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A STUDY OF QUANTITATIVE AND QUALITATIVE MANAGEMENT OF COLLEGE HEADS AND ITS IMPACT ON THE PERFORMANCE OF TEACHERS AT MULTAN CITY IN PAKISTAN

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ABSTRACT

The study aims at evaluating and investigating the college heads' managerial strategies and their effect on the overall productivity of college professors. In this regard, the study surveyed the top operational levels of colleges to ascertain their employment of effective management methods in their institutions and to ascertain instructors' perceptions of the planning and management employed by their executives. The associated literature discusses various leadership and management characteristics and styles, such as technical abilities, interpersonal abilities, and administrative abilities (planning), decision-making, and reporting, to assist college presidents in fulfilling various managerial duties. It was, by definition, descriptive research. The study population consisted of private and public colleges' teachers in Multan District, and 120 teachers, 58 male and 62 female are selected by using the random sampling technique to ascertain the differences in opinions between college teachers concerning quality management practices and implementations in college management. A questionnaire-based on a five-point Likert scale with 30 statements for grading college teachers' viewpoints. The respondents were surveyed and face-to-face interaction was used to elicit their perspectives and replies on the scale. Standard deviation frequencies, weighted mean, and percentages were used to analyze college teachers' replies to ascertain their perceptions of the quality of college management and the effectiveness of college Heads' management methods at respective institutes. There is a statistically small difference in the problems faced by female and male college lecturers. The difference in mean implies that male teachers responded slightly better than female teachers. College Heads were found to be generally content with the job efficiency

of their subordinates, although they were unanimous in their support for the promotion of a research study in higher education. Each respondent expressed appreciation for mutual coordination of their colleagues, teamwork as well as cooperation especially when working in a college setting.

INTRODUCTION

Education is defined as "the administration of an educational organization's procedures and operations in conformity with stated policies," according to Good in his dictionary education. Administration, according to experts, is both an art and a science in its own right. In the context of management as an art form, the administrator is characterized as an artist who attempts to create new realities and facts while keeping his or her ability to exert influence over others. The administration is referred to as a scientist in the case of management as a science since they collect all data and meticulously examine it before making conclusions, evaluating associations, testing hypotheses, and generalizing the findings.

According to F.M. Marks (2014), "administration is deliberate behavior directed toward a conscious goal." It is the methodical organization of activities and the measured utilization of resources to achieve the desired outcomes while anticipating the opposite". Administration is a ubiquitous process that occurs in a variety of institutional contexts. It is classified as public or private management depending on its institutional context. Public administration relates to administration that operates within a governmental framework, whereas later administration refers to administration that operates outside of a governmental framework.

At the moment, administrators' turnover rates in higher education continue to rise (Teachers Insurance and Annuity Association of America Institute, 2017; Higher Education Publications, 2018; Iqbal et al., 2021; Rehman, et al., 2021; Azeem et al., 2021; Syeda et al., 2021; Masroor et al., 2021). According to Selesho and Naile (2014), high turnover rates at colleges have a detrimental effect on the institution by reducing employee retention, reducing productivity, and severely influencing the educational facility's quality and stability. Figueroa (2015) argued in favour, arguing that the institution suffers from low morale, workplace interruptions, bad effects on productivity, staff retention, and negative emotional repercussions on the department or overall institution. Although, these three detrimental outcomes highlight the critical need for national attention to the issue in order to stimulate conversation and, leadership preparation for postsecondary education's future (Betts et al., 2009)

The basic goal of administration is to create a safe environment for not only individual, but for entire societies. Education is within the jurisdiction of the state. The major responsibilities of educational administration are to deal with and coordinate the completion of tasks by a group of people (Shahid, 2008). The scientific foundation of education is the most active aspect of education.

One of the most important jobs that administrators can do at the college level is the development of leadership characteristics in leadership. With their talents, effective leaders create an organization of people. They understand that

collaboration in the proper direction is vital to attaining the organization's goals. They think that effective leadership creates opportunity for educators to grow, learn, and develop. Effective leadership entails completing tasks via the efforts of others. Leaders need to be able to explain their vision in a way that inspires excitement and dedication to turn the vision into a reality.' (2002) (Clifton & Anderson).

LITERATURE REVIEW

Those who followed in his footsteps in the field continued to refine and modify the instrument, taking into consideration the relationship among organizational climate and other variables such as administrative styles, teacher morale and age, leadership behavior, job involvement, organizational effectiveness, professional qualifications, diffusion of innovations, pupil social maturity, teacher effectiveness, and the overall quality of the school environment. While a few studies have been conducted on organisational commitment (Allen, 2003; Kimberly, 2007; Johnsrud, Heck, and Rosser, 2000 and Volkwein and Zhou, 2003), there is a dearth of research on organizational climate among administrative staff in higher education organizations, particularly in Pakistan.

Biggs (2001) emphasizes that in order to achieve high levels of quality of teaching and education, organizations should support instructors in their efforts to improve their teaching and create opportunities for them to share their expertise about teaching. To accomplish this, educational leaders must possess extensive knowledge and understanding of education and student learning. Biggs (2001) examines quality from two perspectives: retrospectively and prospectively. When economic criteria are met, a retrospective quality perspective is taken into consideration. When taking a prospective view of quality, it is necessary to consider the university's raison in terms of transforming students' perceptions of the world and their ability to apply the knowledge they have gained to make 240 decisions and protect their own interests in order to achieve this transformation.

Especially when combined with ineffective leadership tactics from others at all levels of management, the leadership style shown in the workplace can have an impact on every employee's behavior and attitudes (Bond,2021). Kouzes and Posner (2002) assert that effective leaders have a thorough understanding of the people with whom they work, the functions of coworkers, the demands of their jobs, and the organization structures. Leadership, particularly in higher education, is more difficult when viewed through the lens of an active social, economic, and guiding principle over which the majority of colleges and universities have authority (Goldring and Greenfield, 2002; Iqbal et al., 2020; Baig et al., 2020; Akhter et al., 2020). Alberto & Troutman (2009) mention that leadership has been defined as the process of social monitoring that understands how to register support for the attainment of common goals. Finally, new horizons are created for the peoples via leadership, enabling them to contribute to accomplishing something remarkable successfully. Ann Marie E. MosWain describes leadership as the capacity to successfully assimilate and make the greatest use of available resources within one's internal and external environment to fulfill administrative and social objectives.

There is a significant difference in the connection between the principal and the teacher between institutions and between teaching staff within a single institute. These interactions also have a substantial impact on student achievement, as previously stated (Walsh, 2005). This problem occurs when teachers regard principals as organizers and reinforcers of the mutually invincible institute's mission, rather than as guides, enthusiasts, and the front of individual learning plans for students, as opposed to guides, aficionados, and front-runners of individual learning plans for students (McEwan, 2003).

Regardless of their experience, teachers serve a critical role and are the cornerstone of each country's educational system. In a similar vein, as institutions continue in the direction of revolution and population exchanges cease to occur in general, constraints and requests on behalf of organizations with different organizational principles directed toward provision in a suitable direction for those who are placed in the teaching space will become more prevalent. Servant leaders will ensure that creative notions do not become contaminated by approving actions such as complementing in the direction of demonstrated results. When it comes to the brain, servant leaders who develop trust rather than rely on it should strive for understanding plus values on or after the heart (DeSpain, 2000; Iqbal et al., 2021; Baig et al 2021; Baig et al., 2021b). A wealth of literature focuses on ideas and training sessions that reflect of an institute's leader on the critical function of the principal.

Walsh (2005) places a greater emphasis on the principal-teacher interaction than on leadership approaches. Principals can enhance teacher perceptions by simply connecting them to critical components of excellent relationships. Teachers become more useful in the classroom as they begin to feel better about themselves and the importance of their common tasks, such as the importance of significant infrastructures provided by their principals. Similarly, proficiency issues as a kind of student constraint are managed by the principals and teachers of the institutes. Apart from being diametrically opposed to a teacher at an institution, he is incessantly involved in resolving discipline difficulties. However, the teacher and principal always work collaboratively on major discipline issues (Kritsonis, 2000; (Zafran et al., 2021; Bhatti et al., 2021; Afzal et al., 2021; Hayat et al., 2021; Tayyab et al., 2021; Sattar et al., 2021).

Regular interaction between a principal and teachers is one technique to gain a teacher's believe and support. In institutes, the leader can place a greater emphasis on removing impediments, such as physical and emotional provision, enticing management attention to details that make any excursion stress-free, allocation during the solidarity walk and celebration following the walk, in addition to establishing a new, valuable target for the following walk, rather than constantly worrying about setting a track and attracting educators plus including them. Indeed, it is critical to remember that principals are their campuses' instructional leaders. Instructional leadership is a critical characteristic of good institutes, and principals are obligated to play a prominent role in this regard. Despite the fact that mutual decision making is a concurrent characteristic, confident going to lead light enforced in addition to centered actions are necessary to continue habitation, supporting belief, and establishing

relationships in order to eventually accomplish student outcomes be at the forefront and leading in significantly impacting, and pupil acquisition come into the domain of obligation (Albritten et al, 2004).

Statement of the Problem

This study was design to investigate the “qualitative and quantitative management of college heads and its impact on the performance of college teachers”.

Objectives of the study

1. To ascertain instructors' perceptions of the college's management quality.
2. To conduct teacher evaluations on the heads of their institutions' work efficiency.
3. To ascertain college professors' perceptions of the effective implementation of management practices on a gender-based basis.

Significance of the Study

- ❖ This study may assist stakeholders in developing more effective policies to assist administrators in achieving educational objectives.
- ❖ This study may assist the college administration / head in playing a more effective role in accomplishing organizational goals.
- ❖ This study may assist college teachers in more effectively utilizing their experience in teaching and research, with the assistance of their principals.
- ❖ This study may be beneficial to college administration in terms of improving decision-making practices and implementing beneficial managing strategies in both private and public institutions.
- ❖ The findings of this study may be useful to other researchers in terms of establishing a foundation for future research in this sector.

Delimitations of the study

The participants in the study were limited to teachers from private and public colleges in the city of Multan, Punjab. The participants in the study were drawn from all of the female and male colleges in the Multan district. A random sample of 13 private and public colleges in the Multan district was chosen for this study.

Population

A collection of individuals who share one or more traits from which data can be acquired" is defined as a population in research. The population was comprised of all teachers and Principals of governmental and non - governmental, men and women institutions in the district of Multan.

Sample

In research, a sample is defined as "a subset of the population that is typical of the whole." The study's sample was chosen using a combination of random and easy sampling methods. The sample comprised of 13 governmental and non-governmental, men and women colleges in the district of Multan, both public and private. The information was gathered from teachers, with a sample size of 120 respondents, consisting of 58 men and 62 women from various colleges throughout Multan City, Pakistan.

Method of Research

The study's goal was to evaluate the quantitative and qualitative management of college deans and deans-in-training. The descriptive aspect of the study was the primary focus. The Survey approach was used to bring this investigation to a close. It was for this reason that an anonymous questionnaire with a five-point Likert scale was developed and distributed to teachers from various institutions in the Multan district. The information was gathered from teachers, with a sample size of 120 teachers (58 men and 62 women) from several colleges in the district of Multan, Pakistan.

Development of the Tool

Teachers were asked to complete a questionnaire based on a five-point Likert scale in order to achieve this goal. A five-point Likert scale questionnaire for teachers, consisting of 30 statements, was devised to find out what college professors thought about the administration of their institutes' heads. The questionnaire was distributed to all college teachers in the country.

Statement wise analysis of teacher responses

	Statement	Mean
1.	My principal does not seek the opinion of subordinates in decision making process.	2.60
2.	Freedom of opinions of subordinates is not beneficial for the organization.	2.28
3.	The Principal prefers to make decisions himself for managing college affairs.	2.86
4.	I think that my principal is wasting my professional skills by not involving in matters of organization.	2.88
5.	Principal's decision in autocratic style, has given better impact on subordinates.	2.92
6.	The best suitable amongst the college teachers, is posted as a principal	3.63
7.	Principal who adopts autocratic style for solution of college problems is better rather than democratic style	2.89
8.	Academic freedom given to the teachers is a barrier for enhancing the quality of education.	2.98
9.	Principal can perform as better leader if he/she gets autonomy in college management.	3.69

10.	The leadership skills can help Principals to become better leaders.	4.36
11.	The Principal of an institution encourages teamwork.	4.19
12.	The Principals solve college problems intelligently.	4.08
13.	The principal sets ambitious targets for the faculty to enhance college performance.	3.89
14.	The Principal likes to share work with subordinates for achieving instructional objectives.	3.89
15.	The Principal rewards the teachers for their good performance.	3.93
16.	The Principal like to opt his/her choices freely	3.70
17.	The Principal prefers taking decisions without consulting the subordinates.	2.75
18.	The Principal has a charismatic personality.	3.82
19.	On first posting, the principal is not fully equipped with effective management skills.	3.38
20.	The Principal intervenes in college management only when the expected requirements are not met.	3.34
21.	The Principal ensures the availability of adequate infrastructure for the college.	3.78
22.	The Principal can perform as a better leader if she/he gets autonomy in college management.	3.67
23.	The Principal's effort to make the college education better is growing needs of market.	3.95
24.	The Principal takes steps to arrange training programmes for faculty.	3.68
25.	The Principal holds himself accountable when the performance of institution is poor.	3.61
26.	Staff and students trust him as a leader.	3.96
27.	The Principal communicates his future vision clearly.	3.83
28.	The Principal has developed a quality assurance system with clear procedures.	3.93
29.	The Principal efficiently utilizes the resources made available to the college.	3.89
30.	The Principal promotes research work in the college.	3.67

The above table examines the norm for the intensity of acceptance level of Means on all of the values of data in order to determine its significance. It was discovered that the reactions of many teachers were middling when it came to their overall performances.

In the category division of mean, there are three portions, which are detailed in more detail below:

- | | | |
|----|----------------|-----------------------|
| 1. | Greater than 4 | Highly Acceptable |
| 2. | Within 3 to 4 | Moderately Acceptable |
| 3. | Less than 3 | Less Acceptable |

In accordance with this standard, instructors' reactions to 26.67 percent (8 out of 30) statements were negative, 63.33 percent (19 out of 30) statements were moderate, and 10 percent (3 out of 30) comments were highly acceptable.

Gender Analysis of Teachers

As previously stated, data was acquired from 120 teachers, comprising 58 male and 62 female teachers, from various public and private sector institutions in the District of Multan in order to obtain the study's findings.

Table 4.63: Gender Analysis of Teachers

N (Total)	Combined MEAN	Combined SD
120	211.70	11.83

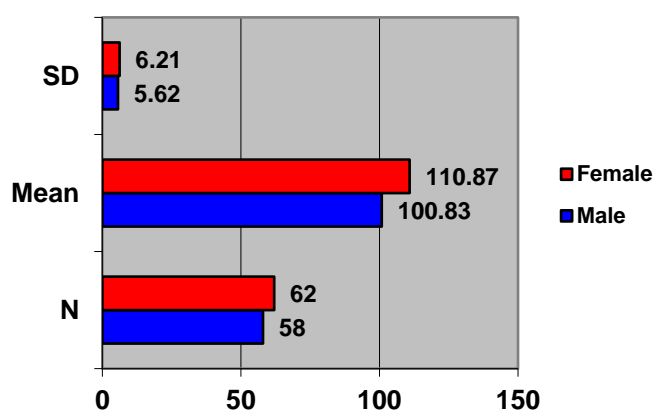
This table specifies responses of teachers on gender basis, i.e. male vs female, where combined Mean is 211.70 and combined Standard Deviation is 11.83.

Table 4.64 Comparison

Sex	N	Mean	SD	CV (z)
Male	58	100.83	5.62	9.29
Female	62	110.87	6.21	

This table indicates that the calculated value (9.29) is greater than the table value (1.96) at the 0.05 level of significance, where it was discovered that there was a statistically significant difference between the responses of male and female teachers however, the difference in means indicates that female teachers do slightly better than male teachers, at least to a certain extent.

Bar-graph comparison (male vs. Female teachers)



CONCLUSIONS:

A large portion of the remarks on the teachers' scale demonstrate that leadership abilities can assist management in building a more favorable climate in universities. In addition, a significant number of the statements on disregarding bosses to their subordinates and discouraging the subordinates' performance, as

well as the deployment of weak techniques in management, were judged to be least or not acceptable. According to a survey of college heads on the performance of their subordinates, the college heads were pleased with the work-efficiency of their subordinates. In addition, almost all teachers were in favor of encouraging democratic management styles in the college environment. The majority of teachers stated that the heads should consider teachers' opinions in the decision-making process. The teachers were appreciative of the mutual coordination, cooperation, and teamwork that occurred among their colleagues in the college setting. The heads placed a strong focus on completing tasks on time and making decisions on the spot, as well as maintaining a positive work atmosphere in the organization. The adoption and use of democratic management style in the administration of their colleges was unanimously agreed upon by all of the professors present.

RECOMMENDATIONS:

Heads must be involved in the decision-making process, and consult with subordinates. Subordinates' freedom of expression should be respected by their heads. It is possible to avoid making decisions that are completely self-centered. The participation of employees in organizational matters should be encouraged and commended. The democratic style of management should be adopted by the principal. It is possible to avoid an autocratic management style in order to keep the management atmosphere welcoming. College professors should have the ability to exercise academic freedom in order to improve the overall quality of education. Heads must show a genuine interest in the affairs of their subordinates. Autocratic management styles are harmful to heads and should be avoided at all costs. The practice of consulting with professors in the case of college concerns should be encouraged by the institution's administrators.

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