

Perceptions of College Principals and Faculty Members Regarding Administrative Problems and Job Performance

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Abstract



Efficient administration of educational institutions is vital for their advancement and growth. Principals play a key role in providing conducive environment for instruction and students' academic achievement. This study aims to examine the viewpoints of college principals and faculty members regarding the challenges faced in administration and their performance as college principal. A quantitative approach was used to investigate this research problem, employing a descriptive survey design to gather and analyse data. The research study focused on principals and faculty members from government degree and postgraduate colleges for boys and girls in the Malakand Division, Pakistan. A sample of 140 faculty members and 28 principals was selected by using stratified random sampling technique. Data from the participants were collected by using a self-developed questionnaire, which was validated by a panel of experts and its reliability was found through Cronbach's alpha values which were found for administrative problems and job performance as 0.732 and 0.856 respectively. The study results showed that college principals faced various administrative problem included problems related to teaching and learning process, lack of availability of resources, maintaining good relationship with community, lack of financial resources, lack of capacity building programmes, and political interference. These administrative problems in turn effect lack of exhibiting instructional leadership, evaluating teachers and students' performance, maintaining conducive working environment, preparing and utilizing budget, and implementing policies. Capacity building and continuous professional development programmes may be worthwhile strategies for improving the administrative, managerial and leadership roles of college principals.

Keywords: College Principals, College Teachers, Administrative Problems, Job performance, Capacity Development Programmes

Introduction

Principals play important role in colleges as they strive for the achievement of educational goals. They try to establish goals, inculcate values, establish conducive working environment to increase teachers instructional skills and students' academic performance. An effective and efficient principal is dependent on having excellent communication skills, effective administrative, management and leadership qualities and efficient decision-making skills as these skills are the pre-requisite for effective principal to meet the challenges and solve various problems related to instruction, teachers, students, information and technology, finance, and discipline. Educational administration refers to the process in which college principals coordinate and supervise the available resources to accomplish educational goals (Amadi, 2008). The primary objective of educational administration is to assist principals in efficiently carrying out their responsibilities. The collaboration between students and faculty members is crucial for attaining educational objectives (Mehmood, 2011). Principals are highly significant and serve as the foundation of educational institution management (Tahira, 2005). Competent and knowledgeable administrators are necessary for educational institutes to achieve their stated aims (Kazak & Ciner, 2021; Tahira, 2005). In educational institutions, principals have various responsibilities, including ensuring the cooperation, participation, assistance, and active involvement of all staff members to meet the established objectives (Shakir, Lodhi & Zafar, 2017). Additionally, principals handle administrative tasks, provide academic guidance, manage faculty, and oversee rules

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and regulations related to instructional and curriculum development. They are also accountable for ensuring the smooth operation of the institution and promoting students' academic success (Mazzeo, 2003).

The importance of college principals in overseeing the daily operations of higher education institutions cannot be overstated as it greatly influences the success and efficiency of these institutions. Nevertheless, there may exist certain perceptions among college principals and faculty members concerning the administrative issues and job performance of college principals. This study seeks to investigate the perceptions and their potential consequences on the functioning of college principals. By conducting surveys among both college principals and faculty members, this research endeavours to identify areas of consensus and divergence, as well as possible remedies to enhance the administrative functioning and job performance of college principals.

Problem Statement

The literature shows that college principals have to perform multitasking responsibilities to run the day to day affairs. They try to maintain a good relationship with teachers, students and community to achieve educational goals (Victor, 2017). However, college principals are facing various challenges, issues and problems regarding performing their roles and responsibilities. These problems hinder them from achieving the educational goals. There are various research studies which have been conducted by eminent researchers both inland and foreign countries in which various problems have been identified related to administration, management, leadership and instructional problems (Amadi, 2008; Kazak & Ciner, 2021; Mehmood, 2008; Shakir *et al.*, 2017; Tahira, 2005). However, these studies were conducted at school level or in developed areas and the findings of these studies are not applicable to college level and in remote area like Malakand division. Therefore, the current study aims to explore the perceptions of Government degree and post-graduate level college principals and faculty members regarding the administrative problems which principals face while performing their effective roles and responsibilities.

Objectives of the Study

This study was based on the following objectives:

1. To analyse the perceptions of Government College Principals and faculty members about administrative problems in Malakand division.
2. To analyse the perceptions of Government College Principals and faculty members about job performance in Malakand division.

Research Questions

The study sought to answers of the following research questions:

1. How do government college principals and faculty members perceive administrative problems faced by college principals?
2. How do government college principals and faculty members perceive job performance of college principals?

Delimitations of the Study

Due to limited time and resources the study was delimited to government college principals and faculty members working in the Malaknad division during the academic year 2022-23. The study was also delimited to two variables i.e. administrative problems and job performance of college principals. Self-constructed questionnaire was used to collect the data from the college principals and faculty members.

Significance of the Study

The study was significant from both theoretical as well as empirical point of views. From theoretical point of view the study findings added new knowledge in the existing literature. From empirical point of view it would be a first study to analyse the perceptions of government college principals and faculty members regarding the administrative problems faced by principals and their job performance. The results of the study would be beneficial for policy makers, training institutes, college principals and faculty members to eradicate the administrative problems and to improve the job performance of college principals in government sector of Khyber Pakhtunkhwa province.

Review of Related Literature

The previous studies found that administrative problems affect the roles and responsibilities of the principal. The various administrative problems identified by the researchers include interference in educational matters by high ups and politicians, lack of physical, human and financial resources,

preparing budgeting, financing, instructional matters, attending unscheduled meetings, assessment of teachers and students, absentees of staff, teacher incompetence, not well-equipped laboratories and libraries, continuous teacher transfers, discipline problems among students, negative attitude of teachers and supporting staff, unsatisfactory students result, inadequate budget, gender inequality, lack of teacher professional development, technology incompetence, teacher conflicts and union pressures, masculine dominance, lack of coordination and communication, political interference (Ahmad *et al.*, 2018; Ashfaq *et al.*, 2018; Hussain & Sajjad, 2020; Memon, 2007; Olorunsola & Belo, 2018; Parveen *et al.*, 2021; Suleman, 2015). Effective principals are dedicated to working for accurate framing vision, philosophical quality, teamwork, the devotion of continuous progress, and creativity and innovation (Ashfaq *et al.*, 2018). Principals' responsibilities in educational institutions include ensuring that all the involved staff cooperate, participate, assist, and actively engage in order to accomplish the stated objectives (Shakir *et al.*, 2017).

According to Hayes (2004), principals of educational institutions have performed different responsibilities such as instructional leadership, assistance in the hiring and supervision of the faculty and staff, financial issues budgeting, and ensuring a conducive and productive environment for students, faculty, and staff within the educational institute. Furthermore, responsibility for keeping the building of educational institute clean and well-maintained as well as imposing of policies developed by the board of education and the laws passed by federal and state governments. They also play a vital role in making timetables, strategies and plans for students, teachers and staff and to monitor and manage co-curricular activities and attend educational institutes' events as a prominent contributor, maintaining public relations and especially strive to be a role model and mentor to faculty, staff, and students.

Mazzeo (2003) stated that principals of educational institutes make specific administrative and academic tasks are direction-oriented, academic staff complies with intensive regulations for instructions and curriculum development, or the institution is smoothly run and responsible for student achievement. Indeed, the administration and management quality and college discipline can ensure college premises' effectiveness and excellence. Shakir *et al.*, (2017) indicated the indicators for measuring performance of heads of educational institutes are planning, organizing, staffing, directing, coordination, budgeting and reporting.

Research Methodology

The current study employed quantitative method for collection and analysis of data. Descriptive (survey) design was used to collect data from the respondents related to administrative problems and job performance of college principals. The population of the study comprised of all government degree and post graduate level college principals and faculty members working in six districts of Malakand division. The data were collected from 28 college principals and 140 faculty members. As the population of the study comprised of two groups i.e. principals and faculty members, therefore, stratified random sampling was used to select the respondents for the study. For data collection a self-made questionnaire was used to collect data from the sampled respondents. The questionnaire was consisted of 79 items based on Rating Scale which ranges from "always do so" to "never do so". Among these 79 items, 37 items were related to administrative problems and 42 items were related to principal job performance. The independent variable "administrative problems" was further divided into six constructs which were related to teaching-learning process in college, availability of physical, human and financial resources, and maintaining relationship with community, financing and budgeting, capacity building trainings programmes and political interference. The dependent variable "job performance" was consisted of 42 rating scale items and these 42 items were further divided into five constructs. These constructs include instructional leadership, evaluation of teachers and students performance, maintaining conducive working environment, record keeping regarding budgeting and financing and implementation of policies. The self-made questionnaire was validated through a panel of six experts who had enough administrative and teaching experience and hold PhD degree in the field of educational management, administration and leadership. After establishing validity of the instrument it was piloted on five college principals and twenty five faculty members. After pilot testing of the questionnaire, the reliability of the questionnaire was found through inter item consistency (Cronbach's Alpha method). The calculated values of Cronbach's alpha for administrative problems was found to be 0.732 and for job performance it was found to be 0.856, which were found more than the threshold values.

The data were collected from 28 college principals (15 male principals and 13 female principals) and 140 faculty members (71 male faculty members and 89 female faculty members) through the above mentioned research instrument. The average age of the college principals were 54 years and of faculty members it was found to be 37 years. The average administrative experience of college principals were found to be 09 years. The average teaching experience of the faculty members were found to be 17 years.

Data Analysis

Table 01: Perceived administrative problems faced by college principals in the views of principals

Constructs of Administrative Problems	Mean Score	Standard Deviation Score
Problems related to teaching-learning process	3.94	.556
Problems related to availability of resources	3.33	.752
Problems related to development of relationship with community	3.38	.768
Problems related to finance and budgeting	3.37	.574
Problems related to arranging capacity building training programmes for staff	3.21	.997
Problems related to political interference	3.08	.934
Grand Mean and Standard Deviation Score for Administrative Problems	3.39	.771

The above table shows the perceptions of college principals regarding administrative problems. The mean scores of various constructs related to administrative problems shows that their views have above average level of observance. The mean score related to the problems related to teaching-learning process was found to be above average level of observance among the six constructs while on the other hand the construct related to problems related to political interference was found to be the lowest level of observance among the six constructs. This shows that college principals perceived that they face a lot of problems in the college related to teaching-learning process as it is the most prioritize function of the administration concerned. On the other hand, political interference is perceived as the least prioritize issue found among the six constructs. It shows that college principals were facing the problems related to political interference in college affairs, which was one of the worst issue found in college administration.

Table 02: Perceived administrative problems faced by college principals in the views of faculty members

Constructs of Administrative Problems	Mean Score	Standard Deviation Score
Problems related to teaching-learning process	4.63	.688
Problems related to availability of resources	3.64	.847
Problems related to development of relationship with community	4.27	.322
Problems related to finance and budgeting	4.17	.632
Problems related to arranging capacity building training programmes for staff	3.64	.931
Problems related to political interference	2.97	1.372
Grand Mean and Standard Deviation Score for Administrative Problems	3.89	.803

The above table showed the perceptions of college faculty members regarding administrative problems. The mean scores of various constructs related to administrative problems showed that their views have maximum above average level of observance. The mean score related to teaching-learning process problem was found to have maximum above average level of observance among the six constructs while on the other hand the construct related to political interference problems was found to be the lowest level of observance among the six constructs. This showed that college faculty members also perceived that their college principals face a lot of problems in the college related to teaching-learning process as it was the most prioritize function of the administration concerned. On the other hand, political interference was perceived as the least prioritize issue found among the six constructs. It showed that college faculty members also perceived that principals were facing the problems related to political interference in college affairs, which was one of the worst issue found in college administration.

Table 03: Perceived job performance of college principals in the views of principals

Constructs Related to Principals' Job Performance	Mean Score	Standard Deviation Score
Instructional Leadership Role	4.27	.685
Assessment of Faculty members and students	4.67	.742
Maintaining Conducive Environment	3.97	.836
Financing and Budgeting (Record Keeping)	4.37	.842
Implementation of Policies	3.56	.843
Grand Mean and Standard Deviation Score for Job Performance	4.19	.654

The above table showed the perceptions of college principals regarding their job performance. The mean scores of five constructs related to job performance was found to be ranged from above average level observance to maximum above average level of observance. The mean score related to the construct assessment of faculty members and students was found to be the highest level of observance among the five constructs while on the other hand implementation of policies was found to be the least above average level of observance among the five constructs. College principals perceived that they focus on assessment of the performance of faculty members and students. While they perceived that focus less on implementation of policies, however, it is a fact that they face a lot of problems in executing the policies in true letter and spirit while performing their job and responsibilities. This showed that college principals perceived that they spent most of their time in the assessment of the performance of the faculty members and students while least time spent on executing the established policies in true spirit.

Table 04: Perceived job performance of college principals in the views of faculty members

Constructs Related to Principals' Job Performance	Mean Score	Standard Deviation Score
Instructional Leadership Role	3.98	.581
Assessment of Faculty members and students	3.92	.649
Maintaining Conducive Environment	4.03	.604
Financing and Budgeting (Record Keeping)	3.91	.653
Implementation of Policies	4.16	.712
Grand Mean and Standard Deviation Score for Job Performance	4.002	.843

The above table showed the perceptions of faculty members regarding college principal's job performance. The mean scores of five constructs related to job performance were found to be ranged from above average level observance to maximum above average level of observance. The mean score related to the construct implementation of policies was found to be the highest level of observance among the five constructs while on the other hand financing and budgeting was found to be the least above average level of observance among the five constructs. Faculty members perceived that college principals focused on implementation of policies in real sense. While they perceived that college principals focused less on planning for financing and budgeting, however, it is a fact that college principals faced a lot of problems in executing the policies in true letter and spirit while performing their job and responsibilities. This showed that college principals perceived that they spent most of their time in implementing the policies in true sense while least time spent on planning and preparation for financing and budgeting related issues.

Discussion

The research findings indicated that school administrators encountered numerous administrative challenges, including teaching and learning process, lack of availability of resources, maintaining good relationship with community, lack of financial resources, lack of capacity development programmes, and political interference. These administrative problems in turn effect lack of exhibiting instructional leadership, evaluating teachers and students' performance, maintaining conducive working environment, preparing and utilizing budget, and implementing policies.

The findings of previous researches also showed that provision of congenial atmosphere for teaching and learning should be the priority of educational leader (Tahira, 2005). One of the major problem which hinders leaders from achieving institutional goals is lack of physical, human and financial resources (Shakir *et al.*, 2017). It is imperative for the educational leaders to maintain a good relationship with all stakeholders including inside and outside the institution (Mahfouz, 2018). The most important factor which contribute to the administration, management and leadership problems of educational institution include lack of continuous professional development and provision of ample chances for provision of in-service training to enhance their capacities (Harris & Jones, 2015).

Political interference may be another important factor which may hinder college principals from the achievement of institutional goals (Victor, 2017). These administrative problems not only affect the performance of college principals but also hinder them from the achievement of educational goals.

The job performance components include the responsibilities of performing instructional leadership role to provide a conducive and congenial environment for teaching-learning process (Bush, 2008; Hallinger, 2003; Leithwood & Seashore-Louis, 2012; Nawab & Noor, 2023). One of the important responsibility of college principal is to assess the performance of teachers and students in both curricular and co-curricular activities which enable them to reach to their goals (Komalasari, Arafat & Mulyadi, 2020). For effective teaching-learning process provision and establishing trustworthy and pleasant environment is major duty of college principals to achieve the vision and mission of the college (Bellibas & Liu, 2016). A college principal is supposed to have the skill of preparing budget to meet with the financial needs of the college and achieve the goal of the college (Zulaiha, Lian, & Mulyadi, 2020). Therefore, college principals have the competency to develop budget for the financial needs of the college. The major purpose of the educational administration is to implement the rules, regulations, and policies to implement efficiently to achieve the goals of the college (Hou, Cui, & Zhang, 2019; Maponya, 2020). Thus it is clear from the above discussion that to perform administrative and academic responsibilities effectively and efficiently they have to tackle the problems related to provision of conducive and congenial environment relate to teaching and learning, provision of adequate resources, developing and maintaining good relationships with all stakeholders and ensuring arrangement of trainings, seminars and workshops for developing staff capacity.

Conclusions

The principals of government degree and post-graduate colleges are facing many administrative problems, which are related to administrative and academics. The administrative problems may include ineffective instruction, lack of availability of resources, maintaining good relationship with community, lack of financial resources, lack of capacity development programmes, and political interference. These administrative problems in turn effect lack of exhibiting instructional leadership, evaluating teachers and students' performance, maintaining conducive working environment, preparing and utilizing budget, and implementing policies.

Both college principals and faculty members perceived that these problems may prove an obstacle in the effective and efficient performance of roles and responsibilities of government degree and post graduate principals in the six sampled districts of Malakand division. Both respondents considered that without eradicating of the aforementioned administrative problems, college principals may not be able to perform their job efficiently and effectively.

Recommendations

It is recommended that college principals may improve the channels of communication with faculty members and high ups for the solution of administrative and academic problems. Regular meetings, open forums, and feedback mechanisms should be established to facilitate effective communication. It is also recommended that Higher Education Department with the consultation of other training providing agencies may arrange continuous professional development trainings, seminars, workshops and professional development opportunities for college principals to enhance their administrative skills and job performance. These programs can focus on problem-solving, decision-making, leadership, and effective management techniques. It is also recommended that principals may encourage collaboration and teamwork between college principals and faculty members. Establish a culture of shared decision-making and inclusiveness to foster a positive work environment and improve job performance. The government may implement fair and transparent performance evaluation systems for college principals. These systems should include clear performance criteria and indicators, regular feedback mechanisms, and opportunities for professional growth. The evaluation process should involve input from faculty members to ensure a comprehensive assessment. Provision of adequate physical, human and financial resources may also be provided to the colleges to address their administrative and academic problems. The Higher Education Department should utilize research findings to develop evidence-based policies and best practices for college principals. Regularly update these policies to address emerging administrative issues and enhance job performance. Promote collaboration and research initiatives between college principals and faculty members to explore and address administrative problems. Recognize and appreciate the efforts and

achievements of college principals in addressing administrative challenges and improving job performance.

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