

# Factors Affecting Institutional Performance: a Case of Azad Jammu Kashmir Colleges

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## Abstract

The current study examines the factors affecting colleges' performance in Azad Jammu Kashmir, Pakistan. For this purpose, current study applies exploratory factor analysis and multiple regression analysis to investigate the impact of supervision, planning and implementation, management development, administration and leadership on the performance of colleges in Azad Jammu Kashmir, Pakistan. The results of regression analysis confirm that supervision and management development have a positive and significant impact on performance of colleges in Azad Jammu Kashmir. The value of R-square is 52.65% which confirms the variation of performance is explained by supervision, management development, planning, leadership and administration. Therefore it is recommended that these variables are helpful in predicting performance of colleges.

**Keywords:** performance, leadership, principals, Azad Jammu Kashmir Pakistan.

## 1. Introduction

The role of the leadership is always important for the success of any organization and the leadership is always considered as a heart of the organization. In the primary and secondary education, the role of the leadership is done by the school and college principal's. One of the important jobs of principal's role is overseeing the physical structures of the institution. According to the Council for Educational Development and Research, 1997 they have to manage the functioning of the institution. Principals are engaged in arrangements and adequate resources for both students and teachers. They are custodian of institution and oversee the functional activities through instructions and coordination [1].

The leadership role of the principals has important relationship with performance effectiveness of principals. Principals are now viewed different from traditional way by their role. They incorporate the vision of the organization by leading staff through effective communication and interpersonal skills. The leadership role of principals has been found very influential in enhancing the achievement of institutions. They are not supposed to simply teach team players the requisite skills but to set goals for the team and inspire them to reach those goals. Principals as figure head are a source to give team members the knowledge and drive to practice and improve their skills on their own. They promote collective efforts by influence on behavior effectively to forward toward achievement of common objective.

Another role of the principal is from the administrative side, their role is important in implementation of plans and related strategies become impossible without organizing and follow up. Principals are responsible for organizing institutional activities in order to align teaching and learning with the vision of education

determined by concerned authorities. They are responsible for allocation and distribution of work among teachers in accordance with their qualifications and experience. In the job organizational activities principals make sure that they are using resources with efficiency and effectiveness.

Principals do play an indispensable role in the contribution of transformational leadership which is directly related to the teaching process involving the interaction between teachers, students and the curriculum [2]. The instructional-leadership role of the principal requires a robust understanding of content standards in educational management. Development of a strong cadre of leaders who have content expertise is the key to make a constructive impact on instructional practice [3].

The main objective of this paper is to examine the relationship between the different role of principal's and the performance of the college in District Azad Jammu Kashmir, Pakistan. The current study highlights the role of principals of colleges in Azad Jammu and Kashmir to enhance the performance of their institutions and management development as well. The educational structure of Pakistan is problematic in terms of access, quality and equal opportunities for both males and females at all levels including the higher education. There are particular problems in the educational structure such as low motivation, low profile faculty, lack of financial as well as physical resources, outdated curriculum, and rote learning [4]. Moreover, Azad Jammu & Kashmir is located 150 km North East of Islamabad, the capital city of Pakistan. The state has a local government system under the control of Pakistan Government. The area is hilly and remote for access. The capital of AJK is Muzaffarabad. There has not been any significant previous research conducted in this area to the best of the researcher's knowledge, and thus, this seems an original research project. As far as available data of AJK is concerned, no significant research related to college management

has ever been carried out in the state of Azad Jammu and Kashmir, and according to my knowledge, none in Pakistan as well. It is the need of time to conduct a study in this area with the purpose to understand and explore the present situation, and the future possibilities for improving management and administration in educational institutions ensuring that they run at optimum efficiency.

The remaining part of the study consist of following section. Section 2 explains the literature review about the job clarity and job satisfaction. Section 3 describes the methodology, section 4 clarifies the data analysis and discussion section and section 5 finalize the conclusion and policy recommendations.

## 2. Literature Review

### 2.1. Supervision and Performance

The employer's role are considered critical to determine the success of organization. In this regard, the role of supervision is significant to influence the process of organization's growth. [6] suggested that Principals and institutional leaders implement the proposed decisions as well, regarding supervising the delivery of courses which helps in making a guide for the subject instruction policy of a specific subject. These instructions not only focus the students on academic learning and meaningful work for that particular subject but also help teachers in supervision of the subject. In order to make decision on effective improvements in college, principals often propose training of staff. Usually this training is implemented by the means of being subject specific by making them subject specialist. The author further concludes that a supportive and challenging strategy of the management simultaneously to improve the organizational performance and increase the learning opportunities for both students and teachers.

[5] emphasizes the importance of instruction in the process of supervision. In educational organization, in order to gain the desired outcomes in students' results and college performance, the role of supervision is critical to make certain that the instructions are received effectively and being followed. The supervision in this regard ensures the process of efficient performance to be taken well into consideration after considering the role of instructions. This instruction is of two kinds for both the teachers and the students. The goal of providing instructions is to gain good academic outcomes for students and to obtain social as well as economic outcomes for college. These two outcomes academic and social are parallel to each other. A gain in one outcome consequently results in a gain of other one. For both the need is to produce a plan to implement in a college based on the mutual objectives [7] Based on the above literature the following hypothesis is proposed:

H<sub>01</sub>: Supervision role of principals does not have a significant influence on the performance of colleges in Azad Jammu and Kashmir.

#### Administration and Performance

The process of effective administration is vital in every stage of management. [8] establish that the process of administration is most important in the times of bringing change in the organization. In educational institutes, these changes could be of any kind like increasing efficiency of organizations by means of integration through the required work and the ability of the employee. Increasing employee motivation and their job satisfaction is to escape from organizational monotony and preparing the organization ready for developments through establishing trust and improving communication among employees. No matters whatever the changes are implemented the management often has to face resistance. In order to cope up with resistance, management plays administrative practice by making organization ready for that particular change [9]. Based on the above literature the following hypothesis is proposed:

H<sub>02</sub>: The administrative role of principals does not have a significant influence on the performance of colleges in Azad Jammu and Kashmir.

#### Planning, Implementation and Performance

Among the most crucial roles of organization head is the process of Strategic Planning and implementation. In education sector, in order to bring improvement in performance principal does make strategies like defining college vision and mission, sets college priorities, assessment of college current situation, develops a positive college environment, close collaboration among teachers and develops strategies to bring specific learning outcome. A previous research of Cypriot Primary College is highlighting the most important factors of principal strategy [10].

[11] suggested that Principals' instructional leadership exercise in implementing the new curriculum change having two aspects first, the extent to which strategies are aligned with the college goals, second, the extent to which staff is engaged in a thorough discussion of the college vision and to develop directions to change along a shared sense of purpose. Based on the above literature the following hypothesis is proposed:

H<sub>03</sub>: The role of principals in curriculum planning and implementation does not have a significant influence on the performance of colleges in Azad Jammu and Kashmir.

#### Leadership and Performance

A research conducted by [12] Educational institutions management in Pakistan also face lot of dilemmas in context of the role of the principals. Majority of the principal's possessed democratic style followed by eclectic, autocratic and free-rein respectively but their qualifications does not match their style of leadership. Principal's professional experience and his leadership style is also not associated [13].

[14] discusses the idea of leadership in educational management which implies the shaping of people and organizations, the search for better values, the making of choices, and the endless search for, and questioning of the administrators power and choices. Between school effectiveness and educational leadership, the role of principals in securing reforms, Hattersley designs a sweeping statement that the quality of the head teacher's leadership is the most important single determinant of the success of the school. Almost all the major research works on institutional leadership acknowledge the importance of the managers' leadership role in the organizational effectiveness, although there are differences in opinions about the degree and ways of effectiveness.

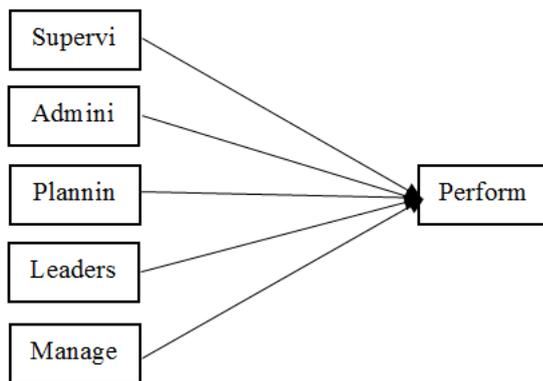
In order to improve performance, educations system requires an effective way of narrowing the gender gap in Pakistan to develop and implement educational policies with the aim of motivating and enabling increasing numbers of women to participate in higher education [15]. Based on the above literature the following hypothesis is proposed:

H<sub>04</sub>: The leadership role of principals does not have a significant influence on the performance of colleges in Azad Jammu and Kashmir.

## 3. Management Development and Performance

Management awareness and learning management skills imposed by the industrialization process of the 19th century are professed as business related requirements. The insight of education as an intellectuals' concern made the academics differ or maybe scornful of concepts genuinely associated with the sphere of business. The concepts of managerial tasks evolved with the establishment of bigger industrial organizations in response to the needs of increased efficiency, productivity and profit. According to [16], educational management is an agreed policy to carry out the executive functions. It is very much different from educational leadership. These both practices in an institution have entirely

different kind of responsibilities, policies and organizational transformation process [17]. While according to [18],



educational management is a set of activities used to achieve the organizational goals by using the organizational resources and this is directed for an effective and efficient use of them [19].

There are eight areas of managerial responsibility identified by [20] are management of people, resources and time, finance, teambuilding, motivation, curriculum development, setting goals and targets and administration. All these lists are by no means special and they just point to the infinity of management tasks with reference to educational institutional management. Conversely, there two points arising from a consideration of these studies which are, the tasks identified have a stronger connection with patriarchal model and the trend to not pay attention to those schools and colleges are historically, geographically and administratively placed within society.

Educational organizations are dissimilar from other organizations in their aims and intentions. The unique nature of educational management keeps the moral, logical and instrumental relationship it has with what is managed, the learning young people.

The differences of opinion in the framing the issues are subjective and an understanding of strategies and tasks to resolve the issues and to manage the situations have to be worked out accordingly in the social and cultural context. The determinants of aims in several institutions are principals, senior teachers, and a small team of stakeholders. In educational management governments have the constitutional power to impose their rules and regulations, but successful innovations require the commitment of

those who have to implement these changes [21]. Based on the above literature the following hypothesis is proposed:

H<sub>05</sub>: The management development does not have a significant influence on the performance of colleges in Azad Jammu and Kashmir.

#### 4. Methodology

The current research is based on 110 sample. A sample of 100 colleges was planned and 110 questionnaires were distributed to the principals of 100 colleges in Azad Jammu and Kashmir 50 each for boys and girls. 74

questionnaires were returned by the respondents duly filled. This sample size is almost 50 % of the population. The objective was to include about 50% of the population elements in the sample. Sampling size can based on the

researcher's consideration [22]. The stratified random sampling technique was used to collect data. Stratified random sampling enables to make representative samples [23] for stratum selecting the participants for the study because the population has two distinctive groups, male colleges and female colleges. To make the sample representative the objective was to select approximately equal participation of both male and female principals. The population has two clear stratum as male and female principals. In both the stratum random sampling was applied.

The current study is apply exploratory factor analysis and multiple regression analysis. Multiple regression analysis is a commonly used tool in field of social science research. This tool typically interprets the results to reflect that how multiple independent variables play in accordance for variance in a single dependent variable [24]. The current research involve five independent variables (supervision, administrative role, curriculum planning and implementation, administration role and management development) to influence one dependent variable (performance).The scenario of the current research typically suits to Multiple Regression (MR) Analysis.

#### 5. Data Analysis & Discussion

The data analysis was examined through SPSS 21 package with data size of N=74. Shown in table 1 is the structure of the data used in current research.

**Table 1:** Descriptive Statistics

	Frequency	Percent	Cumulative Percent
<b>Experience of the Principals</b>			
less than 3 years	41	55.4	55.4
3-5 years	27	36.5	91.9
More than 5 years	6	8.1	100.0
Total	74	100.0	
<b>Highest Degree of Principals</b>			
Doctorate	10	13.5	13.5
Master	64	86.5	100.0
Total	74	100.0	
<b>Type of Location</b>			
Town	47	63.5	63.5
Hard(remote) area	27	36.5	100.0
Total	74	100.0	

Source: Author's Estimation

Exploratory factor analysis (EFA) intends to explore the links between the observed and latent variables as unknown [25]. Factor loadings represent the extent of the relationship among all variables to factors (Latent Variables). EFA provides the information about the factors that best represent the data by deriving the factors [26]. Rotated component matrix initial process showed items to be deleted due to cross loadings.

[27] suggested that variables with cross loadings of 0.5 or higher for each factor should be dropped from analysis. In the second round EFA was conducted after deleting the cross loadings of variable within different factors and the output of the remaining factors loadings is as following. The results of regression analysis is presented in Table 3. In this table, we have the coefficient of regression which tell us that how much change is possible due to

change of 1 unit of independent variable. Next, we have t-statistics values which tell us that whether an independent variable has a significant impact on dependent variable or not.

Supervision (t statistics 4.669 > 1.96 at df =73) and p=0.000 < 0.05). Null hypothesis is rejected. Management development (t statistics 2.149 > 1.96 at df =73) and p=0.036< 0.05). Null hypothesis is rejected. Supervision and management development are significant to influence the performance of colleges in Azad Jammu and Kashmir. Other variables (Leadership t=0.973 < 1.96 and p=.335>0.005, Administration t=0.641 < 1.96 and p=.524 >0.005, Curriculum and implementation t=1.468 < 1.96 and p=0.148>0.005) have no significant influence on performance of colleges because t-statistics for these variables is less than 1.96 (tabulated value) and p value is more than 0.05. So null hypothesis pertain to these variable are accepted.

Supervision role is significantly influenced by management development and follows a positive relationship with the performance of colleges. Effective and adequate supervision is required by the principals is depending upon management development in a great deal. It is therefore important for the

principal to get them trained from time to time in order to ensure that they perform their role as required. Management skills help them to enhance supervision role to improve the performance of colleges and excellence of educational process management as head of the institution.

The role of principals is also determined by their role in curriculum planning and implementation. In the findings of this study this role has been found significantly influenced by management training. [28] speculated that of all the major functions of the school principals, none of them is greater than their functions as supervisors, instruction and curriculum planners [29, 30]. The survey of the research shows a very high level of cognizance of principals regarding curriculum planning and implementation role. Curriculum planning and implementation impacts the educational process in two folds. First curriculum planning provides the standards of performance of teaching staff and colleges as an institution. Secondly, implementation ensures the application of standards and measures the effectiveness compare to desired level as determined in curriculum planning.

Table 2: Results of Factor Analysis

Variables	Leadership	Supervision	Administration	Curriculum Implementation	Performance	Management Development
Cronbach Alpha	0.831	0.823	0.836	0.836	0.827	0.834
A1	0.502					
A2	0.487					
A3	0.532					
A4	0.741					
A5	0.615					
A6	0.291					
B1		0.194				
B2		0.654				
B3		0.128				
B4		0.619				
B5		0.606				
B6		0.606				
B7		0.623				
B8		0.572				
B9		0.545				
B10		0.661				
C1			0.304			
C2			0.694			
C3			0.695			
C4			0.237			
C5			0.708			
C6			0.712			
C7			0.648			
C8			0.619			
D1				0.444		
D2				0.767		
D3				0.581		
D4				0.643		
D5				0.605		
D6				0.754		
D8				0.428		
D9				0.306		
E1					0.621	
E2					0.669	
E3					0.613	
E4					0.707	
E5					0.480	
E6					0.604	
E7					0.405	
E8					0.395	
E9					0.515	
F1						0.617
F2						0.708
F3						0.619
F4						0.317
F5						0.637
F6						0.738

F7					0.404
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**Table 3:** Results of Regression Analysis

Variables	Coefficients	t-statistics	P-value	VIF
(Constant)	7.188	1.498	0.140	-
Leadership	-.141	-.973	0.335	1.450
Supervision	.638	4.669	0.000	1.711
Administration	-.043	-.641	0.524	1.376
Curriculum planning & implementation	.159	1.468	0.148	1.537
Management Development	.170	2.149	0.036	1.689
R-Square	0.529			
F-Statistics	24.543			
P-Value (F-Stats)	0.000			
Dependent Variable: Performance				
Source: Authors Estimation				

Regression equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

From the above output, the regression equation is;

$$\text{Performance} = 7.188 + (-0.141 \text{Leadership}) + (0.638 \text{ supervision}) + (-0.043 \text{ Administration}) + (0.159 \text{ Curriculum Planning and implementation}) + (0.170 \text{ Management Development})$$

The principals are therefore not only the overall supervisors of the school programs but also play an important role in curriculum planning and implementation. This role has been found related to the performance in current studies but not significant. By the impact of management development this is significant. The apparent reason of insignificance of the role of principals on performance of the colleges can be seen due to the factor that they get less opportunity of participation under this role.

## 6. Conclusion & Recommendation

Statistical analysis of the data has shown that the principals have significantly influence by supervision and management development role in the performance of the colleges in AJK. The role was found to be significant in overall study as a combined cluster of principals of male and female principles. But in analyzing separately it has been found that female principals have not shown the significance influence on performance by supervision and management development. Females have been found significant in curriculum planning and development. In remote and hard areas the role of the female principals was found insignificant in all their roles mentioned in this research.

For the increasing need for effectiveness, efficiency and competency in educational administration, it has become imperative that researchers in educational administration investigate the differences in the mode of administration of colleges in terms of curriculum planning and implementation, personnel and colleges administration. Research has discovered that both male and female administrators displayed uniformity in the area of curriculum and instructional program and personnel administration as well. The current study in Azad Jammu & Kashmir shows a significant difference in the respect of male and female administrators. Based on the above conclusion, the following recommendations can be helpful for principals in order to make better perform in the colleges. In order to produce advantageous learning environment in the colleges, Principals should be equipped with management skills. There is a need that the education department should arrange induction training and in-service training courses for Principals. Training is considered essential for transforming the potential into professional competencies of the principals for assuring the efficiency and effectiveness of educational programs at college level in AJK. Moreover, The government should provide the colleges with enough resources and decision making power for utilization of these resources which would enable principals to structure their

roles to pursue educational objectives of the policy of the state rather than being encumbered with trivial items that might be a cause of deviation from the real purpose.

There is a need to provide an opportunity to the heads of colleges to participate in matters regarding curriculum planning and implementation effectively with a special input of their experience. Furthermore, Channels of communication between directorate of colleges and principals need improvement to become effective. Only top to down and much formal communication are insufficient for organizational coherence. This can be achieved by establishing a permanent pattern of communication between principals and educational management authorities. In the end, the current study is limited to a specific geographical area of the State of Azad Jammu & Kashmir where many other factors like educational policy, resources and culture are different from other areas of Pakistan. Hence, this study alone cannot be a sole representative of the role of principals in all over Pakistan.

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