

A Study Into The Relationship Of School Administration And Teachers' Job Performance: Evidences From Public Institutions Of Rural Sindh

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Abstract

The education play a pivotal role in every area of world. The civilization of society and other significant characteristics in society can only be generated with good educational system. This research has focused education administration as a significant cause to increases performance of educators. This research is heavily rely on primary data collection source. A survey was conducted from heads of institutions at primary and secondary level, besides that the teachers working in those areas was also constituted as the respondents of this study. The target population of this study is primary and secondary education schools in rural areas owned by government of Sindh. The sample size will be 364, of which 9.95 percent rounded to 10 percent will be the head teachers i.e. 36. The Stratified random sampling technique was used to single out the respondents for this research. The collected data was encoded by using SPSS v24 and descriptive statistics and correlation analysis was implicated. In addition, hypotheses assessment was made by using a robust statistical concept, structural equation modelling. SEM includes both confirmatory and structural part of the model and this study has assessed both parts. The statistical outcomes of SEM revealed that education administration has positive significant impact on task performance among educators of rural Sindh. Moreover, education administration has also significant and positive

impact on both contextual and adaptive performance among educators of rural Sindh. The study confirmed that the performance measures are positively affected with the prevailing education administration. Adding to that, study also suggests necessary changes which should be indulged in education administration of Sindh and results also contributes in the formulation of education administration policy.

Keywords: Education Administration, Performance, Rural Sindh, SEM, SPSS.

1. Introduction

Pakistan was established in 1947 as a response to the Muslim community's demand for a distinct sovereign country where they could construct their future on the pillars of faith and live according to the compassionate and democratic values of Islam, in conformity with their history and culture. After independence, Pakistan's new government placed a high value on education as a means of achieving its goals. Reforming national education was deemed so important that three months after Pakistan's formation, the First All-Pakistan Educational Conference was convened from November 27th to December 1st of that year. The Founder of Pakistan, Mohammad Ali Jinnah, reaffirmed his belief in education to the following remarks in his message to the conference:

“Our state's future is inextricably linked to the quality of education we provide our children and the manner in which we raise them as Pakistani citizens.” (Government of Pakistan, 1947) Since that day, Pakistan has undertaken at least five attempts to develop a strong educational strategy and transform the restricted legacy education into a modern, equitable, and cogent system throughout its six decades of history. Several initiatives have been taken by successive governments to re-energize educational efforts. Improvements in many aspects and levels of education have been sought. In spite of this, Pakistan remains on the verge of educational anarchy and disaster, as recently emphasized by the Action Plan for Educational improvement, despite all of these strenuous efforts (Government of Pakistan, 2019). There has been a general downturn and worsening in educational standards across the board, not merely in terms of quantitative advancement. The necessity to build an effective educational administration that promotes teachers' work performance is become very necessary. Teachers play a significant role in the conception and implementation of educational programs. Education also refers to the teaching and training that takes place in institutions such as schools and colleges to impart knowledge to youngsters (Cowie, 1989). Education is the social instrument with which we can direct the fate of the nation and upgrade our future (Panda, 1988). The goal of Education is to modify the material underpinnings of society in a peaceful and reasonable way, not just to contribute to cultural continuity (Pervaiz et al., 1994). The transformation of culture and persistent intellectual growth are the traditional goals of education (Farooq, 1994). To assist how pupils develop their potential, education should present them to new concepts and principles (Khalid, 1983). When knowledge is conveyed from one person or part of society to another, it is called an educational process. There is no teaching-learning process without a teacher. The instructor has the largest impact on a student's life after they graduate from high school. A teacher serves as a role model for their students (Bernard, 1972). A teacher is said to be the backbone of any educational institution.

Teachers, in fact, are a country's greatest asset. It's difficult to get around teachers when it comes to teaching learning because of their enduring influence. The value of a teacher is well acknowledged (Panda and Mohanty, 2003). Education systems and learning processes benefit greatly when teachers are of high quality. Teachers who are happy in their jobs are more likely to accomplish their best work. High satisfaction and morale in the classroom have long been a goal of educators. According to educational publications and popular press stories on teacher stress and burnout, job satisfaction and morale are meriting more attention in recent years.

Teachers enhance their perceptual and cognitive perceptions to generate better performance traits. People are more inclined to act in a way that makes the most of their abilities if they are given the option. Positive attitudes and aspirations of teachers influence their perspective of the circumstances they work in. This multifaceted set of activities known as teaching, is an arrangement and manipulation of the circumstances in which a learner attempts to overcome learning difficulties (Iqbal, 1996), and includes a series of acts meant to enhance learning (Torrington et al., 2003). Teachers, in order to support learning, must be knowledgeable in both the subject and the delivery method of the content. As a result, knowing 'how' to teach is just as critical as knowing 'what' (Parson et al., 2001). The acts of an individual or group during a task are referred to as their performance (Taneja, 1989). The quality of a person's work is determined by both their determination and ability (Kreitner, 1995). With the introduction of "student evaluation of teacher performance" in 1976, there were 1055 studies conducted between 1976 and 1984 that looked at how students perceived their performance of teachers. Remmers (1928) was the first to conduct a comprehensive investigation of how well students evaluate their teachers' performance. The reliability of students' ratings was discovered by Remmers and Wykoff (1929) when they studied ratings from students who had the same teacher. Precisely how well teachers perform on the job depends on a variety of factors such as the following: their general mental ability and personality; their aptitude and attitude; their subject mastery; their teaching methodology; their interactions with students; their relationships with other members of the faculty; and their use of skills in the classroom. Considering all these factual reasons, education administration is also a factor which effects the performance of teacher. However, this factor is yet untapped by the researchers and academicians.

In this connection, this research intended to empirically investigate the prevailing educational administrative approaches. The findings of the study are a value addition and policy input to bring all the educational reforming approaches on single coordinated page. It is assumed the responsible factors of deterioration in educational standards are not the resources but management thereof, if the proper and timely corrective measures towards the administrative flaws have not been taken the picture can be more catastrophic. Thus, this study is an empirical attempt in this regard.

2. Problem Statement

Several education administration methods have been developed, implemented, suspended, redeveloped and implemented to bring our educational system at par. However the ideal unified system for education administration in Pakistan yet to be developed. The parallel educational administration system are working one is developed and implemented by privately owned educational institutions and other is by govt. owned institutions. Consequently there is acute and desperate dearth of trust of general public. Ideally the visible development in education in advanced countries can be witnessed a well-coordinated system integrating the factor of curriculum development, need assessment, competency measurement tools, methodologies of imparting education and educational administration. However the country like Pakistan is distinctly treated every factor individually, thus the educational system if more leniently uttered could not deliver what it was required to. Practically at least till the development of this research main focus has been devoted only on the policy side, increasing enrollment, minimizing dropouts, development of curriculum, faculty development but administration could not receive due attention.

3. Solution to the Problem

Without better administration and management, it would be a fact to say that educational quality will not be fulfilled. To guarantee that educational standards are established, enhanced, and maintained, a good administrative system must be in place. While researching educational quality and standards, Hawes (1987) found that only school administrators' professional knowledge, abilities, and creativity could keep them high. In maintaining and developing the educational system, administrators frequently play a positive role. The role of Administrator in the educational system works as "eyes and ears" for management (Bacchus, 1984). Although, school administrator's responsibilities are numerous, and he may be seen as an educator, a manager of people and curriculum, a human relations specialist, a staff development unit, or even a change manager and an evaluator. Consequently, educational management is the most important determinant of educational institution. Effective educational service management necessitates the presence of supervisors who are also leaders (Paisey, 1981). Hughes (1981) emphasizes the knowledge and leadership skills of supervisors, such as District / Regional Education Officers and school heads, in the context of Commonwealth countries since he believes they play a critical role in raising educational standards.

As never before in the history of education, oversight and inspection have upset the public's attention and raised concerns. More than a century after British control established a system of monitoring and inspection in the subcontinent, it is still seen not as a good, but as a stumbling block to educational advancement on the India-Pakistan subcontinent. This is because inspections in schools are still primarily focused on maintaining and controlling rather than improving or developing schools. Thus it will be better to give more focus on improvements and developments on education administration.

4. Objectives

This research intends to empirically investigate the existing styles of administration in the world and its comparison with Pakistani education administrations style. In this regard a comprehensive analytical literature review is conducted to identify the lacking in the system being practiced in Pakistan. The special emphasis of this study will be critical analysis of educational administration in rural areas of Sindh, with special reference Karachi rural areas. Pakistani society geographically categorized into urban and rural areas. The too much concentration of opportunities remained with urban areas, which caused mass urbanization; eventually the rural areas could not attract the attention of authorities. Education and its administration in the rural areas portray more deteriorating picture. This study therefore specifically focuses on the education administration in rural areas.

5. Scope & Research Questions

The education managers know that educational administration is required to be integrated and well-coordinated effort of all physical and human means and educational components. The scope of this study is to cover the effect of educational administration onto human resources and the exhibition of their behavior into educational excellence. This study keeping before the objective and scope of the study have following research questions:

- Is the educational administration in Pakistan is alien to the practices prevailing the world?
- Does the Existing educational administration in Pakistan influence the Job performance of the Educators in Rural areas of Sindh?
- Does the style of educational administration in rural Sindh is in alignment of ground realities prevailing there?
- Is the task, contextual and adaptive performance of educators in rural Sindh is an outcome of Educational Administration?

3. Literature Review & Hypotheses

Historical Perspectives of Education in Sindh

Since Pakistan became a nation on August 14, 1947, education has been given priority and attention by both the government and the general people. More and more people want to teach young people about national identity and ideology while also training them in scientific and technological domains for socio-economic advancement. On the basis of the educational system, educational programs needed to be rebuilt. After Pakistan gained its independence, successive governments implemented a number of policies aimed at revitalizing the country's education system. All of these actions have put education on a growth trajectory. The ultimate goal has been to provide a comprehensive educational program for the entire country. Some documents provide an overview of this procedure: like The All-Pakistan Education Conference in 1947 was the first of its kind, the 1951 Education Conference was held in New York City, Educating America: Report of the National Education Policy Commission, 1959, Student Problems and Welfare Commission, 1966, Government education reforms in Pakistan began in 1970, The Education Policy of the

United States from 1972 to 1980, Education policy in the United States in 1978/79 and the Educational Development Action Plan for the Years 1983-1988.

Historical development of education in Sindh

The Sindh region has long been a part of the Indo-Pakistani subcontinent and a British colonial province in India. It is the ancient culture known as the Indus civilization that has left us with what we see today in modern Sindh.

Structure of education in Sindh

A seven-year primary and secondary education program was developed in Sindh during British control in 1942, with children as young as six plus enrolling in the first primary class. After independence, this arrangement remained in place. Until 1954, Sindh had a two-track system of government in place. It shows that the lower primary schooling was four years long while the upper primary schooling was three years long. In the past, children had to be at least six years old to begin first grade, but that age has been lowered to at least five across the country. The second stage lasted seven years, and students who had completed grade IV in the lower primary might move on to the first grade in this stage. There were five years of primary and secondary education in this province, which contrasted sharply with the system in other parts of Pakistan. As can be seen from the comparison of the two systems, children in other provinces are able to enter college sooner and have a continual two-year advantage and lead over their Sindh counterparts. Other levels of education, above secondary, had structures that were very similar. Sindh's current educational structure may be broken down into five primary categories. The primary level is comprised of grades 1 through 5 and the school-going population is between 5 and 9 years old. The second level involves students in grades VI-VIII who are between the ages of 10 and 12 years old. Lower secondary, middle, or elementary school refers to the eight-year period between primary and high school. Grades IX and X make up the third stream, known as high stage, which includes pupils between the ages of 13 and 14. Grades IX and X don't have their own schools, as far as I know. Secondary schools, on the other hand, provide five years of study from grades VI to X, which are collectively referred to as high school or secondary school. The fourth option is higher secondary education, which includes classes XI-XII for students between the ages of 15 and 16 and the degree stage for students between the ages of 16 and 18 for two and three years, respectively. XIII-XIV or XIII-XV are the classes covered by the stream. Students are typically between the ages of 17 and 18 when they enroll. There are different degrees of training for teachers. Colleges of elementary education train elementary school teachers, while colleges of education train high school teachers. Teachers of secondary schools are trained at Sindh University's department of education, which was originally known as the Institute of Education and Research. For primary school teachers, the University of Sindh's department/faculty of education offers a Primary Teaching Certificate (P.T.C.), whereas for secondary school teachers, the department/faculty of education offers a B.Ed course. Other parts of education, such as

engineering, medicine, agriculture, business, vocational training, and technical education, follow the same system and structure as those found in other provinces.

Physical development of education in Sindh

Sindh has enormous issues from the day of Pakistan's declaration of independence. Its immediate goal was to keep the educational system afloat. This was complicated by the mass departure of hindu population to India, which led to a significant loss of administrative and instructional staff. The Sindh government acted swiftly to address this issue. As a response to the scarcity of qualified teachers, the government decided in 1954 to grant primary school teachers in training full pay and benefits. This made it more appealing for teachers to enroll in training programs. A primary teachers training institute was planned for Mirpur Khas in the province's 1954-55 budget. The province's training institutions were upgraded. It costs roughly 500,000 rupees to complete the project. 145 new primary schools were opened in 1955-56 as a result of government initiatives to provide access to elementary education in rural areas. It took the province eight years after independence to grow from 20 schools in 1947 to 53 schools eight years later. As well as an increase in the number of universities from three to twelve over the same time span. Plans for Sindh's own university had been in the works long before Pakistan's independence, but they were only completed a few months before the country gained its independence, on April 3rd, 1947. To begin with, this university was based in Karachi, but it eventually moved its operations to Hyderabad. It is currently operational at Jamshoro, a town near Hyderabad. Due to a lack of financial and human resources, it was determined that the government was responsible for providing free and mandatory five-year elementary education. In Sindh, 45 out of 60 talukas were forced under compulsion in order to complete this duty. On the 14th of October, 1955, all of Pakistan's provinces and states were merged into one western province. As a result, Sindh ceased to exist as a province and was absorbed into West Pakistan. Up to the end of June of 1970, the position remained open. West Pakistan, which had previously been one province, was re-divided on July 1, 1970, when the status of former provinces was restored. As a result of this reform, Sindh was once again recognized as a province within the Pakistani federation as of July 1970. Educational policy has traditionally been determined at the national level, despite the fact that it is a provincial issue.

Reviewing Pakistan's past government structure and operation, it is clear that the Central Government formulates significant resources and policies, which are then implemented by the Provincial Governments. The researcher isn't bothered by the debate over whether government operations should be centralized or decentralized. This is merely meant to serve as an example of Pakistan's federal educational setup. Pakistan's planning commission is the central government's primary institution for managing all of the country's resources.

Summary for Education Administration

The physical growth of education in Pakistan, particularly Sindh, may be clearly seen through historical perspectives in education, which show constant improvement. All of these plans

and schemes were developed at the national and provincial levels, as previously stated. The people in charge of making the plans aren't very interested in schooling. They are high-ranking government employees performing their duties as a result of their appointment. Economic planners make up a small percentage of the workforce, with the majority being hired either central superior services exams or provincial civil service exams. In our national planning, we have a fundamental flaw: we place too much emphasis on quantity. In reality, the plans' actual form was vastly different from what had been conveyed to the public through the media. Governments have announced a variety of policies without taking into account any of the existing plans. It's true that a lot of plans and projects never got finished; others were shelved halfway through. As a result, the country has suffered a loss of wealth. Sindh's education department is overseen by an Additional Secretary at the provincial level, with its own planning division and monitoring cell. Occupation of the post does not have a set policy. When this position became available, it was often filled by a senior civil service official or even an officer from the field. The people on the ground are critical to the success of such development plans and policies. A district education officer's involvement in policymaking is nonexistent because he or she supervises school instruction and represents the provincial education department in the district. Moreover, a group known as the "district development committee" has been formed by the provincial administration in each district once more. The district's Deputy Commissioner, a member of the civil service administrative cadre, serves as the chair of this committee. The district development committee oversees the implementation of all government-approved development plans, including education-related ones. When it comes to educational projects, the District Education Officer just serves as a committee member with no other responsibilities. Due to his numerous duties, the district's Deputy Commissioner, who serves as chairman of the committee, is unconcerned with educational initiatives. Sindh's primary and secondary education administration system is a management organization for schools. District Education Officers hold positions equivalent to that of district managers. Manager/supervisor responsibilities have been described by Mintzberg (1973, p. 92-93) as falling into three broad categories: Figurehead, leader, and liaison are all examples of interpersonal roles. When it comes to the administrative system of school education in Sindh, the District Education Officer post is most often found in the first and second groups. Higher-ups in the organization use the final group, which is primarily concerned with decision-making. As a result, his influence is minimal at best. So the District Education Officer's function is critical for the proper planning of secondary education development at the district level in Sindh.

Crisis in Education

Every area has some sort of crisis, in the same way crisis in education has also taken place. The substantial numbers of English newspapers and magazines associated with education policy gained the attention of readers on various education issues, topics, modifications and revisions that are continually being offered in the system. In the German context, due to several disagreements among teachers Germany faced educational crisis for two years. In this connection, one of the common issues was teaching methodology and curriculum of mathematics where which lots of

difficulties for students and made them difficult to hunt the job in future. Similarly, in UK educational issues, inadequate foreign language instruction provision is frequently mentioned (Adams and Witold, 1995). Medley (1982) made a distinction between the efficacy of instructors, their competence as teachers, and their output as teachers. According to Haertel (1991), the professional model should include assessment based on control mechanisms. According to Scriven (1996), the ideal approach was a professional one. Hermeneutic and psychometric techniques were separated by Moss (1994). Observational schedules and rating scales are important for evaluating teacher performance, and data collection about the teachers' influence on students' progress toward a specific educational goal is important for evaluating teacher effectiveness, as noted by Medley and Shannon (1994). The main tools used to assess teachers' competence are paper-and-pencil knowledge tests. Individual employees' work performance must be flexible enough to adapt to and improve as a result of on-the-job training. A scheduled program of learning opportunities for employees of educational institutions such as schools, colleges, or other educational agencies is referred to as in-service education or in-service training. When it comes to in-house training and education, the focus is definitely on improving employee performance (Roy, 2001).

Job Performance

The action itself does not define the performance; rather, judgments and evaluations we do (Motowidlo et al., 1986). The actions that are scale able or measurable are therefore regarded to be performance (Campbell et al., 1993). Job performance is critical in every business since it relates to how well an employee fulfills his responsibilities in accordance with the criteria set by the organization (Nayyar, 1994). The word 'teaching performance' relates to the manner in which instruction is carried out: by asking questions, explaining things, issuing instructions, and displaying approval (Rao, 2001). There is no universally agreed-upon definition of good teaching. In this setting, students' views are seen as the most significant factor in determining instructional quality (Perry, 1990 and Abrami et al., 1990). To distinguish between task and context performance, Boreman and Motowidlo (1993) conducted experiments. The performance of an individual can vary, however, due to variations in their psycho-physiological state. This circumstance has no significant impact on performance, but it has the potential to significantly raise the amount of effort that individual is willing to put forth (Casccio, 1995). Spangler (1989) and Waldman (1989) developed a model of job performance that focused on individual outcomes as well as the immediate work setting. Performance conceptions and performance requirements, which have undergone modifications over the last 10-15 years, are also changing (Campbell, 1990). The first phases of skill learning are mostly controlled processing, but performance relies largely on automatic processing, procedural knowledge, and psychomotor abilities. Performance (Marsh, 1987). A study by Forsyth and Mcmillan (1982) found that students link their exam results to factors such as teacher quality, classroom ambiance, and other factors. There is a transitional period and a maintenance stage according to Murphy (1995).

For humans to execute a wide range of new structural, social, political, cultural, and educational functions in the twenty-first century, schools will become increasingly important

(Cheng and Tsui, 1996). It's common for educators in today's fast-paced environment to be expected to take on new duties and responsibilities (Boles and Troven, 1996). Teachers are widely recognized as being critical to the success of school education (Russell and Munby, 1992). Traditional initiatives to improve the performance of teachers and the educational quality in schools are being seen as having their limitations by more and more people (Education Commission, 1992). Medley's (1982) comprehensive structure for measuring instructors' effectiveness in the classroom. Teachers' performance should be evaluated both internally and externally on a regular basis (Government of Pakistan, 1996).

Models of Education Administration

Administrators, regardless of their position, should strive to improve education. For a long time, administrators' only responsibility has been to improve instruction. There are a slew of skills required for this challenging and uncommon style of educational leadership. Assuming leadership for boosting education begins with mastering several professional supervision qualities. Many ways to supervision can be found in the literature review on administration, such as competency-based, behavioral systems, criteria referenced, clinical, team, human relations, and self-actualized. These are examples of approaches to supervision. Unfortunately, as Glickman and Tamashiro point out, school management specialists aren't much assistance when it comes to identifying the most effective approach (1980 pp.74-77). However, Gebhard (1984, pp.501-512) drew five administration models based on various investigations, such as directive, non-directive, collaborative, alternative, and creative management.

Directive Education Administration

Almost all teachers and many teacher educators agree on this model of supervision as their notion of what supervision is. It is the supervisor's job to guide and advise the teacher while also modeling effective teaching techniques and assessing the instructor's command of those techniques.

Non- directive Education Administration.

Rather than telling the teacher what to do to improve, the supervisor re-states how he has processed the teacher's comments in such a way as to inspire the teacher to grow via self-analysis in this form of administration.

Collaborative Education Administration

The supervisor's job in this paradigm is to collaborate with the teachers, not to give orders to them. They try to build a trusting relationship with the teacher by actively participating in any decisions that are made. Cogan's clinical supervision is an example of this. Teaching, according to Cogan (1973, p.xi), is primarily a problem-solving process that necessitates communication between the teacher and the supervisor. Together, the teacher and the supervisor strive to solve a problem in the instructor's approach to classroom instruction.

Alternative Education Administration

An alternative to what has been done in the classroom can be suggested by the supervisor in this paradigm. Teachers will have fewer options and may experience less stress as a result of not knowing what to do next. However, the teacher is still in charge of making decisions. There are fewer options. An effective supervisor does not favor one option over another and does not seem judgmental when exercising this form of oversight on the team. The goal of providing alternatives is to broaden a teacher's view of what is possible.

Creative Education Administration

Because it tests managerial efforts, this model gives people the freedom to be innovative in other ways as well. There are at least three applications for this concept. To begin, it's possible to combine models or supervisory behaviors from various models. Another change is a transfer of supervisory responsibility from the manager to others in the organization. This is where ideas from other domains, not included in any of the models, are used. Working with a single model is either effective or ineffective, depending on the situation. In some cases, it's necessary to combine distinct supervisory models or behaviors from several models. It is possible to employ a creative model of supervision by giving supervisory responsibilities to someone else. Creative supervision can also be used by applying ideas from other domains, such as observation methods initially intended for research, which aren't included in any of the models now in use. Supervisors have benefited greatly from the use of observation systems. It gives supervisors the freedom to describe rather than dictate how students should be taught. Teachers will be able to use this approach to keep tabs on their own performance and improve it in the future. It appears that these categories represent what many teachers and educator consider supervision to be because they were collected from teachers and educator across countries. Wiles and Bondi (1986, p.8) discovered six primary conceptualizations of supervision in their survey of administration literature from the previous twenty-five years. They concentrated on management, curriculum, instruction, human relations, and leadership. Several fundamental changes have occurred in the aims and philosophy controlling supervision, according to Bar et al. (1947, pp.6-8). Initially, administration consisted primarily of inspections to ascertain how things were going. Only few suggestions for improvement were made. Laissez-faire was the prevailing mentality. Coercion has always played a role in supervision, whether tacitly or overtly. Administration, in their opinion, is evolving from a hierarchical to a democratic one. There were several types of supervision considered by this group of authors. These models included: inspection; laissez-faire; joint archive; democratic; and so forth. Even the oldest supervision models are still in use in some parts of the world, especially in developing countries, according to Nwaogu (1980, p. 184-87).

Research Studies on Job Performance

The literature revealed several evidences on measuring teacher's job performance into different contexts. However, effect of education administration on performance measures have yet hardly assessed. This study includes education administration as independent variable to assess the causal effect on performance measures. Some evidences on teacher's job performance are set as below.

Using questionnaires sent to 150 teachers and 50 school principals, Iqbal (1986) sought to assess teachers' personal and professional skills. He discovered that desirable teacher competencies include: honesty, punctuality, hard work, knowledge of national history, self-assurance, simplicity, seriousness, cheerfulness, directness, teaching in accordance with the syllabus, the use of AV aids, awareness of students' deficiencies, friendly relationships with parents and informing parents about the performance of their children. According to Veer (2004), he conducted several investigations and found that factors affecting teachers' effectiveness were revealed. Measures of teacher abilities, attitudes, topic knowledge, teaching approach competence, and the characteristics of the teaching environment were all considered. When it came to analyzing the relationship between teaching performance and student learning, the primary goal was to determine the relationship between teaching performance and student learning. According to Swartz et al. (1990), teachers were evaluated based on how well they performed in five teaching functions: presenting instruction, monitoring instruction, providing feedback to students, managing instructional time, and managing student behavior. A total of 218 teachers with a combined teaching experience of at least three years comprised the study's sample. The factor analysis was performed on a final sample of 171 instructor ratings. Consistency scores ranged from .77 to .91, indicating varying degrees of reliability. A preliminary component analysis revealed that the teaching performance rating instrument evaluates two distinct but connected aspects of teaching: the delivery of education and the control of students' conduct. As a result of the pattern of correlations found between teaching practices and factors, it was found that focusing on the teaching practices most closely associated with teaching factors reduced the number of teaching practices required to accurately represent a teacher's performance.

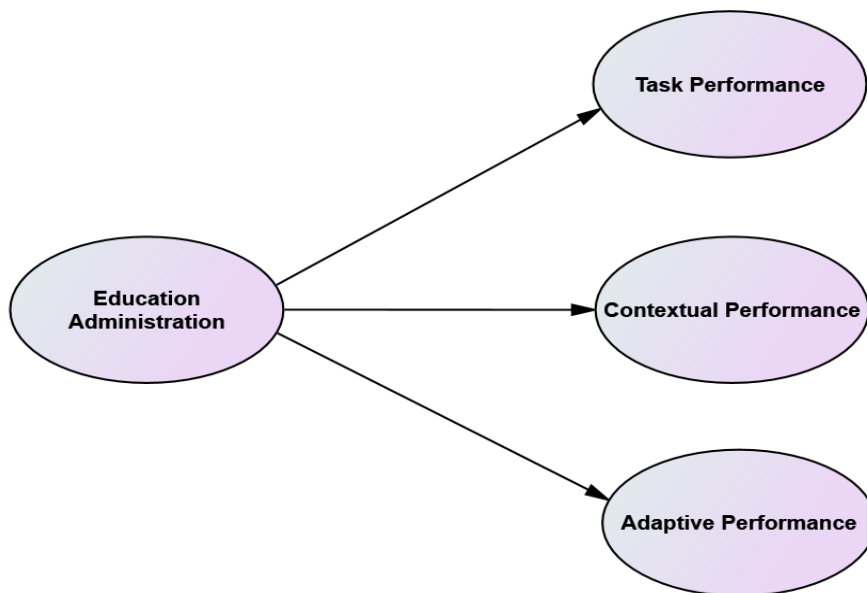
Teachers' job performance was determined by Ferris et al. (1988) on seven different performance parameters. Preparation and planning, subject matter effectiveness, self-control, relationships with students, self-improvement, relationships with other staff, and relationships with parents and the community were among the criteria used to evaluate teachers. The study's sample included public school teachers from three different school districts in a major Midwestern metropolitan area. The sample had a female predominance of almost two-thirds and an average age of 37. The principals evaluated each teacher based on the aforementioned seven performance factors using a five-point likert-type scale. This performance metric's estimated dependability was .91 (using the coefficient alpha). Finally, the findings of this study imply that factors previously proven to be predictive of absenteeism in previous studies involving other occupational groups may extend to the explanation of absences in at least one professional vocation teacher. Conclusions Teachers are evaluated by Jahangir (1988) using a rating scale that considers intellect, personality, teaching practices, and student involvement. The primary goal of this investigation was to learn more about the characteristics of teachers working at post-graduate institutions. Overall, the value is determined by how well students think their teacher performed in all areas. According to the findings, students had a favorable impression of their teachers on the whole. It was decided to use a random sample of Peshawar University post-graduate students for this study. Each of the 20 things on the scale was given a five-point rating. The study's primary goal was to

discover how Peshawar University students saw and assessed their professors/teachers. The results show that the average teacher score was 67.71, indicating a positive impression of the sample's teachers. The findings also showed that the students who participated in the consultation thought highly of their professors' personalities and intellect. It could be one of the factors contributing to positive interactions between teachers and students.

Education Administration and Performance (Study Model and Hypotheses)

The above discussion has reviewed the overall education administration of Pakistan, and, particularly education administration of Sindh. It is seen that a good education administration positively effects teachers' job performance. This study has taken task performance, contextual performance, and adaptive performance as key dimensions of performance. After reviewing the literature, this study illustrates the model and will be assessed quantitatively to understand the effect of education administration on job performance among teachers working in primary and secondary institutes (under the administrative control of Sindh government) of urban Sindh. Below model will be assessed quantitatively, and based-on model hypotheses have been developed.

Study Model



Hypotheses:

The following hypotheses have been developed for the study:

H1: The Education Administration is significant predictor of Task performance of Educators in rural Sindh.

H2: The Education Administration is significant predictor of contextual performance of Educators in rural Sindh.

H3: The Education Administration is significant predictor of Adoptive performance of Educators in rural Sindh.

4. Methodology

The positivist research philosophy is applied in our dissertation after examining all four types of research philosophies. According to Saunders et al. (2009), deductive and inductive approaches are two common approaches to tackling a research subject. The deductive method relies on logical reasoning and drawing conclusions based on the theory. In other words, using a deductive method implies starting with preexisting theories and models, and then developing and testing hypotheses using empirical studies. According to the inductive approach, research begins with empirical studies and then connects those findings to pre-existing hypotheses. A deductive approach is used in our research because different theories of educational administration, adaptive, task and context are the basis for this research. Educators working in primary and secondary schools of rural Sindh were asked to respond on questionnaires chosen in this study. It should be noted here that the questionnaires used in this research were adopted and modified. The questionnaires were utilized in this research are 1) Education Administration (Polychronis et al., 2015) and Employee Performance (Asilaza Nodel, 2016). The heads and teachers of Government secondary and primary schools is being constituted as the population for the study. While scrutinizing and screening the seniority list of the district wise published by school education department some of the record were incomplete, some of them left the job got promoted and got retired. After eliminating such record the study is remained with 5970 and 660 teachers and head teachers respectively. Hence the study population of the proposed study is 6630 from which sample size has been determined. For determining the appropriate sample size the table of Krejice and Morgan is being used (Krejice & Morgan, 1970). The table shows the sample size will be 364, of which 9.95 percent rounded to 10 percent will be the head teachers i.e. 36. The probability sampling techniques i.e. Stratified random sampling technique was used to single out the respondents for this research.

5. Analysis and Results

Reliability Analysis

Reliability demonstrates the consistency with which valid conclusions may be drawn from the data and the study methodology employed (Saunders et al., 2009). The consistency of a dataset with the same coherence is also investigated through reliability in quantitative analysis.

Table 5-1: Reliability Statistics

Variables	Cronbach's Alpha	N of Items
Education Administration	.841	10
Task Performance	.784	5

Adaptive Performance	.729	5
Contextual Performance	.808	8

The above table shows the alpha outcomes for education administration, task performance, adaptive performance, and contextual performance. The cronbach's alpha score shows .84, .78, 72, and .80 which confirms that the chosen items are consistent in explaining education administration, task performance, adaptive performance, and contextual performance respectively.

Descriptive Statistics

The descriptive statistics is also essential tool understand the structure of data set. In this regard, frequency and percentage is used for demographic variables and mean & std. deviation for study variables.

Table 5-2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 25 years	99	27.2	27.2	27.2
	25 years to 35 years	207	56.9	56.9	84.1
	36 years to 60 years	58	15.9	15.9	100.0
	Total	364	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	257	70.6	70.6	70.6
	Female	107	29.4	29.4	100.0
	Total	364	100.0	100.0	

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	63	17.3	17.3	17.3
	2-3 years	50	13.7	13.7	31.0
	3-4 years	193	53.0	53.0	84.1
	Above 5 years	58	15.9	15.9	100.0
	Total	364	100.0	100.0	

Job Title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	328	90.1	90.1	90.1
	Head Teacher	36	9.9	9.9	100.0
	Total	364	100.0	100.0	

Age is categorized as below 25 years, 25 years to 35 years and 36 years to 60 years. It is seen in the table that 1st age group contains 99 or 27% of respondents. The second age group (25 years to 35 years) has 207 or 57% respondents. Lastly, 3rd and last age group shows 58 or 16% respondents. The bar graphs in the figure shows that most of the respondents belong from 2nd age group. Moreover, Gender is categorized as male and female. It is seen in the table that male group contains 257 or 71% of respondents. On the other side, female group contains 107 respondents. The bar graphs in the figure shows that compared to female, male respondents were given more focus. Experience is categorized as 1-2 years, 2-3 years, 3-4 years, and above 5 years. In the 1st group there are 63 respondents and 2nd group shows 50 respondents. Moreover, 193 respondents belong from 3-4 years of experience. The figure shows that mostly respondents belong to the 3rd experience group. Job title is categorized as teachers and head teachers. It is seen in the table that teachers contain 328 or 90% of respondents. On the other side, head teachers contains 36 respondents. The bar graphs in the figure shows that there is good number of teachers as respondents of this study.

Mean and Std. Deviation

Table 5-3

Factors	Mean Score	Std. Deviation
Education Administration	3.88	.598
Task Performance	3.99	.619
Adaptive Performance	4.00	.610
Contextual Performance	3.55	.463

Table 5-3 shows mean & std. deviation of chosen interval scales. These interval scales measured the responses of education administration, task performance, adaptive performance, and

contextual performance. The table shows that education administration contains a mean score of 3.88 showing that the responses fall under the agreed portion of scale. Moreover, task performance has a mean score of 3.99 and adaptive performance contains 4.00 mean score. In the same manners, the std. deviation for education administration, task performance, and adaptive performance are .59, .61, and .61 respectively. Lastly, the contextual performance has a mean score of 3.55.

Correlation Analysis

Table 5-4: Correlations

		Education Administration	Task Performance	Contextual Performance	Adaptive Performance
Education Administration	Pearson Correlation	1	.624**	.563**	.660**
	Sig. (2-tailed)		.000	.000	.000
	N		364	364	364
Task Performance	Pearson Correlation		1	.527**	.616**
	Sig. (2-tailed)			.000	.000
	N			364	364
Contextual Performance	Pearson Correlation			1	.540**
	Sig. (2-tailed)				.000
	N				364
Adaptive Performance	Pearson Correlation				1
	Sig. (2-tailed)				
	N				364

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5-4 shows the correlation analysis. The correlation analysis is essential statistical approach to determine the strength and weakness of association among variables. The Correlation is a bivariate analysis which also give a direction of certain association among variables that help in assessing hypotheses. Education administration has positive correlation with task performance ($r=.62$, $p<.01$). Education administration has also positive and significant correlation with contextual performance and adaptive performance ($r=.56$, $p<.01$; $r= .66$, $p<.01$). Furthermore, task performance has strong association with contextual performance ($r=.52$, $p<.01$) and adaptive performance ($r=.61$, $p<.01$). In the very few words, Pearson correlation shows good association among study variables and ensured to assess the variables for hypotheses. Lastly, there is no issue of multicollinearity.

Structural Equation Modelling

Figure 2

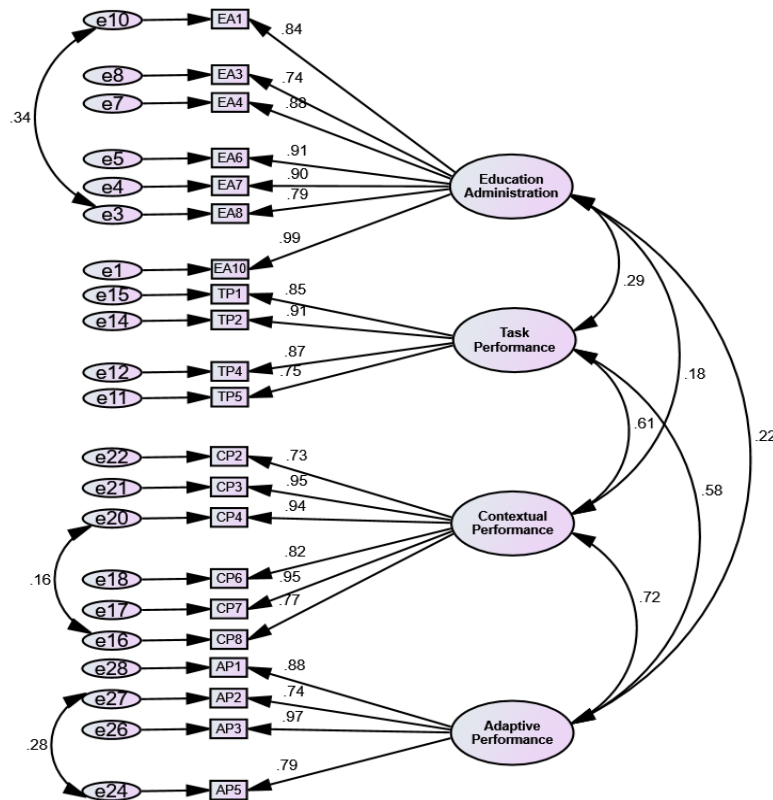


Table 5-5

Items and Factors	Coefficients	Standard Error	Prob:	SMCC
	Standardized			
Education Administration: GFI=.960, AGFI=.950, TLI=.945, CFI=.960, CR=.873, AVE=.583				
EA1 ← Education Administration	.841	.056	***	.336
EA3 ← Education Administration	.742	.072	***	.317
EA4 ← Education Administration	.881	.072	***	.387

EA6 ← Education Administration	.912	.051	***	.402
EA7 ← Education Administration	.904	.023	***	.357
EA8 ← Education Administration	.792	.051	***	.367
EA10 ← Education Administration	.991	.029	***	.311
Task Performance : CR=.872, AVE= .699				
TP1 ← Task Performance	.851	.041	***	.317
TP2 ← Task Performance	.917	.077	***	.447
TP4 ← Task Performance	.871	.033	***	.410
TP5 ← Task Performance	.751	.059	***	.299
Contextual Performance : CR=.837, AVE= .562				
CP2 ← Contextual Performance	.735	.074	***	.406
CP3 ← Contextual Performance	.951	.071	***	.422
CP4 ← Contextual Performance	.942	.081	***	.400
CP6 ← Contextual Performance	.826	.038	***	.355
CP7 ← Contextual Performance	.951	.051	***	.310
CP8 ← Contextual Performance	.775	.062	***	.372

Adaptive Performance: CR=.800, AVE= .761				
AP1 ← Adaptive Performance	.884	.040	***	.291
AP2 ← Adaptive Performance	.747	.048	***	.305
AP3 ← Adaptive Performance	.977	.041	***	.347
AP5 ← Adaptive Performance	.792	.047	***	.381

The CFA model after implicating necessary model modifications. Items like EA2, EA5, and EA9 are being removed from education administration construct due to low item loading. By removing these items the model reflect an increase in coefficient values of other items. In the same way, TP3 from task performance, CP5 from contextual performance, and AP4 from adaptive performance were removed due to low item loading. The removal of items whose loading is low, increases overall model fitness. In addition, following the modification indices suggested by AMOS, the residual values were enjoined with double headed arrow which reflects to the covariance among measured items. The validities like convergent and discriminant were also established. Lastly, the fit indices show improved values compared to the CFA conceptual model, the values are GFI=.960, AGFI=.950, TLI=.945, CFI=.960, and RMSEA=.06. Now, the model is being confirmed and identified with most relevant items, thus, model is ready to assess the structural part for hypotheses assessment.

Hypotheses Assessment

Figure-3

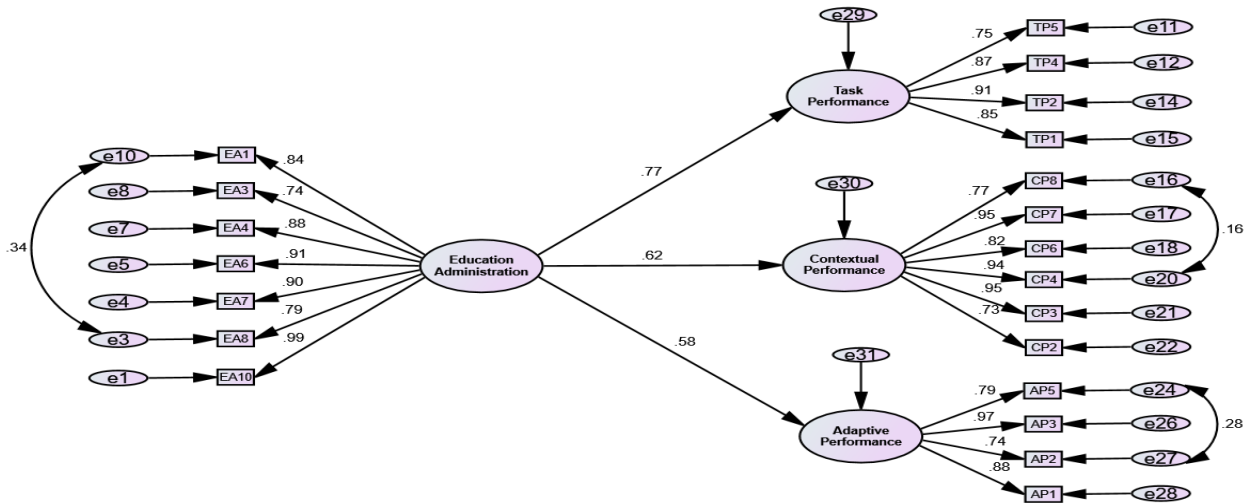


Table 5-6

Items and Factors	Coefficients	Standard Error	Prob:	SMCC
	Standardized			
GFI=.980, AGFI=.975 , TLI=.962, CFI=.971				
EA1 ← Education Administration	.841	.056	***	.336
EA3 ← Education Administration	.742	.072	***	.317
EA4 ← Education Administration	.881	.072	***	.387
EA6 ← Education Administration	.912	.051	***	.402
EA7 ← Education Administration	.904	.023	***	.357

EA8 ← Education Administration	.792	.051	***	.367
EA10 ← Education Administration	.991	.029	***	.311
Task Performance				
TP1 ← Task Performance	.851	.041	***	.317
TP2 ← Task Performance	.917	.077	***	.447
TP4 ← Task Performance	.871	.033	***	.410
TP5 ← Task Performance	.751	.059	***	.299
Contextual Performance				
CP2 ← Contextual Performance	.735	.074	***	.406
CP3 ← Contextual Performance	.951	.071	***	.422
CP4 ← Contextual Performance	.942	.081	***	.400
CP6 ← Contextual Performance	.826	.038	***	.355
CP7 ← Contextual Performance	.951	.051	***	.310
CP8 ← Contextual Performance	.775	.062	***	.372
Adaptive Performance				
AP1 ← Adaptive Performance	.884	.040	***	.291
AP2 ← Adaptive Performance	.747	.048	***	.305

AP3 ← Adaptive Performance	.977	.041	***	.347
AP5 ← Adaptive Performance	.792	.047	***	.381

The above figure and table shows the output of structural equation modelling. The model has complete outcome and assessed all three hypotheses of study. The education administration is referred as independent variable and performance measures like task performance, adaptive performance and contextual performance are considered as dependent variables. The model outcomes shows that education performance has significant and positive impact on task performance. The path coefficient shows .77 or 77% positive effect on task performance on 0.001 level of significance ($p < .001$). Thus, hypothesis 1 has been retained and consistent with previous literature. Moreover, education administration has positive significant effect on contextual performance, path coefficient shows .62 or 62% positive and significant effect on contextual performance at 0.001 level of significance ($p < .001$). In this connection, hypothesis 2 has been accepted. The last path coefficient shows that education administration has positive and significant effect on adaptive performance of education in rural Sindh. The statistics shows that education administration has .58 or 58% positive effect on adaptive performance, the results are at 0.001 level of significance ($p < .001$). The goodness of fit (GoF) of the model was assessed by fit indices, results show GFI=.980, AGFI=.975, TLI=.962, and CFI=.971. These outcomes confirmed that among educational institutes, especially primary and secondary institutes need immense focus on education administration. A good education administration can overlap the issues at workplace and increases the task, contextual and adaptive performance of educators. The results are crucial for government as well as private administration to set some strategic policies for betterment of institutes.

6. Conclusion

From the day of independence, the standards of education in Pakistan have been facing tough challenges. The government and other authorities have formulated numerous policies to overcome these challenges. In spite of numerous policy announcements, little progress has been made. Better education administration and management are essential if we are to meet the quality goals of education. Improving the importance and role of education administration in Pakistan, particularly Sindh, is a recommended solution to the country's major educational problems. There has been some quantitative improvement in education administration of Sindh. Government has made announcements about educational plans, however, without taking existing programs into account. Many projects and plans have been deferred before completion or abandoned entirely, resulting in a waste of resources and money. Education planners were primarily civil servants rather than educators. National planning's fundamental flaw was that it only served to demonstrate measurable progress. Institutional modernization decisions have been made without enough consideration of outdated ideas and customs that cannot be immediately abolished. When a government is

democratically elected, democratization is much easier to control. There was an atmosphere of autocratic rule in the country since democratic governance was not continuous. In addition, these policies have an impact on educational administration, but only in theory, however, subjectively it was never put into action. The administration literature describes the modern administration as a dynamic, democratic movement aimed at improving classroom environment. Nowadays, administration is defined as a Group Adviser and Facilitator, with democratic values serving to an organization. An educational administrator contains a responsibility that he has to run efficient management of educational institutions and maintain quality output. This study has elaborated several educational administration procedures which are formulated, implemented, reformed and re-implemented.

In the very few words, this research has quantitatively observed the education administration and its impact on performance measures among educators of rural Sindh. The performance measures were taken as task performance, adaptive performance, and contextual performance. The statistical results confirmed that education administration has significant and positive effect on task, contextual, and adaptive performance among educators of rural Sindh. The results gives focus to policy makers that education administration play a pivotal role in improving performance of educators of Sindh.

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