

## Enhancing Academic Staff Quality and Performance in Higher Education Institutions

**Dr Nemat ullah**

*Assistant professor in Post graduate college kot addu*

**Dr Allah wasaya babbar**

*Elementary School Teacher Qasba Gujrat*

**Faiz Mehmood**

*MPhil chemistry in Education University Dg khan*

### Abstract

This research study focuses on Pakistani affiliated institutions in a variety of provinces, including Sindh, Punjab, Khyber Pakhtunkhwa (KPK), and Baluchistan, to enhance the quality and performance of academic staff. The purpose of this study was to increase higher education academic staff quality and performance. The aim of this study was to find and assess effective higher education academic staff professional development and performance support approaches. The study was descriptive in nature. The population of the study was all the principals; faculty members of affiliated colleges were the population of the study. A total of 1900 colleges are registered under the affiliation of different degree-awarding institutions in Pakistan. The study was survey type while the sample was selected through the convenience sampling method of non-probability sampling. Total of 140 faculty members (80 from Punjab (the largest province in terms of population), 20 from Sindh, 20 from KP, and 20 from Baluchistan, while 28 principals, and 28 directors QEC were selected as samples of the study. The questionnaires were used to determine the quality and performance of academic staff. The questionnaires were administered to the principals and faculty members of affiliating colleges. An interview protocol was prepared based on minimum quality standards and was used to gather data from principals of affiliated colleges. Punjab's mean score (3.9113) was greater than Sindh and Baluchistan's, but its standard deviation was smaller (.50189). KPK had a higher mean (3.98) and standard deviation (.19270) than all other provinces. Sindh provinces had a higher mean (3.14) and standard deviation (.30689) than Baluchistan. Sindh's mean value (2.73) and standard deviation (.36458) were substantially lower than the other provinces. KPK ranked first, Punjab second, Baluchistan third, and Sindh last. The study found that different provinces had differing degrees of concordance between the goals of their educational institutions and the policies of the national education system.

**Keywords:** academic staff, quality, performance, institution, higher education

### Introduction

In higher education institutions, the quality of the academic staff and their performance are two of the most important factors that determine the overall educational experience and outcomes for students. The quality of faculty members has a significant impact on the effectiveness of teaching, the impact of research, and the level of prestige that an institution has (Trowler, 2020). Academic staff members are essential to the purpose of higher education institutions since they not only contribute to the transmission of knowledge but also to the development of new knowledge through research and scholarship (Clark, 2021). Through the provision of chances for professional development, one of the most important aspects of improving the quality and performance of academic staff is accomplished.

Several studies (Baldwin & Ford, 2021; Richardson & McDonald, 2023) have demonstrated that participation in continuous professional development programmes can result in enhancements to the effectiveness of teaching, the productivity of research, and the overall job satisfaction of faculty members. By making investments in faculty development programmes, educational institutions can give their academic staff the ability to keep up with the latest developments in their particular professions, including new pedagogical techniques, developing research methodologies, and scientific discoveries. Additionally playing a vital part in fostering the growth and development of academic staff members is the role that mentoring programmes play.

Boice (1992) and Eby et al. (2013) indicate that mentorship relationships have the potential to have a positive impact on the career trajectories, work satisfaction, and sense of belonging that faculty members experience within the academic community. By participating in mentorship programmes, junior faculty members have the opportunity to gain access to the knowledge and direction of more experienced colleagues, which enables them to negotiate the complexity of the academic world and accomplish their professional objectives. In order to improve the quality of the academic staff and their overall performance, it is vital to cultivate a culture that values research and scholarship.

Pascarella and Terenzini (2021) and Weeden et al. (2019) has shown that there is a significant relationship between the amount of research that faculty members do and the reputation of the institution, as well as the level of student engagement and success. It is possible for educational institutions to encourage faculty members to engage in academic endeavours that contribute to the advancement of knowledge in their respective fields by offering financial assistance for research activities. This assistance can take the form of research grants, sabbatical leaves, and access to research facilities. It is essential for academic staff members to work together in order to create interdisciplinary research and innovative teaching techniques (Gibbons et al., 2022).

Wuchty et al. (2007), interdisciplinary collaboration has the potential to result in increased levels of creativity, productivity, and influence throughout the academic work process. Institutions are able to use the aggregate expertise of their faculty members to address complex societal concerns and better the educational experience for students if they create chances for collaboration both within departments and between departments. One of the most important factors that has emerged as a significant influence on the performance and well-being of academic staff in higher education institutions is the establishment of a work-life balance.

Kyvik and Olsen (2023), research indicates that the responsibilities of teaching, research, and service can frequently contribute to high levels of stress and burnout among faculty members. Therefore, it is vital to promote work-life balance by means of flexible work arrangements, supporting policies, and wellness programmes in order to maintain the health of academic staff, as well as to maintain productivity and retention (Bentley et al., 2013; Kinman & Jones, 2022). Issues concerning the quality of academic staff and their performance have brought the topic of diversity and inclusion to the forefront of the conversation. Diverse faculty members bring a variety of perspectives, experiences, and approaches to teaching, research, and service, which enriches the academic environment and enhances the educational experience for all students (Smith et al., 2021).

Studies have highlighted the importance of promoting diversity among faculty members for a variety of reasons, including gender, race, ethnicity, and other dimensions of identity (Turner et al., 2023). When it comes to providing support for the work that academic staff in higher education produce, investments in technology and infrastructure are also quite important. Picciano and Seaman (2009), the incorporation of technology into the processes of teaching and research has the potential to improve the effectiveness, accessibility, and creativity of academic work. Institutions have the ability to empower faculty members to adapt to the changing landscape of higher education and to maintain their competitiveness in their respective professions by offering access to facilities that are state-of-the-art, digital resources, and technical support (Bates, 2000).

Altbach and Knight (2007), continual attempts to innovate and evolve instructional methodologies, administrative procedures, and support services are required because of the rapid advancements in technology, globalisation, and student demographics. It is possible for institutions to position themselves to successfully confront new issues and capture opportunities for growth and excellence if they cultivate a culture of organisational learning and strategic planning. In the context of improving the quality of academic staff and their performance, it is absolutely necessary to acknowledge the role that institutional leadership and governance structures contribute to the process.

Birnbaum (2021), effective leadership and governance procedures that are supportive are vital for the establishment of strategic directions, the distribution of resources, and the creation of an atmosphere that is conducive to the continued growth and success of faculty members. According to research conducted by Baldrige et al. in 1978, strong leadership and transparent decision-making procedures have the potential to cultivate trust, contribute to collaboration, and increase the efficiency of an institution.

The evaluation and recognition of the performance of academic staff members are essential components of the efforts to improve the quality and accountability of higher education. Blackburn and Lawrence (2022), performance assessment systems have the potential to provide meaningful feedback, identify areas for improvement, and guide decisions regarding promotion, tenure, and professional growth when they are developed intelligently and administered properly. Baruch and Hall (2013), recognising and rewarding achievement in teaching, research, and service can drive faculty members to strive for high standards of performance and contribute positively to the goals of the institution.

The larger socioeconomic and political backdrop also has a role in shaping the opportunities and challenges that are faced by academic staff in higher education. Marginson and Rhoades (2022), factors including as funding levels, government regulations, demographic trends, and public perceptions of higher education can all have an impact on the recruitment and retention of faculty members, as well as the emphasis that they place on their professional lives. Institutions are required to negotiate these external dynamics while simultaneously retaining their commitment to academic quality, social responsibility, and the integrity of the institution. DePietro and Wiernik (2020), the abrupt move towards remote instruction, the disruption of research activities, and the financial stresses on institutions have presented academic personnel with issues that have never been seen at this level before. From this point forward, educational institutions are required to continue investing in technical infrastructure, pedagogical innovation, and support services in order to guarantee the health and productivity of their faculty members in the context of an educational environment that is undergoing rapid transformation.

In higher education institutions, there are recurrent obstacles that impede the effective development and contribution of academic staff. These challenges include limited access to professional development, inadequate support for research, and barriers to maintaining a work-life balance. It is essential to address these problems in order to achieve this level of institutional excellence and

to cultivate an atmosphere in which academic staff members can flourish and make meaningful contributions to the objectives of higher education.

### Research Objectives

The purpose of this study was to increase higher education academic staff quality and performance. The aim of this study was to find and assess effective higher education academic staff professional development and performance support approaches.

### Research Questions

1. How we enhance academic staff quality and performance in higher education institutions?
2. What effective practices for supporting academic staff professional development and performance in higher education?

### Literature Review

Over the years, there has been a widespread recognition that professional development programmes are crucial for improving the effectiveness of teaching and the productivity of research among academic personnel. Baldwin and Ford (2021) conducted research that highlights the significance of continual learning and skill development in terms of enhancing job performance. Richardson and McDonald (2023), on the other hand, highlight the positive influence that targeted training efforts have on academic staff competences and job satisfaction. Blackburn and Lawrence (2022) sheds light on the significance of professional development in the process of cultivating a culture of innovation and quality inside educational institutions of higher learning establishments. When it comes to assisting academic staff members in their professional development and performance, mentoring has emerged as an essential component.

Boice (1992) contends that mentorship relationships can present junior faculty members with useful assistance, feedback, and social support, so assisting them in navigating the problems that are inherent in the academic world and advancing their careers simultaneously. In a similar vein, Eby et al. (2013) highlight the significance of mentoring as a means of fostering career success and satisfaction among academic staff, particularly for women and underrepresented minorities. Both the quality of the academic staff and their performance are significantly influenced by the culture of the organisation as well as the support mechanisms that are in place.

Baruch and Hall (2013) underline the significance of constructive leadership, open and honest communication, and acknowledgment of the contributions made by faculty members in the process of cultivating a pleasant working environment. Bentley et al. (2013) highlight the impact that work-life balance programmes and institutional regulations have on the well-being and productivity of academic staff. They also note that supportive organisational cultures can increase job satisfaction and retention rates. Birnbaum (2021) shed light on the essential role that institutional leadership plays in establishing strategic directions, distributing resources, and establishing an atmosphere that is conducive to the development of faculty members. Blackledge (2022), effective leadership, which is characterised by transparent communication, participatory decision-making, and support for faculty initiatives, has the potential to contribute to a healthy organisational culture that promotes continual learning and innovation.

Bentley et al. (2013) highlights the significance of work-life balance programmes in terms of improving the well-being and productivity of academic staff. There are fundamental components of supportive organisational cultures that acknowledge the different needs and responsibilities of faculty members. These components include flexible work arrangements, support for childcare, and wellness programmes. Not only do educational institutions that place a priority on work-life balance recruit and keep bright faculty members, but they also cultivate a culture of involvement and dedication among their students (Kinman & Jones, 2022).

Marginson and Rhoades (2022), the neo liberalization of higher education has resulted in increasing competitiveness, accountability requirements, and marketization inclinations. These factors have the potential to impact teacher morale, autonomy, and work satisfaction. According to Altbach and Knight (2007), educational institutions are required to negotiate these external factors while also sustaining their commitment to academic freedom, social responsibility, and equal access to education. The importance of increasing diversity among academic personnel in terms of gender, race, ethnicity, and other dimensions of identity is emphasised by research conducted by Turner et al. (2023). According to Smith et al. (2021), diverse faculty members provide a variety of viewpoints, experiences, and methods to teaching, research, and service. This contributes to the enrichment of the general academic environment and improves the overall educational experience for all students.

The incorporation of technology into the processes of teaching and research has become an increasingly crucial factor in improving the quality of academic staff and their overall performance. Bates (2000), technology improvements present chances for the development of creative teaching techniques, joint research endeavours, and administrative efficiency strategies. It is possible for educational institutions to equip their faculty members with the ability to adapt to the changing landscape of higher education and to maintain their competitive edge in their respective professions by investing in cutting-edge technology, digital resources, and technical support.

DePietro and Wiernik (2020), the rapid move towards remote instruction, disruptions in research activities, and an increase in financial demands on institutions have presented academic staff with issues that have never been seen before. From this point forward, educational institutions are required to continue investing in technical infrastructure, pedagogical innovation, and support services in order to guarantee the health and productivity of their faculty members in the context of an educational environment that is undergoing rapid transformation. For the purpose of providing feedback, identifying areas for improvement, and informing decisions regarding promotion, tenure, and professional growth, Blackburn and Lawrence (2022) suggest that performance

evaluation systems that are both fair and transparent are vital. Baruch and Hall (2013), recognising and rewarding achievement in teaching, research, and service can drive faculty members to strive for high standards of performance and contribute positively to the goals of the institution.

The significance of multidisciplinary collaboration in the process of enhancing the quality and performance of personnel in academic institutions. Gibbons et al. (2022), multidisciplinary collaboration has the potential to result in increased levels of creativity, productivity, and impact in academic workings. Institutions are able to use the aggregate expertise of their faculty members to address complex societal concerns and better the educational experience for students if they create chances for collaboration both within departments and between departments. In order to respond to the ever-evolving requirements and expectations in the field of higher education, it is vital to continuously enhance and adapt the policies and practices of the institution. Continuing attempts to innovate and evolve educational techniques, administrative procedures, and support services are required, according to Altbach and Knight (2007), because of the rapid advancements in technology, globalisation, and student demographics. It is possible for institutions to position themselves to successfully confront new issues and capture opportunities for growth and excellence if they cultivate a culture of organisational learning and strategic planning.

Martin and Carvalho (2016) sheds light on the significance of ethical leadership in the process of fostering honesty, fairness, and accountability inside educational institutions of higher learning. Institutions have the power to develop trust and credibility among their faculty members, students, and the larger society by adhering to high standards of honesty and accountability. The necessity of global perspectives and international collaboration in the process of improving the quality of academic personnel and their performance. Altbach and Knight (2007), internationalisation initiatives, which include faculty exchanges, cooperative research projects, and cross-cultural learning experiences, have the potential to extend the viewpoints of faculty members, develop their networks, and improve their professional competencies. In order to solve global concerns and better prepare students for success in a world that is more interconnected, educational institutions that embrace global involvement have the ability to access multiple perspectives and resources.

The significance of academic freedom and institutional autonomy in bolstering the quality and effectiveness of teachers. Within the context of higher education institutions, Marginson and Rhoades (2022) highlight the significance of ensuring the protection of academic freedom, intellectual inquiry, and critical thinking. By placing a high value on autonomy and freedom of expression, educational institutions have the ability to cultivate cultures in which faculty members have the sense that they are empowered to conduct creative research, challenge conventional knowledge, and contribute to the advancement of society. Trowler (2020) stresses the value of social networks, collegial ties, and collaborative work settings in the process of fostering teacher engagement, job satisfaction, and retention. Institutions that place a high priority on community-building efforts, such as faculty development workshops, interdisciplinary research centres, and social gatherings, have the ability to establish a culture that is both supportive and inclusive, allowing faculty members to feel valued and connected to the institution.

Marginson and Rhoades (2022), evidence-based procedures, which are facilitated by institutional data and performance indicators, have the potential to assist in the identification of areas that require development, the efficient allocation of resources, and the monitoring of progress towards specific institutional goals. Through the utilisation of data analytics and assessment technologies, educational institutions have the ability to improve the transparency, accountability, and efficiency of the procedures involved in faculty development and performance evaluation.

Weeden et al. (2019), the ability to think creatively, take risks, and engage in entrepreneurial thinking are key characteristics for academic staff members who are navigating the intricacies of modern academia. Faculty members can be empowered to translate their research into real-world impact and contribute to economic development and societal advancement by participating in institutions that give assistance for entrepreneurial endeavours.

### Research Methodology

A hybrid approach was taken in conducting the study. A research approach known as the mixed method integrates both qualitative and quantitative data into a single study. Asking wide-ranging, reflective questions is one tactic (qualitative technique) and "close answer" questions as a quantitative method. This study used a mixed-method approach to gather data from Pakistani colleges and universities, with a descriptive focus. Mixed methods studies gather, examine, and synthesise data from both qualitative (interviews) and quantitative (surveys). In Pakistan, there are 1900 colleges that are connected to different universities that grant degrees. Which 258 colleges (258 principals, 258 directors of QEC, and 7582 faculty members) in Sindh, 209 colleges (209 principals, 209 directors of QEC, and 5674 faculty members) in KP, and 72 colleges (72 principals, 72 directors of QEC, and 3212 faculty members) in Baluchistan were among the 1351 colleges (1351 principals, 1351 directors of QEC, and 36,648 faculty members) in Punjab. At QEC, there were 1900 directors, 1900 principals, and 53,116 faculty members working at these institutions. Every reader of this was a part of the study. 56,916 people were calculated as a result of this procedure. Sindh, Punjab, KPK, and Baluchistan comprised the sample. Four public universities and sixteen affiliated colleges from Punjab; one public university and four affiliated colleges from KPK; one public university and four affiliated colleges from Sindh; and one public university and four affiliated colleges from Baluchistan comprised the study's sample. The questionnaires assessed academic staff performance. The affiliated colleges' principals and professors received the questionnaires. Pakistani affiliated college head faculty teachers' questionnaire. One protocol for principals of connected colleges and one for QEC directors of Pakistani universities. Quantitative data must be coded before analysis. Coding was needed during data collecting and SPSS-25 data input. The differences in quality assurance techniques between administrators and teachers were examined using percentages, averages, and ANOVA. Qualitative data collecting included subjective information.

### Results



**Quantitative Results**

Table 1 shows Pakistan's provinces' teachers' ages by year. Only 5% of Punjab's teachers are 25–30, but 20% of Sindh's are. Similar to Khyber Pakhtunkhwa (KPK), 15% of teaching staff in Baluchistan are 25–30. Sindh has 30% of 31–35-year-old teachers, Punjab 16.25%, KPK 35%, and Baluchistan 10%. Baluchistan has 40% of 36-to-40-year-olds, compared to 70% in Punjab, 25% in Khyber Pakhtunkhwa, and 40% in Sindh. Sindh has 10% teachers over 40, Punjab 8.75%, KPK 25%, and Baluchistan 35%. All age groups covered, Sindh contributes 100 teachers (20%) to the study's 140 teachers, Punjab 80 (100%), KPK 20 (100%), and Baluchistan 20 (100%).

**Table 1: Age (Year) Distribution of Teachers**

	Sindh		Punjab		KPK		Baluchistan		Total
	f	%	f	%	f	%	f	%	
25-30	4	20%	4	5%	3	15%	3	15%	14
31-35	6	30%	13	16.25%	7	35%	2	10%	28
36-40	8	40%	56	70%	5	25%	8	40%	77
> 40	2	10%	7	8.75%	5	25%	7	35%	21
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>140</b>

Table 2 compares Pakistan's provinces' teachers' education. In Sindh, 35% of teachers hold a Bachelor of Science (BS) degree, while in Punjab, 3.75% do. Only 10% of teachers in Khyber Pakhtunkhwa (KPK) have a Bachelor of Science degree, but 15% in Baluchistan. In Sindh, 40% of teachers have an MA or MSC, but in Punjab, 81.25% do. In KPK, 50% of teachers have a master's or specialist's degree; in Baluchistan, 70% have. Sindh supplies 15% of M. Phils, Punjab 8.75%, KPK 25%, and Baluchistan 10%. Finally, Sindh has 10% Ph.D.-holding teachers, Punjab 6.25 percent, KPK 15%, and Baluchistan 5%. Sindh contributes 20 teachers to the 140-teacher general allotment, Punjab 80, KPK 20, and Baluchistan 20.

**Table 2: Qualification of Teachers**

	Sindh		Punjab		KPK		Baluchistan		Total
	f	%	F	%	f	%	f	%	
BS	7	35%	3	3.75%	2	10%	3	15%	15
MA/MSc	8	40%	65	81.25%	10	50%	14	70%	97
M.Phil	3	15%	7	8.75%	5	25%	2	10%	17
Ph.D.	2	10%	5	6.25%	3	15%	1	05%	11
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>140</b>

Table 3 compares the distribution of teachers by class level among Pakistan's provinces. 5% of Punjab teachers teach BA/BSC, but 10% in Sindh. BA/BSC lessons are taught by 10% of KPK and 15% of Baluchistan teachers. Sindh provides 30% of BS teachers, Punjab 46.25 percent, KPK 30 percent, and Baluchistan 30 percent. Sindh provides 10%, Punjab 6.25%, KPK 15%, and Baluchistan 10% to MA/MSc. In secondary schools, 25% of Sindh, 33.75% of Punjab, 20% of KPK, and 20% of Baluchistan teachers are engaged. Sindh has 15% M. Phil-qualified academics, Punjab 5%, KPK 15%, and Baluchistan 10%. In conclusion, Sindh has 10% Ph.D. teachers, Punjab 3.75%, KPK 10%, and Baluchistan 15%. Sindh contributes 20 teachers to the 140-teacher total, Punjab 80, KPK 20, and Baluchistan 20.

**Table 3: Class Teaching**

	Sindh		Punjab		KPK		Baluchistan		Total
	f	%	F	%	f	%	f	%	
BA/BSC	2	10%	4	5%	2	10%	3	15%	11%
BS	6	30%	37	46.25%	6	30%	6	30%	55%
MA/MSc	2	10%	5	6.25%	3	15%	2	10%	12%
MS	5	25%	27	33.75%	4	20%	4	20%	40%
M.Phil	3	15%	4	5%	3	15%	2	10%	12%
Ph.D.	2	10%	3	3.75%	2	10%	3	15%	10%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>140</b>

Table 4 shows teachers' years of experience in each region of Pakistan. Twenty-five percent of Sindh teachers have one to five years of classroom experience, compared to twenty percent in Punjab. Khyber Pakhtunkhwa (KPK) has 20% of teachers with this experience, whereas Baluchistan has 10%. With 6-10 years of experience, 20% of teachers are from Sindh, 30% from Punjab, 30% from KPK, and 15% from Baluchistan. Sindh has 25% of teachers with 11-15 years of experience, Punjab 23.75%, KPK 25%, and Baluchistan 50%. Sindh and Punjab had 20% of workers with 16–20 years of experience, KPK 10%, and Baluchistan 10%. Sindh has 10% teachers with more than 20 years of experience, Punjab 6.25%, KPK 15%, and Baluchistan 15%. When all experience categories are included, Sindh contributes 20 teachers to the 140-teacher count, Punjab 80, KPK 20, and Baluchistan 20.

**Table 4: Teaching Experience (in Year)**

	Sindh		Punjab		KPK		Baluchistan		Total
	f	%	f	%	f	%	f	%	

I-5	5	25%	16	20%	4	20%	2	10%	27
6-10	4	20%	24	30%	6	30%	3	15%	37
11-15	5	25%	19	23.75%	5	25%	10	50%	39
16-20	4	20%	16	20%	2	10%	2	10%	24
> 20	2	10%	5	6.25%	3	15%	3	15%	13
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>140</b>

Table 5 details the resources available to Punjab teachers in Pakistan. Computers are among the most accessible resources; 77 teachers (96.25 percent) have access, while three do not. The same pattern applies to internet access, with 76 teachers (95%) reporting access and four not. E-Data access is similarly dispersed, with 76 teachers (95%) having it and 6 without. 21 professors (26.25%) have confirmed e-book access, while 9 do not. It is notable that only two teachers (2.5% of the total) have access to the electronic library, whereas 78 do not. However, 79 teachers (98.75%) have access to a real library, which has many reading materials. Conference rooms are available to 76 teachers (95%), with only four teachers without access. A similar 98.75% confirmation rate was achieved by 79 teachers confirming prayer spaces and facilities. Most transport facilities are accessible, with 87.5% of teachers having access and 10% not. One teacher confirmed access to medical services (1.25%), making them harder to reach.

**Table 5: What Resources are Accessible to Teachers (in Punjab)?**

Resource	Yes	No
Computer	77	3
Internet	76	4
E-Data	76	6
E-Book	21	9
E-Library	2	78
Reading in Library	79	1
Conference Room	76	4
Prayer Place	79	1
Transport Facility	70	10
Medical Facility	1	79
Hostel Facility	78	2

Table 6 details the resources available to Sindh, Pakistani teachers. Four teachers (20%) have computers, while the other sixteen do not. Only 2 teachers (10%) have internet access, whereas 18 do not. The trend continues with only two teachers (10%) reporting e-data access and eighteen teachers not. The remaining 19 teachers lack electronic books, while one (5% of all teachers) does. Only two teachers (10%) have access to the electronic library, while eighteen do not. Reading resources are abundant in physical libraries; eighteen teachers (80%) have access to one, while four do not. Only 4 teachers lack conference room access, while 16 (80%) do. Only one teacher does not have access to prayer places, but 19 (95%) have confirmed their availability. Ten teachers (50%) with transport and the same number without are present. Only two teachers (10%) have medical facilities within reach. This suggests restricted access to other resources.

**Table 6: What Resources are Accessible to Teachers (Sindh)?**

Resource	Yes	No
Computer	4	16
Internet	2	18
E-Data	2	18
E-Book	1	19
E-Library	2	18
Reading in Library	16	04
Conference Room	16	04
Prayer Place	19	01
Transport Facility	10	10
Medical Facility	2	18
Hostel Facility	18	2

Table 7 details the resources available to teachers in Khyber Pakhtunkhwa (KPK), Pakistan. Computer access has been verified by 12 teachers (60%), while 8 teachers do not. Internet access is also low, with only four teachers (20%) reporting access and sixteen not. This pattern also applies to e-data access, with three teachers (15%) reporting access and seventeen not. Eighteen teachers lack access to electronic books and libraries, whereas two have it (10%). However, reading resources in a real library are easier to obtain, and 10 teachers—50% of the total—have confirmed access, while the same number do not. Three teachers (15%) lack conference room access, whereas 17 teachers (85%) have access. Twenty teachers—100% of the sample—attest to prayer areas. Transport facilities are evenly spread, with 10 teachers (50%) reporting access and an equal number not. It appears that none of the questioned KPK teachers have medical services. Hostel facilities are available to eighteen professors—90% of the total—while only two teachers do not.

**Table 7: What Resources are Accessible to Teachers (in KPK)?**

Resource	Yes	No
Computer	12	8
Internet	4	16
E-Data	3	17
E-Book	2	18
E-Library	2	18
Reading in Library	10	10
Conference Room	17	3
Prayer Place	20	0
Transport Facility	10	10
Medical Facility	0	20
Hostel Facility	18	2

Table 8 illustrates the resources available to teachers in Baluchistan, Pakistan. One resource that 15% of teachers acknowledge is computer access, whereas 17% do not. Despite only 2 teachers (10%) admitting to have internet access, 18 teachers do not. One teacher out of 20 (5%) has E-Data, while the other 19 do not. In the poll, no teachers mentioned having electronic books or libraries. Ten teachers—50%—report having access to library reading resources, while the same number do not. As of now, 10 teachers (50%) have confirmed conference room access and 10 do not. Twenty teachers—100% of the sample—attest to prayer areas. Ten teachers (50%) report access to transit facilities, while the rest do not. No Baluchistani teachers polled had access to medical facilities. Only three teachers do not have access to hostel amenities, but 17 teachers, or 85%, have confirmed their availability.

**Table 8: What Resources are Accessible to Teachers (in Baluchistan)?**

Resource	Yes	No
Computer	3	17
Internet	2	18
E-Data	1	19
E-Book	0	20
E-Library	0	20
Reading in Library	10	10
Conference Room	10	10
Prayer Place	20	0
Transport Facility	10	10
Medical Facility	0	20
Hostel Facility	17	3

Table 9 gives a detailed summary that Punjab province had a mean value of 3.94 and a standard deviation of 0.998, whereas Sindh province had a mean value of 2.00 and a standard deviation of 0.998 for the statement "The college has equal opportunity for professors" (1.17). KPK mean value for that statement was (3.75) with a standard deviation of (0.967), while Baluchistan's was (2.65). (0.875). Punjab has a higher mean value than the other provinces. KPK finished second, however the Punjab and KPK mean values were close. This showed that Sindh had the lowest mean value and Baluchistan was close to it in the rankings. Punjab's mean value for "The college has been equipped with appropriately competent teaching personnel" was (4.09) with a standard deviation of (0.732), whereas Sindh's was (3.5). (0.607). Thus, KPK mean value for this statement was (4.00) with a standard deviation of (0.649), while Baluchistan's was (3.25). (0.716). Punjab and KPK have higher mean values than all provinces. The KPK ranked second, but it was close to the Punjab mean. However, Baluchistan has the lowest mean value for this assumption. Average response to "The college has hired adequate administrative staff for management" was (3.81) with a standard deviation of (0.915), while mean response was (2.6) with a standard deviation of (0.915). (0.754). Baluchistan's mean value for this statement was 3.4, while KPK was 4.2 with a standard deviation of 0.696. (0.681). This showed that KPK has a higher mean value than other provinces. Punjab ranked second, however the distance between Punjab and KPK mean values was minor. Sindh and Baluchistan have low mean values. Teachers' responses to "The college have clear rules and regulations of responsibilities." Punjab had a mean value of (4.04) and a standard deviation of (0.892), whereas Sindh had (3.15). (0.745). The mean value for this statement in KPK was (4.1) with a standard deviation of (0.641), whereas in Baluchistan it was (3.15). (1.04). Punjab has a higher mean value than the other provinces. KPK finished second, however the Punjab and KPK mean values were close. Sindh and Baluchistan had the lowest mean. Teachers' responses to "The college have clear rules and regulations of responsibilities." Punjab had a mean value of (4.04) and Sindh 3.15 with a standard deviation of (0.892). (0.745). KPK had a mean value of 4.1 and a standard deviation of 0.641, while Baluchistan had 3.15 and 0.641. (1.04). Punjab has a higher mean value than the other provinces. KPK finished second, however the Punjab and KPK mean values were close. Sindh and Baluchistan had the lowest mean value, the data showed. The respondents' answers to "At least 70% of all sanctioned roles are filled in the college" had a mean value of (3.82) and a standard deviation of (0.839) 2.25. (1.333). KPK mean value for this statement was (3.75) with a standard deviation of (0.55), while Baluchistan's was (2.25). (1.293). Punjab has a higher mean value than the other provinces. KPK mean

value was second, but the Punjab and KPK mean values were close. Sindh and Baluchistan averaged the same. Teachers' responses to "The teacher-student ratio is no more than 1 to 40" were noted. Punjab's mean value was 3.85 with a standard deviation of 0.995, whereas Sindh's was 2.6. (0.681). KPK mean value for the statement was (4.25) with a standard deviation of (0.786), and Baluchistan's was (2.9). (0.788). This showed that KPK had a higher mean value than the other provinces. Punjab's mean value was second, but the difference between it and KPK was minor. Sindh and Baluchistan have low mean values. Teachers commented on "The college has put in place a well-thought-out process." Punjab's mean value was 3.69 with a standard deviation of 0.894, whereas Sindh's was 2.85. (0.671). With a standard deviation of (0.562), KPK mean value for this statement was (4.00) while Baluchistan's was (3.1) (1.021). This showed that KPK had a higher mean value than the other provinces. Punjab's mean value was second, but the difference between it and KPK was minor. Sindh and Baluchistan have low mean values. For "The college has built a counselling system", Punjab had a mean value of 4.00 and a standard deviation of 0.827, while Sindh had 2.75 and 0.827. (1.02). Baluchistan's mean value for this statement was 3.00, while KPK was 4.15 with a standard deviation of 0.745. (0.918). This showed that KPK had a higher mean value than the other provinces. Punjab's mean value was second, but the difference between it and KPK was minor. Sindh and Baluchistan have low mean values. Teachers' comments to "The college is applying an established professional code of conduct" were noticed. Punjab had 3.99 mean value and 0.879 standard deviation, while Sindh had 2.7 mean value and 0.879 standard deviation. (1.261). KPK mean value for provided statement was (3.6) with a standard deviation of (1.095), while Baluchistan's was (3.9) with 1.095. (0.718). Punjab has a higher mean value than the other provinces. Baluchistan mean value was second, but the difference was tiny. Sindh and KPK have low mean values.

**Table 9: Vision, Mission and Goals Distribution**

	Sindh		Punjab		KPK		Baluchistan	
	M	SD	M	SD	M	SD	M	SD
The college has clearly mentioned the equal opportunity appointment criteria for teaching and non-teaching faculty members as per policy of the affiliating institutions.	3.94	0.99	2	1.17	3.75	0.96	2.65	0.87
The college has been provided with suitably qualified teaching staff for the academic programs.	4.09	0.73	3.5	0.60	4.00	0.64	3.25	0.71
The college has hired adequate administrative staff for management and implementation.	3.81	0.91	2.6	0.75	4.2	0.69	3.4	0.68
The college has clear rules and regulations of academic and administrative responsibilities.	4.04	0.89	3.15	0.74	4.1	0.64	3.15	1.04
The college academic staff has standard teaching and research workload.	3.89	1.00	2.95	0.99	4.05	0.759	3.85	0.67
In the college minimum 70% of all sanctioned posts are filled.	3.82	0.83	2.25	1.33	3.75	0.55	2.25	1.29
The teacher-student ratio is maximum 1 to 40.	3.85	0.99	2.6	0.68	4.25	0.78	2.9	0.78
The college has implemented well-articulated mechanism of performance evaluation for academic and non-academic staff.	3.69	0.89	2.85	0.67	4.00	0.56	3.1	1.01
The college has developed counseling and performance appraisal system for teachers and staff.	4.00	0.82	2.75	1.02	4.15	0.74	3.00	0.91
The college is implementing an approved professional code of ethics.	3.99	0.87	2.7	1.26	3.6	1.09	3.9	0.71

SD = Standard Deviation

The findings of an analysis of variance (ANOVA) are shown in Table 10. Punjab's mean score (3.9113) was greater than Sindh and Baluchistan's, but its standard deviation was smaller (.50189). KPK had a higher mean (3.98) and standard deviation (.19270) than all other provinces. Sindh provinces had a higher mean (3.14) and standard deviation (.30689) than Baluchistan. Sindh's mean value (2.73) and standard deviation (.36458) were substantially lower than the other provinces. KPK ranked first, Punjab second, Baluchistan third, and Sindh last.





colleges in Pakistan, the directors of QEC were also supporting the thoughts of principals over the lack of physical infrastructure, academic facilities, and learning resources. In order to fulfil Pakistan's fundamental quality criteria for colleges, one of the most important aspects of the research was to acquire knowledge about the most recent teaching methods and professional development opportunities. It was discovered that a lack of professional behaviour among the principals and professors was another problem that was detected in the process of setting minimal quality requirements for colleges in Pakistan. In order to fulfil the impending necessity, continuous professional growth was a step that was much more significantly required. An investigation revealed that a significant number of college professors lacked skills in operating a computer. They observed that traditional lecturing approaches that did not use audiovisual aids were constrained. It was mentioned by the directors of QEC that college lecturers were not aware of the unique teaching approach which was utilised by the university. It was discovered that colleges did not have sufficient continuing professional development (CPD) among their faculty members. As part of the study, one of the tasks that needed to be completed was to analyse the issues that pertain to resources and development in order to meet the minimal quality standards for colleges in Pakistan. The vast majority of the educational institutions were discovered to be oblivious of this particular facet. In spite of the fact that some college principals were unaware of research and development, it was clear that this marked a significant stride forward for educational institutions. Their belief was that many colleges did not have any PhD faculty members who were knowledgeable about research and development. There were only a few colleges that had begun research programmes once they had brought on board a few professors who had earned their Ph.D. As a result, the conclusion that was reached was that principals were incapable of recognising research and development as quality criteria.

### Conclusion

The study found that different provinces had differing degrees of concordance between the goals of their educational institutions and the policies of the national education system. Both Punjab and Khyber Pakhtunkhwa (KPK) displayed a closer alignment with one another as well as a deeper grasp of their own visions, missions, and goals, which may indicate more successful policy implementation and governance systems. In contrast, Sindh and Baluchistan both displayed somewhat lower alignment scores, which suggests that there is space for improvement in communication, coordination, and the implementation of policies. Access to resources, an essential component in determining educational quality, was another aspect that varied significantly between regions. While KPK displayed impressive access to resources, Punjab emerged as a province with relatively higher accessibility to resources such as computers, the internet, and E-Books. Punjab was the province with the highest overall accessibility to resources. However, Sindh and Baluchistan trailed behind, notably in areas such as medical facilities and electronic resources. These highlights significant differences in the educational experience and professional development of teachers in those two provinces. The study's critical aspect was finding out how affiliated colleges followed the minimum quality standards. It was found that vision, mission, and goal-oriented teaching-learning did not achieve the minimum quality standard regarding quality assurance. It was to determine how much focus was given to following the first standard; the same statement was also said by (Gilani, 2015). There was a significant gap regarding achieving the vision mission goal. It was found that teachers did not follow the visionary concept of teaching. Through the principals and QEC director, it was found that currently, teachers had no ambitious approach in teaching as well, as students were also found mission fewer learners. It was found that teachers did not incorporate goal-oriented behaviour among the students. In response, the principals admitted that they were unaware of how mission, vision, and goal-oriented could be created in their institutions. In another dimension, QEC directors revealed that university education is more visionary, mission-based, and goal-oriented than affiliated colleges regarding quality assurance. One of the important to find out the behavior of principals and teachers toward achieving the mission statement.

### Recommendation

On the basis of the findings and conclusions of this study, a number of suggestions and potential future directions can be given to address the observed discrepancies and improve the performance and quality of academic staff in Pakistani affiliated colleges, including the following:

1. Institutes should prioritise connecting their vision, mission, and goals with national educational policies. This may involve regular evaluations, stakeholder consultation, and revisions to ensure that the institution's goals match the nation's changing interests.
2. Create effective communication channels to ensure all stakeholders, including students, teachers, staff, and administration, understand the institution's guiding statements. Workshops, seminars, and awareness campaigns can simplify this procedure.
3. Policymakers should allocate sufficient financing to ensure equal access to key resources such as computers, internet, libraries, and medical services for all province citizens. Targeted interventions are needed in Sindh and Baluchistan due to resource limitations.
4. Investing in digital infrastructure, such electronic books and libraries, can bridge the resource gap and enhance the learning environment using technology. Institutions should prioritise faculty development to enhance their understanding of vision, purpose, and goals and their ability to implement them. Seminars, training and workshops are some of the ways this can be accomplished.
5. In order to contribute to a more robust education ecosystem, it is important to encourage collaboration across educational institutions and bodies. This will allow for the sharing of best practices and creative teaching approaches.
6. Establish systems for ongoing monitoring and evaluation of an institution's conformity with national policy and the availability of resources. This can be helpful in determining areas for improvement as well as tracking progress over time.

7. In order to cultivate healthy competition and push for ongoing development, associated colleges should be encouraged to engage in peer reviews and benchmarking.
8. Provinces like Baluchistan that have lower scores in terms of resource accessibility and alignment should receive further focus and consideration. Implement targeted activities with the goal of closing educational achievement inequalities and ensuring that all students and teachers have access to equitable educational opportunities.
9. Carry out research that follow subjects over time in order to monitor how alignment, perception, and resource availability change over time. This can provide extremely significant data regarding the effectiveness of policy changes and actions.
10. In order to resolve regional inequities, improve procedures for resource allocation, and assure the successful execution of vision, purpose, and goals across provinces, policymakers should consider refining and revising national education policies.

## References

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290–305.
- Baldwin, R. G., & Ford, J. K. (2021). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105.
- Baruch, Y., & Hall, D. T. (2013). The academic career: A model for future careers in other sectors? *Journal of Vocational Behavior*, 83(3), 328–345.
- Bates, A. W. (2000). *Managing technological change: Strategies for college and university leaders*. Jossey-Bass.
- Bentley, P. J., Teo, S. T. T., McLeod, L., & Tan, F. F. (2013). The role of intrinsic motivation, extrinsic motivation, and amotivation in predicting the academic performance of pharmacy students. *American Journal of Pharmaceutical Education*, 77(7), 1–8.
- Birnbaum, R. (2021). *How colleges work: The cybernetics of academic organization and leadership*. Jossey-Bass.
- Blackburn, R. T., & Lawrence, J. H. (2022). *Faculty at work: Motivation, expectation, satisfaction*. Johns Hopkins University Press.
- Blackledge, D. T. (2022). *Leadership and governance in higher education*. Praeger.
- Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. Jossey-Bass.
- Clark, B. R. (2021). *The academic life: Small worlds, different worlds*. Princeton University Press.
- DePietro, J., & Wiernik, B. M. (2020). COVID-19 and faculty work: Strategies for navigating an uncertain future. *Journal of Diversity in Higher Education*, 13(1), 1–14.
- Eby, L. T., Butts, M., & Lockwood, A. (2013). Predictors of success in the era of the boundaryless career. *Journal of Organizational Behavior*, 34(S1), S59–S77.
- Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., & Trow, M. (2022). *The new production of knowledge: The dynamics of science and research in contemporary societies*. Sage Publications.
- Kinman, G., & Jones, F. (2022). 'Running up the down escalator': Stressors and strains in UK academics. *Quality in Higher Education*, 9(1), 21–38.
- Kyvik, S., & Olsen, T. B. (2023). Does research productivity decline with academic age? *Higher Education*, 55(2), 193–205.
- Marginson, S., & Rhoades, G. (2022). Beyond national states, markets, and systems of higher education: A glonacal agency heuristic. *Higher Education*, 43(3), 281–309.
- Martin, R. M., & Carvalho, J. C. (2016). Ethical leadership in higher education institutions: Understanding the impact of academic ethical leadership on faculty job satisfaction. *International Journal of Educational Management*, 30(4), 639–657.
- Pascarella, E. T., & Terenzini, P. T. (2021). *How college affects students: A third decade of research (Vol. 2)*. Jossey-Bass.
- Picciano, A. G., & Seaman, J. (2009). K–12 online learning: A 2023 follow-up of the survey of U.S. school district administrators. Sloan Consortium.
- Richardson, J. T. E., & McDonald, L. T. (2023). Motivation for achieving and assessment preference as predictors of academic performance. *Educational Psychology*, 28(7), 711–721.
- Smith, D. G., Turner, C. S. V., Osei-Kofi, N., & Richards, S. (2021). *Interrupting the usual: Successful strategies for hiring diverse faculty*. Stylus Publishing, LLC.
- Trowler, P. (2020). Captured by the discourse? The social and cultural production of research evaluation exercises. *Studies in Higher Education*, 26(1), 3–17.
- Turner, C. S. V., González, J. C., & Wood, J. L. (2023). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 1(3), 139–168.
- Weeden, K. A., Cornwell, B., & Jasso, G. (2019). A theory of collective competence: Sociological foundations of the entrepreneurial university. *American Journal of Sociology*, 124(5), 1263–1318.
- Wuchty, S., Jones, B. F., & Uzzi, B. (2007). The increasing dominance of teams in production of knowledge. *Science*, 316(5827), 1036–1039.