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Perception of Management and Students about Teachers' Performance in Women Institute of Science and Humanities (WISH) Pakistan

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Abstract

The educational managers of the institutions have the ability to influence the behavior of other people according to their desires in a given situation. Institutions succeed if their strategies are appropriate for the circumstances they face. The main thrust of this research is to identify linkages between teachers, students and managers and to gauge the teachers' performance on the basis of evaluation of managers and the students.

The research was designed to analyze the perception of management and students about the teachers' performance at postgraduate level in Women Institute of Science and Humanities (WISH), Islamabad.

The objectives of the study included (i) to assess the performance of the teachers working in WISH according to the perception of the students (ii) to study the performance of the Language in India www.languageinindia.com

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teachers working in WISH according to the perception of the educational managers (iii) to assess the relationship between management, students and teachers. The educational managers agreed that the teachers follow the instructions given to them by the management. The teachers complete their course within a stipulated time period and students were comfortable while interacting with the teachers.

The study concluded that there was a great coordination between management, students and the teachers in Women Institute of Science and Humanities (WISH), Islamabad. Teachers took initiative in helping the management to maintain strict discipline in the institution and were willingly ready to spare their time after the closing hours for completion of the assignments given by the management. Students felt comfortable while interacting with the teachers and teachers used new techniques in teaching. It was recommended that the attitude of management should not be biased as it affects the performance of the teachers. There is a need to announce special incentives for those teachers who give extra time to the students and the institution.

Key words: Management, Institution, responsibility, key role

INTRODUCTION

Management of education is an important area in the field of education. There is a close relationship between the management of education and the purposive university system. It is a cooperative Endeavour for achieving a particular purpose. It indicates that every organization must have a well-established management. It directs and facilitates the work of the people organized in formal groups to achieve the predetermined objectives. According to Terry and Franklin, (1996, p. 4),

Management is an exciting subject because it deals with setting, seeking and reaching objectives. All are managers of their own lives and the practice of management is found in every facet of human activity. Establishing and achieving objectives are challenging and rewarding missions for any enterprise.

Universities have a key role in equipping individuals with advanced knowledge and skills required for positions of responsibility in government and other professions. Through their contribution to lifelong learning, competitiveness and the pursuit of excellence, higher education institutions play a significant role in a society. Therefore it is mandatory that our higher education institutions must be responsive to the challenges of a rapidly changing and challenging new world.

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National Education Policy (NEP, 1998-2010) views higher education as a source of great potential for the socio-economic and cultural development of the country and believes that through quality education, the nation can be transformed into a developed nation within the lifetime of a single generation. Some important provisions of are as under:

- i) The access to higher education shall be expanded to at least 5% of the age group 17-23 by the year 2010.
- ii) New disciplines/emerging sciences shall be introduced in public sector universities
- iii) A system of assessment the teachers' performance shall be introduced for improvement of teaching learning process
- iv) The balance between research and teaching should be shifted in favor of research. At least 10% of annual recurring budget of each university shall be allocated for research% to 4% of GNP with enhanced allocation of universities (National Education Policy 1998-2010, Ministry of Education, Government of Pakistan)
- v) The funding of education shall be raised from the present 2.2

National Education Policy (1998-2010) also provided establishment of new universities and degree-awarding institutions in public and private sectors. In line with these provisions, Women Institute of Science & Humanities (WISH) was established in 2003 in Islamabad which is catering to the needs of students from all over Pakistan and abroad. WISH is affiliated with Riphah International University, Islamabad, a chartered university recognized by HEC and established under the Government of Pakistan Ordinance in 2002. Riphah is committed to a holistic and integrated approach in education.

Women Institute of Science and Humanities (WISH) aims to encourage and provide a diverse female- student population state of the art intellectual tools to meet the challenges of the future, through a balanced and progressive education. Women Institute of Science and Humanities (WISH), a model institute of higher learning, aims to empower women and help them successfully achieve solutions for contemporary issues. It has developed a structured framework to foster teaching and training, improves technical and communication skills and extends the frontiers of knowledge and understanding.

WISH is preparing tomorrow's women leaders as teachers, psychologists, curriculum designers, scholars in Islamic studies, qualified accountants, managers, media personnel and computer specialists. It is committed to create an environment that is

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inspiring, creative and challenging. It aims to provide benefit to generations of Muslim women and is set to become a harbinger of a new era of enlightenment.

The primary aim of WISH is to offer values-based education for intellectual, emotional, physical, spiritual & cultural development of women and the management of WISH is determined to expand the students' intellectual horizons by providing them with access to sources of learning available around the world. It seeks to provide opportunities, resources and services for ensuring environment conducive to active learning and research and facilitates the enhancement of interpersonal communications, analytical ability, thinking skills and democratic leadership.

The researcher selected WISH for the study which attempts to evaluate the performance of teachers of WISH by knowing the perception of the management and the students about them. In different public sector universities, research studies were conducted to evaluate the teachers' performance through the students only whereas this research study focused on the combined perception of management as well as students about teachers' performance at post-graduate level.

SITUATION ANALYSIS

Women Education in Pakistan

Women make more than 50% of the population in Pakistan.. It is but logical to state that no society can progress if half of its population is kept backward-prevented from playing its due role in social change, human development and social progress. According to the most recent data of UNESCO Institute of statistics (2010, p.3), there are an estimated 781 million illiterate adults in the world, about 64% of whom are women. The overall literacy rate in Pakistan is 46% while only 26% of girls are literate.

There are 163000 primary schools in Pakistan of which merely 40000 cater to girls out of total 14000 lower secondary schools and 10000 higher secondary schools, 5000 and 3000 respectively for girls. There are about 250 girl's colleges and two medical colleges for women. About 1.5 million girls go to colleges and about 0.5 million to universities.

Despite the improvement in Pakistan's literacy rate since its independence, the educational status of Pakistani women is among the lowest in the world. Education has been of central significance to the development of human society. The international community's commitment to universal education was first set down in 1984 Universal Declaration of Human Rights. Education is everybody's human right. This simple fact is at the core of UNICEF's commitment to women's education. It means no girl is to be

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excluded from school irrespective of their country's situation. Despite decades of attention to the issue, some 121 million children are out of school and 65 million of them are girls.

In Pakistan, particularly in rural and sub-urban areas, women are situated largely at the bottom end of educational system in comparison to their male counterparts. In this situation, education can play a vital role in enhancing the status of women and placing them on an equal footing with their male counterparts.

The constitution of Pakistan provides full participation of women in all spheres of life constituting more than 50% of the total population, but the literacy rate in females is just 36% as compared to men that is 64%.

MANAGEMENT IN WOMEN INSTITUTE OF SCIENCE & HUMANITIES (WISH)

In Pakistan, there are only a few good institutions of higher learning for women. Many families are not comfortable in sending their daughters to co-ed universities. As a result, a good number of talented women are deprived of opportunities to attain intellectual and academic excellence. WISH offers its services for such students. It is a model institution of higher learning, for females, affiliated with Riphah International University, Islamabad.

The vision of WISH is to educate and empower women through integrated and well balanced education with excellence. WISH aims to inspire and motivate women to participate in building societies free of ignorance and prejudice and to provide an environment where students can breathe values and learn to live Islam.

Courses Offered at Postgraduate Level

The Master program aims at the development of independent thought and its expression through effective communication and writing skills. In addition, we plan to inculcate self-confidence, strong conviction and leadership vision needed to teach effectively at school and college level and handle stressful situations in life. Students are trained to act as agents of change in academic as well as social spheres of life.

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Master of Business Administration (MBA)

The duration of MBA program is 2 Years (4 semesters). This program has minimum 66 Credit Hours.

Master of Business Administration (MBA) for the candidates with BBA Honors

The duration of this program is 1 year (2 semesters) with minimum 38 Credit Hours. Preference in these programs is given to those who have BBA or B.Com degrees or have studied Economics in BA as an elective. The aim of these programs is to train and develop women business leaders; professionally sound and showing high ethics of business as well as Muslim character. These programs serve to develop the skills of the students in the field of general management, strategic thinking, critical analysis, developing and implementing business plans, making decisions under uncertainty, understanding organizational dynamics, motivating, and leading others.

Master of English Language & Literature (MAEL)

The duration of MA English Language & Literature (MAEL) program is 2 years (4 Semesters). This program has 66 credit hours. The preference is given to candidates having BA/B.Sc. with English Literature. Keeping in view the requirements of a women university; MA English offers pragmatic courses with a combination of literature and language. Emphasis is laid on the teaching of functional English and background of various literacy genres. Special care has been taken to prescribe only such authors and books as may not clash with our cultural values.

Master of Arts in Islamic Studies (MAIS)

The duration of this program is 2 years (4 semesters) with minimum 66 Credit Hours. Preference is given to the candidates having BA degree with Islamic Studies/Arabic as an elective subject. The program is based on an in-depth study of Islam in a modern perspective. It aims to inculcate a rational thinking & scientific approach among students. Medium of instruction is primarily English with a special emphasis on Arabic to integrate the students with the original sources of Islamic thought and learning.

Master of Science Education (MS.Ed)

The duration of this program is 2 years (4 semesters) with minimum 66 Credit Hours. Candidates having B.Sc. degree with one of these electives course are eligible to apply: Physics, Chemistry, Botany, Zoology, and Mathematics. And MSc in any one the above mentioned disciplines are given preference. This program is different in content, approach and method of delivery. The program comprises a unique integration of Science, Education Language in India www.languageinindia.com

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and Islamic thought and it has a field based training program of 4 weeks duration integrated with 12 weeks task oriented classroom teaching. In addition, it plans to inculcate self-confidence, strong conviction and leadership vision needed to teach effectively at any level of education.

Master of Arts in Education (M.Ed)

The duration of this program is 2 years (4 semesters) with minimum 66 Credit Hours. Candidates having BA or B.Sc. degree are eligible to apply while MA in English/Islamic Studies/Urdu will be given preference. This program aims at the development of independent thought and effective communication. It is planned to inculcate self confidence, strong conviction and leadership vision needed to teach effectively at any level and handle stressful situations in life. Students are trained to act as agents of change in academic as well as social spheres of life.

Master of Education; Professional Degrees in Education

The duration of this program is 1 Year (2 Semesters) with minimum 36 Credit Hours.

M.Ed (Science) with specialization in teaching Science

Physical Sciences for Physics and Math group. Biological Science for Botany and Zoology group.

Requirements

Candidates having at least B.Sc, B.Ed/BS.Ed degree with at least 50% marks / GPA 2 out of 4 are eligible to apply.

M.Ed (General) with specialization in Teaching

English language teaching for graduates of English Literature. Urdu language teaching for graduates of Urdu Literature. Social Science Teaching for graduates of Islamic Studies/Pakistan Studies.

Requirements

Candidates having at least BA, B.Ed/B.Ed degree with at least 50% marks / GPA 2 out of 4 are eligible to apply. At least one year teaching experience in a recognized school.

(Prospectus WISH)

Teachers' Induction/Recruitment Policy

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The induction/recruitment of the teachers in WISH is made in line with the rules/criteria set by the Higher Education Commission. The standards set by HEC regarding educational qualifications; grades and experience are strictly observed. Vacancies are advertised, short listing of applications is done, selection board interviews the candidates and recommends for selection. Teachers are given one year probation period and after one year, on the performance evaluation; the decision is made regarding confirmation.

WISH Council

The Management Board consisting of eminent educationists approves the overall policies and WISH Council takes all important decisions for day-to-day running of the institute. Heads of departments & Deputy Directors are ex-officio members of this body and Director is the chairperson.

MAIN PURPOSE

Main purpose of the study was to evaluate the perception of management and students about teachers' performance in women institute of science and humanities (wish) Islamabad.

METHODOLOGY

This study was descriptive in nature therefore; survey approach was adopted for data collection. The study was conducted in wish all 8 manager/academic heads and all 100 students of the post graduates were taken as population.

Table 5: opinion of the manager 8 about the teacher 'performance in wish N=8

S.No.	Statement	SA	A	UNC	DA	SDA	Mean	StD
1	Teacher follows the instruction of the management in letter and spirit.	5	2	0	1	0	4.40	.96
2	There is a system of rewards and punishment in order to complete tasks, maintain discipline and meet goals.	2	0	4	1	1	3.13	1.05
3	Teacher interacts with the management on classroom matter.	3	5	0	0	0	4.05	.98
4	Teacher take full responsibility assigned to them by the management	1	5	1	1		3.00	1.20

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	regarding co-curricular activities.							
5	Biased attitude of the management affects the performance of the teacher.	4	1	1	2	0	3.88	1.01
6	Frequent listening to the lecture in the class room by the management helps in improving the performance of the teachers.	1	5	1	1	0	3.80	1.00
7	The communication gap between management and the teacher badly affects the teachers' performance.	4	1	2	1	0	4.00	.97
8	Teachers are satisfied with the criterion and rule set by the management fro giving rewards and punishment to the teachers.	2	5	1	0	0	4.13	.90
9	Teacher takes initiative in helping the management to maintain strict discipline in the institution.	3	4	0	0	1	4.00	.99
10	Teacher are willing ready to spare their time after the closing hours fro the meeting and completion of the assignment by the management.	3	4	0	1	0	4.13	.90
Opinion of the students about the teachers' performance in WISh N=100								
11	The teacher comes in the class with full preparation of the lecturer.	31	55	09	04	1	4.11	.88
12	The teacher has a good background in basic knowledge and concept relating to their subjects.	39	36	14	08	03	4.00	1.15
13	Teaching methodology of the teacher is impressive.	17	54	22	07	00	3.81	..99
14	The teacher maintain an environment that is conducive foe learning	34	45	15	04	02	4.05	.96
15	The communication skills of the teacher are very effective	30	52	13	04	01	4.06	.92
16	The teacher shows respects towards students and encourages class participation	43	36	14	07	00	4.15	.90
17	The students receive individual's attention by the teacher during the lecture.	28	50	11	08	03	3.92	.99

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18	Students feel comfortable while interacting with the teacher.	35	40	18	06	01	4.02	.96
19	Teacher completes the whole course within stipulated time period.	43	46	06	04	01	4.30	.92
20	The teacher imparts real knowledge about the subject in addition to the course.	42	64	09	04	01	4.04	.90

Scale value for this table is SA (Strongly Agreed) =5, A (Agreed) =4, UNC (Uncertain) =3, DA (Disagreed) =2 and SDA (Strongly Disagreed) =1

CONCLUSION

The communication skills of the teachers were very effective. The students felt comfortable while interacting with the teacher. The teachers completed the whole course within the stipulated time period. The teachers used new techniques in teaching. The teachers gave feedback to the students with constructive criticism. The views of the students that the teachers treated the whole class equally. Teachers took initiative in helping the management to maintain strict discipline in the institution and organized all the work of the institution properly. The educational managers consulted the teachers in decision making, coordinated with them and directed them for quality teaching. The educational managers found satisfied with performance of the teachers. The democratic style of management had strong impact on the teachers' performance.

It was also concluded that the teachers' performance was affected by the biased attitude of the management. It was concluded that Teachers interacted with the management on classroom matters. Teachers took full responsibility assignment to them by the management regarding co-curricular activities Teachers took initiative in helping the management to maintain strict discipline in the institution The communication gap between teacher and the management affected the studies of the students.

DISCUSSION

Conclusions of the research show that educational managers communicate with the students through their teachers. The educational managers maintain favorable atmosphere in institutions and satisfy their teachers. The performance of the teachers is measured by the satisfaction of the management and the students.

Management makes human effort more productive. It brings an outstanding means for casting true influence on human life. Managers can help a lot to improve the work, environment and inspire to acquire the knowledge to enhance their abilities and professional

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skill up to great extent. Management involves experienced teachers in decision making. Democratic style of management brought fruitful results in the institution. Educational managers administer, teachers innovate. Educational Managers focus on system, teachers focus on students. Educational Managers do things right, teachers do right things. Educational Managers have short term perspective, teachers have long term Perspective Educational Managers have an eye on the bottom line; teachers have an eye on horizon. Educational Managers imitate, teachers originate the above distinctions could be applied to achieve the achievable objectives.

Here one expects teachers to not only manage their subject areas and the classroom environments but also lead in their subject areas and be role model and mentors as well. They are also supposed to be good performers inside and outside the classroom as good performers not only guide but also inspire to learn. Additional responsibility lies on the shoulders of those who are running the affairs of higher educational institutions such as universities. They also have to take the lead in generating new information and knowledge for the betterment and improvement. It is not surprising that a great visionary such as Allama Iqbal seemed to be concerned about the responsibilities and performance of the educational institutions in his own time which appears very true even today.

RECOMMENDATIONS

Keeping in view the findings and conclusions of research, the following recommendations are given to improve the performance of teachers The attitude of management should not be biased as it affects the performance of the teachers. It is recommended that the management of WISH may develop a proper communication system. There is a need to announce special incentives for those teachers who give extra time to the students and the institution. It is recommended that the teachers may be involved in the policy matters pertaining to the students. There is a need to provide training opportunities to the teacher.

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