

**MANAGEMENT EFFECTIVENESS ON JOB PERFORMANCE: A CASE OF
PUBLIC SECTOR COLLEGES OF CENTRAL PUNJAB, PAKISTAN**

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ABSTRACT

The purpose of the study was to investigate the effect of principals' management effectiveness on their subordinate teachers' job performance. The study was quantitative in nature and correlational research design was adopted to attain the purpose of the study. Stratified multistage sampling method was used to figure out the sample of the study. Of the total sample, 586 teachers and 70 principals participated in the study. Research instruments regarding variables of interest were developed by the researchers. The psychometric properties of the research instruments were ensured before their administration for data collection. Data were collected through personal visits to ensure maximum return rate. Both descriptive and inferential statistics were used for data analysis and interpretation. The results of the study indicate that principals' management effectiveness had a statistically significant and moderately positive effect on teachers' job performance. At the end, certain recommendations for improvement and future research were made.

KEYWORDS

Colleges, job performance, leadership effectiveness, principals, teachers.

1. INTRODUCTION

All kinds of organizations, whether small or large, profit or non-profit, manufacturing or service offering, need management. In rapidly changing and highly competitive world, it is becoming more challenging for managers to successfully manage their organizations. Management represents both a function and the people who perform it; a governing organ of an organization; a social position or authority in the organization; a discipline and field of study (Drucker, 2011). Another contrasting thinking about management is that some scholars visualize management as an art, others as a science; still others consider management as both an art and a science. However, its agreed opinion that management is a vital part of every organization. No organization can achieve its objectives without effective and efficient management (Mahmood, Basharat and Bashir 2012). This implies that the managers of organizations ought to be conversant with latest knowledge and skills of management if they want to enhance their management effectiveness.

1.1 Management Effectiveness

Management effectiveness is the extent to which a manager performs what the manager is expected to perform within the constraints imposed by the organization and socio-economic environment (Hamlin, 2002). What a manager is supposed to perform are certain management functions (i.e., planning, organizing, leading, and controlling), roles (i.e., interpersonal, informational, and decisional) and skills (i.e., technical, human, and conceptual) (Robbins and Coulter, 2016).

Numerous theories explain the conception of management in organizations. These theories can broadly be categorized into three approaches as explained (a) Classical approach: rationality, efficiency and productivity are central to classical approach. The theories that lie in this domain are Weber's theory of bureaucracy, Taylor's scientific management theory and Fayol's administrative theory. The main focus of Weber's theory is organizational structure with clear emphasis on division of labor, hierarchy of rational authority, written rules and regulations, and impersonality (Mahmood, Basharat and Bashir, 2012). Taylor's scientific theory emphasizes the use of scientific method to determine the '*one best way*' for a job to be done (Robbins and Coulter, 2016). Whereas, Fayol's administrative theory of management puts emphasis on management functions and general principles of management that serve as fundamentals for the rationalization of organizational activities. His proposed five management functions include forecasting and planning, organizing, commanding, coordinating, and controlling (Mahmood, Basharat and Bashir, 2012; Robbins and Coulter, 2016); (b) Behavioral approach: employee motivation and behaviour in the organizations are central to this approach. Mary Parker Follett and Elton Mayo are the prominent proponent of this school of thought. The essential themes that Follett has discussed in her writings are coordination, conflict, consent, control and authority, and leadership (Sethi, 1962), (c) Quantitative approach: this approach focuses on the use of quantitative techniques to improve managerial decision-making. This approach emphasizes on the use of quantitative techniques (i.e., applications of statistics, optimization models, information models, and computer simulations) to management activities (i.e., allocating resources, improving quality, scheduling work and determining optimum inventory levels) of organizations. For example, linear programming is used to improve resource allocation decisions and the economic order quantity model helps in determining optimum inventory levels. In addition, quantitative techniques are also used frequently in total quality management (Robbins and Coulter, 2016), (d) Contemporary approaches: These approaches comprise systems approach and contingency or situational approach. Systems approach asserts that an organization takes in inputs (human and non-human resources) from the environment and through transformation process converts these inputs into outputs (products or services) and distribute into the environment. This approach offers a framework that helps the managers to (1) understand that how the interdependent parts of the organization work together for the accomplishment of organizational goals; (2) comprehend that how decisions or actions taken in one area of the organization affect the other area of that organization; (3) recognize that organizations are not self-contained instead they rely on their environments for essential inputs and as outlets to absorb outputs (Robbins and Coulter, 2016). The contingency approach asserts that organizations are different in

terms of size, goals and work activities; and face different situations at different times, and call for different ways of managing. This theory also postulates that there are no basic or universal rules to be followed by managers (Robbins and Coulter, 2016). In addition, Bush (2006) has classified theories of management into six major models of educational management namely formal, collegial, political, subjective, ambiguity, and cultural models.

1.2 Job Performance

So far now, literature (*See*, Aleinein, 2016; Hersen, 2004; Hunthausen, 2000; Motowidlo and Kell, 2012; National Research Council (NRC), 1991; Schermerhorn, Hunt and Osborn, 2005) offers three approaches to define job performance. These are behavioural, outcome and trait approaches. According to behavioural approach, job performance is what people do at work place and refers to only those behaviours that are goal-oriented and have expected organizational value. This implies that job performance is a function of expected organizational value of behaviour. However, outcome approach offers that job performance is the result of the employee's behaviour at work place. The results are organizational products that might be in the form of goods or services. Here, focus is on the outcome rather than on the employees' behaviours at work place. Whereas, trait approach visualizes job performance as a function of personal traits i.e. "Big Five" dimensions of personality (i.e., neuroticism, extraversion, openness to experience, agreeableness and conscientiousness). It is evident from previous research that conscientiousness and emotional stability predicts job performance in all or variety of jobs.

Most of the researchers have defined job performance in terms of outcomes and behaviors because these are more easily and objectively observable as compared to personal traits (Hersen, 2004). However, most concentrated approach to define job performance has been behavioural approach (Aguinis, 2009; Motowidlo and Kell, 2012; Schermerhorn, Hunt and Osborn, 2002; Vigoda, 2000). Trait approach is least concentrated in the literature for the reason that personal traits are difficult to observe as compared to behaviours and outcomes.

Job performance models e.g., Campbell's model and Murphy's model (Jex and Britt, 2008) categorize job performance into two major dimensions i.e., task performance and contextual performance. Task performance refers to the performance which relates to the activities that appear on formal job descriptions. It is most focused, recognized, and targeted aspect of job performance (Motowidlo and Kell, 2012). According to Griffin, Neal, and Neale (2000), task performance "refers to the core technical behaviours and activities involved in the job" (p. 518). According to Schermerhorn, Hunt and Osborn (2002) task performance is "the quality and quantity of the work produced or the services provided by the work unit as a whole" (p. 9). For example, teaching a course at specific level and conducting tests. Whereas, contextual performance refers to the performance which relates to certain behaviours of employees that contribute to the organizational effectiveness but are not formally a part of the job. In other words, contextual performance "refers to behaviours that support the environment in which the technical core operates" (Griffin, Neal, and Neale, 2000, p. 518). Still in other words, contextual performance is the extent with which the

employees involve in activities that contribute to organizational effectiveness in ways that shape the organizational, social, and psychological context that serves as the catalyst for task activities (Borman and Motowidlo, 1993). For example, helping coworkers and defending the organization.

In this study, overall job performance of the employees was preferred to measure. The overall job performance is a function of the combination of both task performance and contextual performance (Hunthausen, 2000).

1.3 Theoretical Framework

The theoretical framework of the study comprises two domains i.e., domain focusing management effectiveness and domain pinpointing job performance. The domain of theoretical framework regarding management effectiveness has its roots in contingency approach to management, management functions, management roles (Robins and coulter, 2016) and management skills (Robins and coulter, 2016; Whetten and Cameron, 2011) whereas that of regarding job performance has its roots in behavioural approach of job performance (Cardy, 2004) and two major dimensions of job performance (i.e., task performance and contextual performance) found across job performance models e.g., Campbell's model and Murphy's model (Jex and Britt, 2008).

1.4 Statement of the Problem

The study was devised to investigate the effect of college principals' management effectiveness on their sub ordinate teachers' job performance in public sector colleges of central Punjab working under the jurisdiction of Higher Education Department, Government of the Punjab, Pakistan.

2. METHODOLOGY

The study was quantitative in nature and *cross-sectional survey design* was adopted for data collection. However, to attain the purpose of the study *correlational research design* was used. Population of the study was comprised of all the teachers and principals of 310 public sector degree colleges (186 male, 124 female) of central Punjab working under the jurisdiction of Higher Education Department, Government of the Punjab, Pakistan. *Stratified multistage sampling method* was used to figure out the sample of the study. The final figured out sample of the study (n=770) was comprised of 700 teachers (350 male, 350 female) and 70 principals (35 male, 35 female) which was quite representative of the population.

Two questionnaires i.e., one to measure demographics and principals' management effectiveness as perceived by their sub ordinate teachers, and other to measure demographics and teachers' job performance, were developed by the researchers. Psychometric aspects of the questionnaires (i.e., validity and reliability) were ensured before their administration for final data collection. In the questionnaires, the scale used to measure demographics was nominal while that of used to measure principals' management effectiveness and teachers' job performance were interval (7 point Likert type scale).

To be an instrument useful, it must satisfy certain psychometric quality aspects. In this regard, content as well as construct validity of the instrument was guaranteed through experts' judgment and factor analysis, respectively. During factor analysis, only those items were retained on instruments which consistently remained loaded on single factor for 'Principal Components' extraction method with a cut-off value of .40 while other items were dropped. Reliability was calculated in terms of Cronbach's alpha (α) for both management effectiveness scale and job performance scale and was found .94 and .96, respectively.

Data were collected through personal visits and with the help of a trained research assistant. Data were analyzed using Statistical Package for Social Sciences (SPSS) 21.0 Version. Both descriptive and inferential statistics were used for data analysis and interpretation.

3. RESULTS AND INTERPRETATION

Descriptive statistics regarding demographic variables of respondent teachers of the study indicate that most of the respondents ($n = 238$; 40.6%) were in the age group 21-30 years; 51.9% were male ($n = 304$) and 48.1% were female ($n = 282$); most of the respondents ($n = 469$; 80.0%) were MA/ MSc followed by MS/ MPhil ($n = 103$; 17.6%) and PhD ($n = 14$; 2.4%); most of the respondents ($n = 428$; 73.0%) were lecturers, and that most of the respondents ($n = 254$; 43.3%) had 0-5 year experience.

To investigate the effect of college principals' management effectiveness on their subordinate teachers' job performance, linear regression was applied. A summary of the results of regression analysis is presented in the table below.

Table 1
Summary of Regression Analysis for Management Effectiveness
as Predictor of Job Performance

<i>Predictor</i>	<i>R</i> ²	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>
Management Effectiveness	.325	.327	.020	.570	16.763*

Note: Constant = 52.90; $F(1, 584) = 281.02$, $p < .001$; Adjusted $R^2 = .32$; * $p < .05$

The findings of the linear regression carried out to investigate the effect of principals' management effectiveness on teachers' job performance revealed that management effectiveness was statistically a significant predictor of job performance ($F(1,584) = 281.02$, $p < .001$) and association between management effectiveness and job performance was moderate ($R = .57$). Management effectiveness accounted for 32 % of the variation in job performance (Adjusted $R^2 = .32$). The regression coefficient for management effectiveness was .33 with 95% CI between .29 and .37. This means that for every one unit increase in principals' management effectiveness, teachers' job performance increased by .33 units ($t = 16.76$, $p < .001$).

4. DISCUSSION

It is evident from the finding of the study that principals' management effectiveness is statistically a significant predictor of their subordinate teachers' job performance and that the association between the principals' management effectiveness and teachers' job performance is significant, positive and moderate. This implies that more the principal's management in the organization is effective, the higher the job performance of employees of that organization will be. The findings of this study are in consonance with the findings of other studies. For example, Giami and Obiechina (2019) revealed that principal' managerial skills (i.e., conceptual, human, and technical) have significant, positive and high relationship with teachers' job performance. Similarly, Igoni (2020) found that principals' decision making practices had a high positive relationship with teachers' job performance. The above discussion asserts that principals' management effectiveness has considerable implications for teachers' job performance.

5. RECOMMENDATIONS

Following recommendations are made, based on the findings of the study, for improvement and future research:

- Higher Education Department, Government of the Punjab should arrange pre-placement/ pre-service, and/or in-service trainings of college principals regarding management skills development so that they may be able enough to run their respective colleges efficiently and effectively.
- During the selection of principals for colleges, selection committees/ boards should take into consideration the prior knowledge and experience, regarding organizational management, of interested candidates before their regular appointments as principals. Sheer, seniority as criterion for appointment of principals is not recommended.
- Untrained principals, till the arrival of their turn for training, should avail the opportunities offered by Massive Open Online Courses (MOOCs) and other such sources to enhance their knowledge and skills regarding organizational management.
- This study was delimited to public sector colleges of central Punjab only. In future, a study encompassing both public and private sector colleges of whole Punjab is recommended.

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