

IMPACT OF INSTITUTIONAL MANAGEMENT FOR ENHANCING THE QUALITY TEACHING

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Abstract

The institutional management is the key to ensure quality teaching. Teaching is destined to encourage learning through instruction and motivation. The prerequisites for quality teaching are competent, knowledgeable and dedicated faculty, availability and use of latest instructional technology, congenial and psychological environment and committed students. The nature of the study was descriptive and the population of the study consisted of all academicians of academic faculties, deans, chairmen/chairpersons and directors of local four universities. Hundred institutional management such as all deans, directors and chairmen and hundred academicians were included in sample. Data were collected through questionnaire and for analyzing the data mean score was applied. Hence, overall study concluded that higher the quality of instructional management the higher the quality of teaching.

Conceptual Framework

A conceptual framework of this study was developed for explaining and analyzing the impact of institutional management on institutional performance at higher level of education. The institutional performance can be subdivided into teaching, research, learning and output of institution. Within each part researcher identified a number of core areas that can be influenced by institutional management such as teaching and learning, research, targets of society, institutional services, and institutional environment. This study did not directly address the individual part but its major implications have been explored through a literature review. Within the core areas, outlined above, a number of basic aspects were identified as indicators for quality improvement. These include the managerial skill areas or styles, resources and facilities, organizational climate, academic attitude and valuing the teaching (not only by academicians but also by institutional management). Over all, this study was expected to enable the institutional management and the teachers for analyzing and synthesizing their management and academic role for enhancing the performance of institution.

Introduction

Teaching and research lie at the heart of higher education. The performance of both components is conditioned with institutional management. Higher education is regarded as the subscribe of the entire education system of any country which plays pivotal role in all fields of life. Its outputs go into market or even join the ranks of their specialization and play leading role in all walks of life. Institution performance lies on teaching and research in other words, teaching and research are taken as heart of university performance indicators. But quality in the universities cannot be maximized without charismatic and effective institutional administration and management. So

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effective function of any university is absolute and entire responsibilities of different bodies for example, academic council, executive council, senate, syndicate and board of advanced studies that shape the university organization and make decisions from top to down level.

This study was undertaken in order to direct attention to the importance of institutional management and its impact on teaching component or academic performance of university teachers and this study can be beneficial for the institutional leaders and academicians. For leaders a better understanding about the institutional management techniques which can work as indicators of performance of institution. And for academicians can tailor their teaching and research more effectively to real- world needs. Overall, the main focus of this study regarding institutional management was delimited only to deans, directors and chairmen or chairpersons and focusing their academic role teaching and research components come under the portfolios of these personalities.

Objectives

Following were the objectives of this study:

1. To examine the institutional efforts for valuing the teaching at university level.
2. To identify the role of institutional management for enhancing the institutional performance.
3. To investigate the behavior of institutional management such as deans, directors and chairmen for making the university teaching worthwhile.
4. To highlight the causes which affect the academic performance of the university teachers.
5. To give some suggestions for improving the institutional management and quality teaching at university level.

Review of Literature

Keeping in view the professional and academic role of existing institutional management, there is a need to analyze the previous work on this issue. The main focus of this study is to identify and implement the institutional management as important indicator for improving the quality teaching, through which the leaders may be able to engage themselves proactively in the process and standards of quality teaching and learning at university level. For this purpose a comprehensive analytical approach about relevant literature was used for developing a framework of dimensions of institutional management and its impact on quality teaching at university level. Regarding this study, different dimensions such as management, education or institutional management, leadership or managerial skills, university culture, teaching learning process, research and academic performance of faculty were analyzed. Overall, this part of the study summarizes the background of key concepts of institutional management and its impact on the performance of higher education institutions.

According to UNESCO Report (1997), any country can achieve the sustainability and criteria of global development through higher education. It is also essential for peace, progress and prosperity of the nations not only within the society but at international level as well.

For raising the quality of higher education an ideal framework may be built around the vision of UNESCO Report (1997) as there is a need to ensure the quality of higher education, while ensuring the quality of all institutional components, such as, teaching, learning, research,

institutional management practices, curriculum, assessment, professional development, allocation of physical, human, financial and educational resources and merit policy.

Chalmers (2008) also viewed that quality of university teaching depends on different factors such as, qualified and competent faculty, teaching learning resources, university environment, evaluation system and professional development.

Although all these factors are important, but the teacher is taken as more responsible factor to enhance the quality of education. Regarding this issue, Brooks and Brooks (1993) stated about teacher, as effective and successful teacher at university level, must possess the command on the subject, pedagogical knowledge and innovative for using modern strategies for teaching learning and assessment, love for subject and awareness about the latest researches and development in his/her field.

Keeping in view the institutional performance, Lindsay (1982) observed that the performance of any institution is examined through effectiveness and efficiency of inputs and outputs components. Therefore, institutional management is responsible to establish the links between these components.

Fostering institutional management and its impact on teaching among the leaders and the teachers, there is a need to consider that highly committed academicians can perform better, if the managerial skills of institutional leaders are better. So, the institutional management is very important area at university level. It tends not only to influence the effectiveness of leaders or their work output but also the efficiency of teachers. Therefore, it is essential to explore the role of those indicators for better management in institutions. Institutional management may be conscious that can exercise their responsibilities at the best level of professionalism for preparing the institution to meet the challenges in global perspective. For this purpose there is a need that leaders must have a clear understanding about their role. They must possess the academic character (Hussain, 1989).

Teaching component is taken as the heart of university, but there is a need to make the teaching valuable which causes to increase the academic character of the institution. According to Community of University Chairmen (CUC) report (2006) for enhancing the performance of institution, efforts can be made to strengthen the academic character of the institution. Academic character is conditioned with institutional mission, dynamic curriculum, qualified and dedicated staff, students' enthusiasm, good governance and institutional management and resources. Hence, academic character can be established through rigorous efforts of many years.

Bliss and Breen (2008) stated, for achieving the desired targets of any institution, effective institutional management is essential. So, following are the institutional management functions which work as the foundations of management system such as: (1) outcomes; (2) coordination among the institutional components; (3) rules regulations; (4) provision of all kinds of resources; (5) promotion; (6) evaluation system; and (7) research.

In the light of UNESCO Report (1998), the institutional management at university level has the following functions to run the university: (1) developing the policies and regulations

regarding the governing of the university; (2) establishing the merit policy which has the philosophy of equality for all; (3) developing the academic freedom; (4) operational accountability; (5) fulfilling the local, national and international demands; (6) provision of innovative educational technology for all; (7) establishing the link between higher education production; and market requirements.

For the sustainability of institution, Community of University Chairmen (CUC) Report, (2006) viewed that to make the institutional performance worthwhile, institutional management must be effective and dynamic through which staff can be managed properly.

According to Sutton and Bergerson (2001), keeping in view the challenges of new millennium, attention may be focused on management ways or practices and procedural framework related to institutional performance and its quality. So, the institutional management may prepare itself for entering new millennium through worthwhile faculty performance which ultimately affects the institutional performance. Therefore, faculty performance must be the main focus of institutional management. And institutional management has the key role to develop a good image in public about institution through increasing the efficiency and effectiveness of academic performance of the faculty (Benjamin, 1998, Marchant, and Newman, 1994, Lillydahl and Singell, 1993, Miller, 1992, Taylor, Hunnicutt and Keeffe, 1991, Bush, T. (2003).

Walker (2001) argued that effective university management becomes a cause to achieve stated university goals through its efforts regarding the planning, organizing leading and controlling the physical, financial human and educational resources. Hence, effective institutional management can only be viewed if the managers use all the resources of the university- like its finance, equipment and information as well as its faculty members to attain their goals.

Teaching is a noble and prophetic profession at any level of education. But in Pakistan its theoretical and practical position is unsatisfactory, particularly at higher level of education. Many factors are involved for deteriorating the position of teaching profession (self). According to World Report (1998), the Pakistani teachers are ill-educated, ill-trained, ill-paid and ill-treated. Keeping in view the ill-treated aspects, our institutional management is key factor for this. As institutional or educational management consists of organized group of officials to make, manage and implement the rules, regulations and policies in the educational organizational structure in order to enhance the teaching and learning process (Shito and others, 2009, p.21). Hence, the researcher concluded from the discussion of above mentioned review of literature that in Pakistan, particularly at university level, some internal and external factors of management are affecting the performance or efficiency of the teachers. For emphasizing the quality of higher education system, we must focus our attention on efficient and dynamic institutional management, competent staff, proper availability and usability of physical, financial, human and educational resources. Overall, this study focuses on managerial ways of faculty management for managing the institutional activities in the universities of Pakistan. Although the state of educational management in Pakistan, particularly at higher level of education, is questionable.

Overall, the institutional or university management comprises certain positional heads govern each university with some variations, the following are the key offices and authorities

that shape the university organization and make decisions: Chancellor, Pro Chancellor, Vice Chancellor, Deans, Directors, Chairmen, Registrar, Treasurer, Controller of Examinations, Librarians, Auditor and all other officers as officiated (QAU, 2000). But regarding the delimitation of this study, only Deans, Directors and Chairmen of teaching departments were taken as the institutional management.

Research Methodology

This study was descriptive/ survey type. Following steps were taken under this procedure:

Population

- All the public universities of Islamabad and Rawalpindi cities were targeted population.
- Only four universities, such as Allama Iqbal Open University, Islamic International University, University of Arid Agriculture and Fatima Jinna Women University were taken as sampled universities.
- All the institutional management such as, deans, directors, chairmen and teachers of these sampled universities were included in population of this study.

Sample and Sampling Techniques

Following two categories comprised the sample of this study:

(a) Institutional Management

- All 80 Chairmen/Chairpersons of academic departments of four sampled universities were selected purposively.
 - 15 deans of all faculties of sampled universities.
 - 05 directors of academic institutions of sampled universities.
- Overall this category of sample consists of 100 Institutional Management (80+15+5=100) and for the selection of this category purposive sampling technique was used.

(b) Teachers

- 100 teachers (out of 986), twenty five from each sampled university were selected randomly as sample of study.

Instrument

A questionnaire on three point scale, such as certainly (3), seldom (2) and never (1) was developed for both the categories of sample.

Data Analysis

As data were collected by administering the questionnaire personally, among both the groups of sample. For data analysis mean score was used and difference of the average mean score of both groups was showed in graph.

Table – 1

Faculty management (100)

Teachers (100)

| Mean score | Never 1 | Seldom 2 | Certainly 3 | Statements | Certainly 3 | Seldom 2 | Never 1 | Mean score |
|------------|---------|----------|-------------|---|-------------|----------|---------|------------|
| | | | | Work Climate | | | | |
| 2.75 | 02 | 21 | 77 | Work climate of faculty is physically well-maintained. | 24 | 21 | 55 | 1.69 |
| 2.59 | 11 | 19 | 70 | Working conditions in the faculty are continually improving. | 24 | 35 | 41 | 1.83 |
| 2.55 | 12 | 21 | 67 | Work place issues are managed appropriately. | 21 | 33 | 46 | 1.75 |
| 2.41 | 13 | 33 | 54 | The ethos in the faculty is co-operative. | 26 | 39 | 35 | 1.91 |
| | | | | Valuing the teaching | | | | |
| 2.37 | 14 | 35 | 51 | Faculty management helps the academicians to make the teaching valuable. | 11 | 27 | 62 | 1.49 |
| 2.83 | 03 | 11 | 86 | Faculty management guides the academicians about innovative teaching strategies, which improve the teaching learning process. | 14 | 33 | 53 | 1.61 |
| 2.57 | 10 | 23 | 67 | Faculty management appreciates the academicians to improve the teaching quality through modern teaching strategies. | 13 | 27 | 60 | 1.53 |
| | | | | Resources and facilities | | | | |
| 2.63 | 09 | 19 | 72 | Resources required for performing the job effectively are available sufficiently. | 28 | 33 | 39 | 1.89 |
| 2.61 | 08 | 23 | 69 | The quality of resources is appropriate. | 30 | 31 | 39 | 1.91 |
| 2.58 | 11 | 20 | 69 | All faculty members have access to use teaching learning resources. | 28 | 37 | 35 | 1.93 |
| | | | | Management effectiveness | | | | |
| 2.85 | 02 | 11 | 87 | Faculty members are encouraged to participate in decision making process regarding institutional policies and plans for | 20 | 31 | 49 | 1.71 |

| | | | | | | | | |
|------|----|----|----|---|-----|----|----|------|
| | | | | enhancing the quality teaching. | | | | |
| 2.22 | 22 | 34 | 44 | Faculty management has a way of evaluating staff satisfaction on a regular basis. | 16 | 28 | 56 | 1.6 |
| 2.48 | 10 | 32 | 58 | Communication is effective among the members of faculty. | 10 | 23 | 67 | 1.43 |
| 2.64 | 09 | 18 | 73 | All faculty members are treated respectfully and fairly. | 10 | 13 | 77 | 1.33 |
| | | | | Reward and recognition | | | | |
| 2.35 | 21 | 23 | 56 | Faculty management acknowledges the academicians for their contribution when targets of institutional performance are achieved. | 23 | 31 | 46 | 1.77 |
| 2.34 | 17 | 32 | 51 | Adequate feedback about performance of academicians is provided. | 19 | 32 | 49 | 1.7 |
| 2.55 | 08 | 29 | 63 | Appropriate recognition and rewards are given for good performance. | 10 | 19 | 71 | 1.39 |
| 2.57 | 11 | 21 | 68 | Management of faculty is sufficiently involved in reviewing the institutional performance. | 22 | 32 | 46 | 1.76 |
| | | | | Professional development | | | | |
| 2.47 | 15 | 23 | 62 | Equal opportunities of professional development for all faculty members are provided equally. | 10 | 25 | 65 | 1.45 |
| 2.18 | 25 | 32 | 43 | Professional training is necessary for faculty management for improving the performance of institution. | 100 | - | - | 3 |
| 2.53 | | | | Average Mean Score | | | | 1.74 |

Conclusion

Since institutional management, such as deans, directors and chairmen have a unique role in fulfilling teachers' needs as well as organization goals and own value system. The teacher's improvement and organizational effectiveness largely depends on his/ her leadership role. The main purpose of this study for leaders to review their managerial styles which directly affect the teaching or academic performance of university teachers, through which we will be able to improve teaching and research practices across the university. Overall results of the study will be

helpful to improve the management structure of the university for ensuring the high quality leadership, along with clarity of roles and responsibilities. Quality teaching at university level demands the competent, committed, skill oriented, knowledgeable in relevant field and research mind people. But all these factors are orchestrated with harmony of institutional management. So the present study measured the level and criteria of managerial skills of leaders in institutions, faculties and departments and their impact on academic performance of teachers at university level. Hence, the following conclusions were drawn:

1. Work Climate

This factor has the key position in institution for improving and raising the performance of academicians of universities. While focusing the significant impact of work climate, academicians were asked that work climate of faculty was physically well maintained, therefore, a large number of academicians disagreed as strengthened with 1.69 mean score. While majority of faculty management such as deans, chairmen and directors agreed with this statement as a result of 2.75 mean score. Working conditions are essential for productive work climate, but in this context academicians were of the opinion that working conditions in the faculty were not continually improved, hence 1.83 mean score was calculated from the opinions of teachers' group. Regarding this statement majority of the faculty management stated certainly these conditions were improved with calculated 2.59 mean score. For improving the quality of work climate there is a need to focus the work place issues but 1.75 mean score showed that mostly academicians were of the view that work place issues were not managed appropriately. Therefore, calculated 2.55 mean score depicted that faculty management were of the view that work place issues were managed appropriately. A reasonable number of the respondents of teachers' group argued that the ethos in faculty was not fully co-operative as 1.91 mean score calculated. Therefore, 2.41 mean score highlighted that majority of the faculty management agreed that the ethos was cooperative.

2. Valuing the teaching

Teaching and research are the key factors which make the universities well reputed. For making the universities renowned in their performance there is a need to value the teaching, which does not only depend upon the teachers' efforts but teaching demands the special concerns of faculty management. For viewing the worth of teaching, faculty management was of the view that faculty management helps the academicians to make the teaching valuable, majority of the respondents agreed with statement as 2.37 mean score highlighted. But 1.49 mean score depicted the teachers' opinions which rejected this statement. Although teaching component is taken a sole responsibility of teachers but faculty management has also academic responsibility to increase the academic worth of teachers. For analyzing the matter of academic concern of faculty management, both sample groups were asked that the faculty management guides the academicians about innovative teaching strategies, which improve the teaching learning process. This statement was accepted by faculty management as the mean score calculated was 2.83, but 1.61 mean score of teachers' responses depicted that teachers disagreed with this statement. For making the teaching time oriented, there is a need to conversant it innovative and teachers are thought to use the innovative techniques for meeting the challenges of teaching learning process in global context. To make the teaching process innovative is not only concerned with teachers but faculty management directly values

the teaching if it appreciates the academicians to improve the teaching quality through modern teaching strategies. Regarding this a large number of academicians were not in favour, which was supported through 1.53 mean score but 2.57 mean score depicted that faculty management agreed with this statement.

3. Resources and facilities

These are essential for making the academicians' teaching effective but the proper provision of resources and facilities is the responsibility of faculty management. So, majority of the faculty management agreed that resources required for performing the job effectively were available sufficiently and it was strengthened through mean score 2.63. But 1.89 mean score showed that a large number of academicians were not in favour of this statement. Therefore, a reasonable number of academicians were of the opinion that quality of resources was not fully appropriate but 2.61 mean score regarding faculty management showed the certain level of appropriateness of resources. About the equal approach of all teachers towards teaching learning resources, to some extent teachers agreed with it as 1.93 mean score came out but majority of the faculty management opined that all the faculty members have access to use teaching learning resources.

4. Management effectiveness

For making the university teaching worthwhile effective management has a key position. As knowing the relationship between faculty management and quality teaching, both groups of sample were asked that faculty members were encouraged to participate in decision making process regarding institutional policies and plans for enhancing the quality teaching. Therefore, mostly teachers were not agreed and 1.71 mean score also highlighted teachers' opinion about this statement and 2.85 mean score about the opinions of faculty management, supported this statement. Majority of the faculty management opined that the faculty management had a way of evaluating staff satisfaction on a regular basis as 2.22 mean score came out. On the other side 1.6 mean score highlighted that teachers' opinions were different from the faculty management. A reasonable number of academicians were of the opinion that communication was not effective among the faculty members as highlighted by 1.43 mean score. But, majority of faculty management agreed that communication was effective and 2.48 mean score of faculty management group supported it. Both groups of respondents were asked that all the faculty members were treated respectfully and fairly. While mean score 1.33 highlighted academicians were not in favour of this statement. Hence 2.64 mean score showed that majority of the faculty management agreed with statement.

5. Reward and recognition

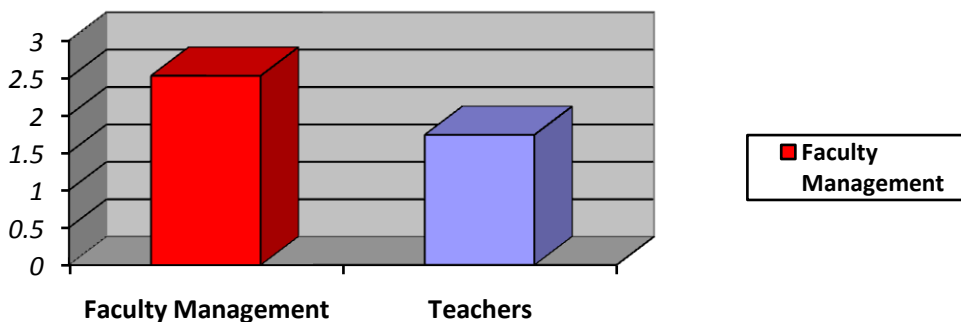
These factors work as motivators for raising the academicians' performance at university level. In this context teachers opined that the faculty management did not acknowledge the academicians for their contribution when targets of institutional performance were achieved. Hence, mean score came out 1.77. But 2.35 mean score highlighted that majority of the faculty management agreed with this statement. Feed back is motivational technique, when the teachers were asked that adequate feedback about performance of academicians was provided, they rejected this statement as 1.7 mean score came out. While majority of faculty management opined in favour of this statement so calculated

mean score was 2.34. But 2.55 mean score of faculty management depicted that majority of the faculty management opined that appropriate recognition and rewards were given for good performance. Hence, 1.39 showed that teachers disagreed with this statement. Both groups of the respondents were asked that management of faculty was sufficiently involved in reviewing the institutional performance. In this regard, 1.76 mean score of teachers group highlighted that teachers did not agree with this statement, while 2.57 mean score showed that majority of the faculty management agreed with this statement.

6. Professional development

Professional development focuses to conversant the employees with changing demands of the society. Hence, the faculty management is responsible to run the institution effectively for this purpose professional development of faculty management is essential. Keeping in view the relationship between professional development and institutional performance, academicians on large scale argued that majority of the teachers opined that equal opportunities of professional development for all faculty members were not provided equally as 1.45 mean score supported this opinion. So, faculty management opined that these opportunities were provided equally to all as 2.47 mean score came out. Hence, majority of the both groups agreed that professional training was necessary for faculty management, regarding the improvement of institutional performance. Hence mean score for faculty management was calculated 2.18 and for teachers group mean score came out 3.00.

Overall the difference of results for both groups was showed in graph, which highlighted the average mean score of teachers and faculty management. Hence it is concluded that faculty management performs its duty as effective management as average mean score came out 2.53 but teachers opined that the role of faculty management is overall questionable as average mean score came out 1.74



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