express their disagreement as well as strong disagreement about this assumption. The neutrality cases represent the group of students who remain uncertain about their satisfaction with faculty performance. Professionals will implement three main solutions comprising of faculty development plans along with enhanced student-faculty dialogue methods and mechanisms for student feedback collection and faculty action processes to boost teaching quality and student contentment, the result is shown in figure14.

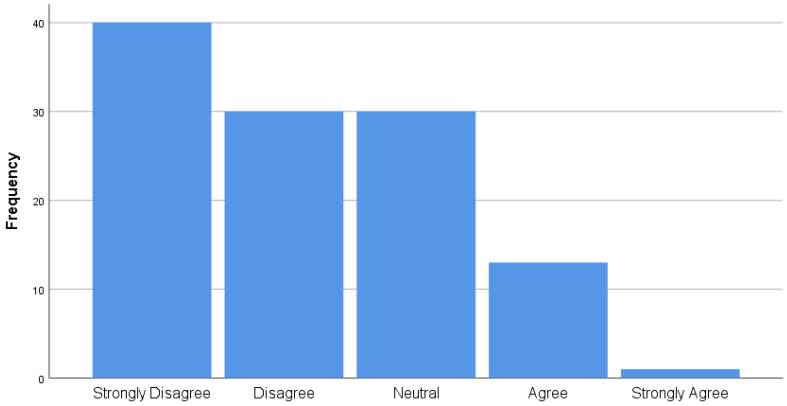


Figure: 14 Students' response to the question. "I am very satisfied with the faculty members of my institute".

According to the graph students have split feelings about teacher access to deliver educational courses. The majority of students remain unsure about the internet's capability to deliver a substitute educational experience while a minority actively disagrees with this idea. Student indecisiveness regarding faculty resources and student satisfaction results in a neutral response ratio. The overwhelming number of dissatisfied students regarding this matter points to potential faculty or scheduling issues as well as overwhelming workload.

The following factors stand as potential solutions for resolving these issues: faculty-student ratio and high-demand course resource allocation along with class scheduling, the result is shown in figure 15.

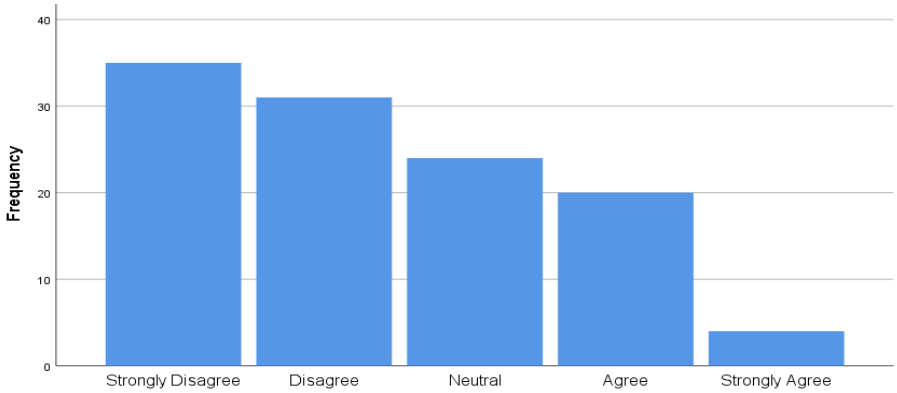


Figure: 15 Students' response to the question. "My institute has enough teachers who are experts in their subject area".

The resulting data shows students maintain various viewpoints regarding faculty members who urge student participation. The faculty receives recognition for their student engagement efforts from certain students yet numerous others remain undecided about it. The status of responses as neutral shows students apparently doubt how many faculty members actually motivate students to participate. A team of educators can establish solutions for three main problems involving faculty training in inclusive teaching methods together with building student-centered classrooms and giving students active participation in their classes, the result is shown in figure 16.

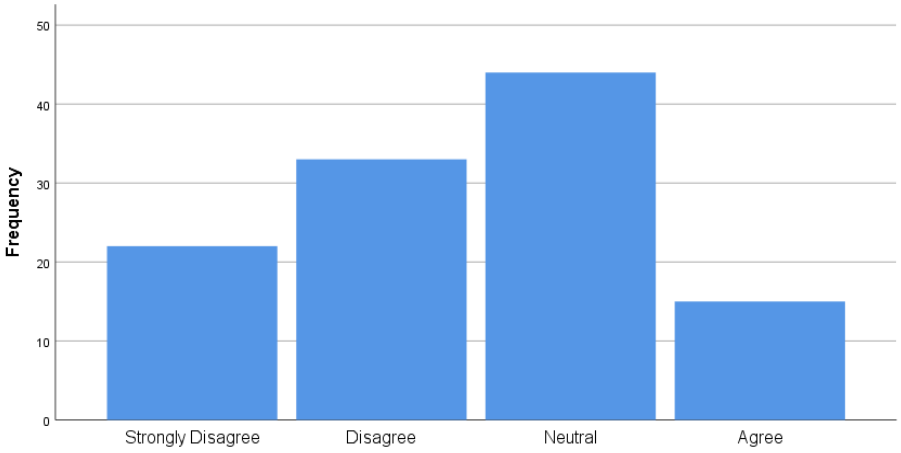


Figure: 16 Students' response to the question. "The faculty members in my institute foster an environment that encourages active student engagement".

According to the data, part of the student population holds positive feelings toward how teachers respond to their performance feedback yet others express negative sentiments about this process. A significant portion of students scored the faculty responsiveness at 2 to 4 out of 5 points whereas others registered high or low satisfaction levels. Students who rated their opinions neutrally represent a significant group since they remain uncertain about teacher actions toward feedback assessment. The introduction of feedback systems to students alongside faculty training in feedback practices coupled with better communication culture between faculty and students will solve these problems to enhance teaching and learning quality, the result is shown in figure 17.

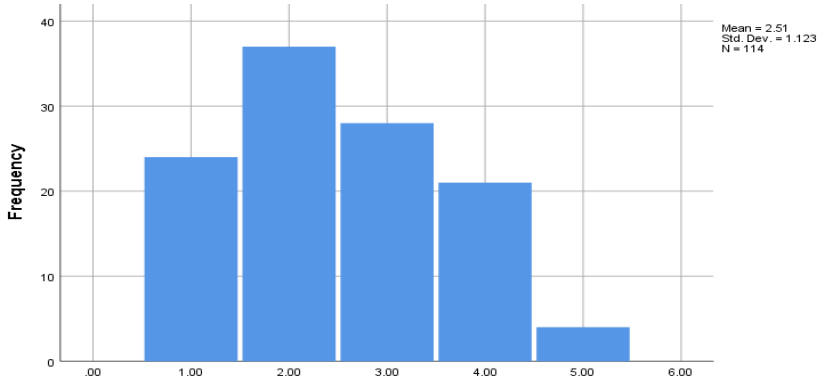


Figure: 17 Students' response to the question. "The faculty members provide timely and constructive feedback on my academic performance".

According to this data student opinions about faculty teaching clarity have a split response pattern according to the presented data. Most of the student's rate faculty communication as moderately satisfactory, whereas a few of them express either the highest or the lowest satisfaction or dissatisfaction with faculty communication. Students who choose a neutral response have doubts about how effective faculty communication has been. When implementing initiatives such as teacher training for effective communication strategies together with different instructional methods to match diverse student learning preferences and student questionnaires to identify course communication areas for improvement the mentioned concerns could be resolved, the result is shown in figure 18.

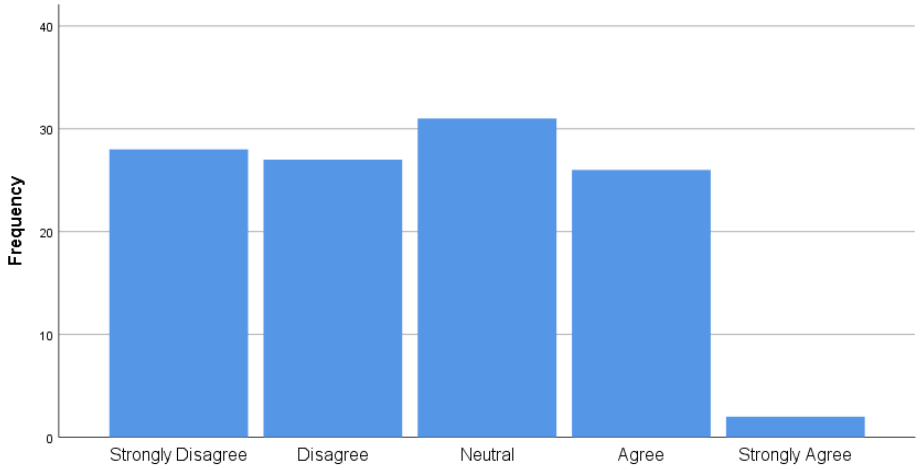


Figure: 18 Students' response to the question. "The faculty members effectively communicate course content and concepts".

This graph on the other hand, shows a paradox in the students' views on the professor's behavior. The professor approachability receives moderate ratings from most students while fewer students mark it as either the best or worst. Professor approachability remains unpredictable according to students since they have chosen to rate with neutral responses. These mentioned issues may require institutional action through three essential steps including building accessible relationships and offering informal exchange possibilities for faculty-student contact while implementing systems which empower communication and teamwork, the result is shown in figure 19.

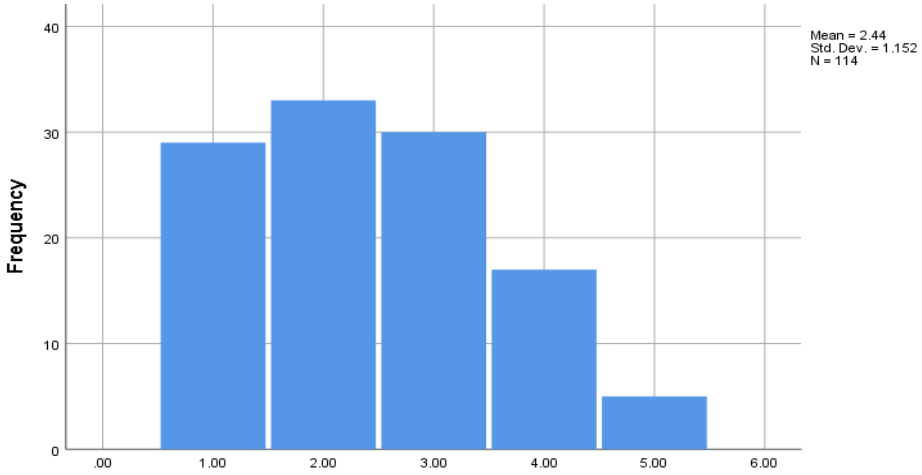


Figure: 19 Students' response to the question. "The faculty members are approachable and willing to assist students outside of class".

**Discussion**

The assessment of three elements including student involvement and facility access alongside faculty teaching competence helps expose student perceptions and reactions towards their educational environment.

The statistics indicate that most students do not participate or show dissatisfaction with their education. Students indicate mixed feelings about participation in learning activities because the attempts to motivate them are visible but many students still remain uninterested or show negative reactions. Students maintain different perspectives about academic assignment challenges so almost any project or assignment designed to support human growth qualifies as good.

The students have varying views regarding the accessibility and usage of resources such as visual aids together with library content and computer software present in the computer laboratories. Several students acknowledge the benefits of these resources while others remain either displeased or uncertain thus indicating possible gaps between these resources and student requirements.

Students view teaching performance differently between various aspects such as their responses to feedback and their delivery methods and student-professor engagement. Students hold different opinions about faculty work in these areas where a minority show dissatisfaction and neutrality that reveals a requirement for teaching methods and student-faculty relationship improvement.

The study demonstrates how student life operates across multiple aspects in educational settings. A general approach incorporating pedagogical inventions together with resources distribution and faculty development programs should handle student thoughts and feelings to increase student attachment as well as facilities reception while improving faculty performance. The educational institutions can satisfy their evolving student needs by implementing student-focused approaches in environments that promote learning.

**SWOT Analysis of Higher Education in Balochistan**

Multiple attractive aspects within Balochistan's higher education system create opportunities for development. Various development opportunities in education emerge from the young and numerous population of Balochistan which government-enhanced education system funding advances. The strategic position of the province enables local

education to establish partnerships with foreign entities for investing in educational development. Additionally, its multicultural diversity fosters an inclusive educational experience.

Twelve accredited universities in Balochistan fail to offset the various difficulties affecting its higher education system. The main obstacles facing higher education in Balochistan are shortage of funding, constrained finances, insufficient facilities, and inadequate educational institutions spread across rural territories. Students report unacceptable teacher performance mainly because of their dissatisfaction regarding instructional techniques and their interactions with faculty members as well as their general student engagement level. Student participation remains low despite their motivation because they have an emotional disconnect from their educational experience. The learning process suffers additional impediments because students lack access to educational resources through limited access to technology, libraries and research centers.

Higher education in Balochistan offers many possibilities for improvement. Higher funding allows the improvement of infrastructure systems together with resource access while supporting educational service delivery. Deliberate educational programs for faculty members enhance teaching standards through the teaching of contemporary methods which create more effective student-centered learning environments that yield better results. New technology enables learning and resource distribution to distant areas through electronic devices as well as internet-based learning networks to close educational gaps. Community empowerment results from equal treatment of men and women together with minority group support that leads to enhanced educational outcomes for everybody.

A variety of threats exist which might hinder the development of higher education in Balochistan. The unstable political conditions along with security threats create major dangers that block education plans while preventing investments from successful investors. Practicing education becomes challenging when economic difficulties force officials to prioritize different needs over education funding. The situation leads many students together with educational staff to choose locations providing more advanced facilities. The slow advancement of contemporary learning approaches and methods will occur because of faculty members' unwillingness to accept change along with their lack of openness to new teaching approaches.

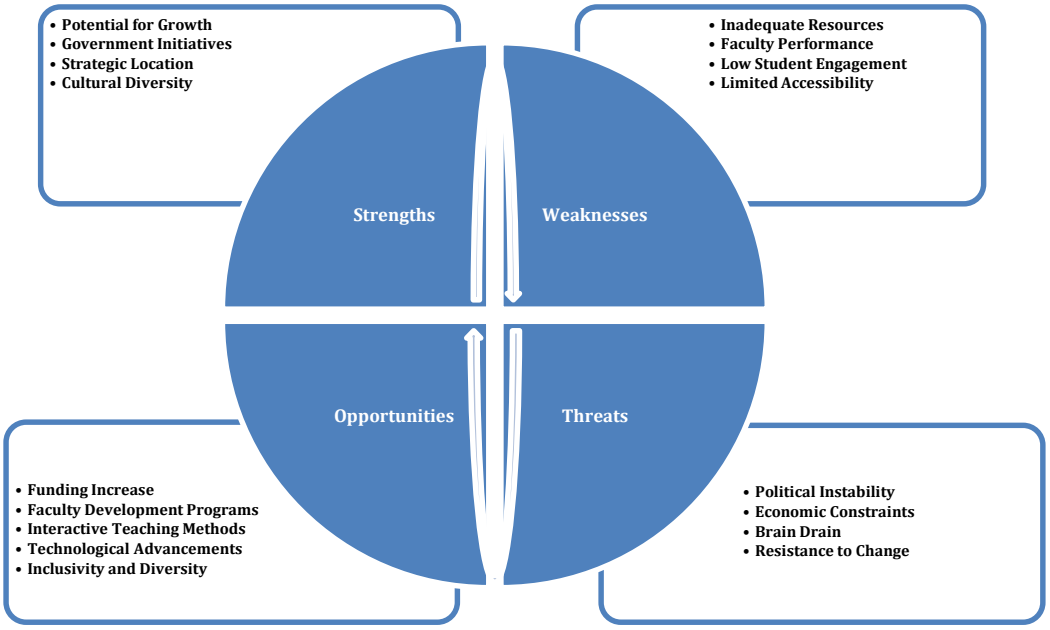


Figure: 20 The SWOT analysis of research

## Conclusion

The state of higher education in Balochistan, while pivotal to the socio-economic advancement of the region, faces significant challenges that impede its progress. Research findings have revealed three vital problems which degrade educational quality in the province through resource limitations and poor faculty interactions and insufficient facilities. Student involvement presents a critical problem since numerous learners express negative opinions about both academic intellectual difficulty and involvement in educational experiences. Federal educational institutions require an immediate revision of policies to increase student participation while supporting varied educational preferences through interactive teaching techniques that address student feedback. Students have different opinions about educational facilities because some appreciate existing resources but others show concern about the lack of available tools and equipment in their schools. The diverse student opinions about faculty member interactions and communication show strong scope for educator professional growth since these factors influence faculty performance quality. Accomplishments which focus on enhancing instructor-student engagement along with teaching inclusiveness alongside feedback communication channels will boost academic delivery programs. The research demonstrates that higher education in Balochistan demands a unified strategy from its stakeholder groups including governmental bodies and both institutions and students and teaching faculty members to address its multiple institutional problems. Strategic educational reforms targeting student interaction improvement while upgrading facilities alongside an increase in teaching capacity will help Balochistan advance its higher education system towards better efficacy and equality. The future socio-economic development of the area together with national progress and resilience goals benefit from this initiative.

## Recommendations

A substantial improvement of higher education standards in Balochistan requires implementation of essential guidelines. A substantial rise in higher education funding needs to occur first to improve both distribution standards across regions and enhance educational facilities. A faculty development program must be established to refine teaching abilities while the school creates new employee benefits to draw and support talented instructors. Students participate in classroom activities more effectively when taught with interactive instructive techniques and receive feedback which leads to intellectual level stimulation. The educational resources including library modernization with laboratory installations and digital tools must be provided to fulfill students' education needs particularly in regionally isolated areas.

The curricula should acknowledge cultural diversity and provide support to marginalized groups because equity between genders and inclusive education require attention. The improvement of higher education in Balochistan requires three critical measures which include expanding university capacity and developing student care systems and improving research access and executing policy changes with government backing.

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