

ASSESSING FACULTY PERFORMANCE AT MIRPUR UNIVERSITY OF SCIENCE & TECHNOLOGY (MUST): INFLUENCING FACTORS, KEY INDICATORS, AND CHALLENGES

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Abstract

This study assesses the productivity of the faculty members in the MUST with regard to Key Performance Indicators, challenges and issues. Questionnaire having close-ended questions were used and data were analyzed using Statistical Package for Social Sciences (SPSS). When it comes to anxieties, the faculties reported moderate to high level of anxiety (Mean= 3.7) that might be related to professional competencies Practiced by the faculty for enhancing professional development (Mean = 4.5) and for administrative responsibilities (Mean = 4.9) show that faculties are dedicated to academic and Leadership position. However, the following challenges were noted; political influence, absence of Tool (Mean = 4.3), unequal Assessment (Mean =2.9). Some of these are detrimental to total faculty output and morale. The future study promotes the idea of an open evaluation system, the accessibility of digital resources, and professional development. It is clear that dealing with theory shown areas with specific remedies will enhance a positive academic climate and enhance faculty effectiveness in MUST.

Keywords: Faculty Performance, Professional Development, Evaluation Systems, Digital Tools in Education

INTRODUCTION

Teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. An effective teacher development design should have a thorough measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in favour of more activity oriented programs which have direct bearing on actual classroom situation (UNESCO, 2002).

The teacher should realize that it is not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand the discussion persuaded most of the teachers to love honesty which is a hidden value for developing positive attitude towards the profession of teaching (Kumar, 2005).

Teaching is an arrangement and manipulation of a situation in which a learner efforts to overcome the learning problems (Iqbal, 1996), comprises as series of actions intended to facilitate learning as teaching is a multidimensional set of activities (Torrington et al., 2003). The teachers, therefore, need to be capable in the content as well as in the way to deliver that content in order to facilitate learning. Thus knowing 'how' of teaching is as important as what of teaching (Parson et al., 2001).

The teaching phenomenon has long been the subject of investigation and analysis by researchers and scholars in the field of education, according to Panda and Mohanty (2003). However, it is generally accepted that a teacher's ability to instruct students is an essential component in their learning and academic success.

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-

improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students etc. "Judged the teachers' performance on five teaching functions: instructional presentations, instructional monitoring and feedback, management of time for instruction, and management of students' conduct," according to Swartz et al. (1990). According to Jahangir 1988 "Evaluated teachers' performance on four categories of teaching behavior, namely, intellect, teachers' personality, teaching techniques and interaction with students". Riaz (2000) measured teachers' performance on such factors teaching competence demonstrated, motivational skills, teachers' attitude toward students and fairness in grading.

According to Robertson et al., (2015), It refers to the act of performing or finishing a task, activity, or function". According to Bacons hypotheses "Faculty members who successfully implement classroom management techniques reduce the behaviour that hinders learning for both individual and group students while promoting the behaviour that support or improve learning".

According to (Monica C. Jackson) term faculties are an essential component of the university's full time faculty, playing a key role in the community. Term faculty teach, mentor students, may be research active, and have imported roles in the academic units and university as a whole.

Faculty performance selected indicates the assumptions that a university is making with regard to appropriate faculty activities and the relationship between the institution and its faculty. In the remainder of this section, issues' concerning the use of each approach to performance in higher education is addressed. (Richard S. Kurz, John J. Mueller -2016)

Faculty performance as typically employed in higher education literature is viewed as effectiveness construct. As such a construct, faculty performance can be conceptualized as the quality or quantity of faculty behavior or the degree to which a faculty member has accomplished the goals of teaching, research, or service. (Judith L. Gibbons & Frank DiCataldo 2016).

According to Aslam, 2011 "Faculty members need more accurate and valid data for self-improvement in their weak areas. When evaluations are based on facts, faculty members will have better measures of positive improvement. As a result, faculty members' performance is seen as a guide for improving their ability to teach. This indicates that in order to improve teaching strategies, effect the desired change, and boost productivity by strengthening the areas where the results highlight deficiencies in the current system, faculty members' performance must be transferred".

According to Gupta (1998) Fuzzy Conjoint Model, there are set key performance indicators such as: teaching and supervision, research and publication, service administration, assessment and evaluation, interpersonal relationship and professional development.

According to Tehseen, T., Batool, 2022 "There are several factors affecting the performance of faculty members such as weak academic system, research productivity, lack of professional development activities, biasness in the assessment & evaluation, lack of physical facilities etc".

TEACHER EDUCATION AND PERFORMANCE OF FACULTY MEMBERS WORKING IN MUST

According to Riaz 2000 "Assessed faculty performance based on characteristics such grading fairness, teachers' attitudes towards students, motivational skills, and demonstrated teaching competency".

When we talk about aptitude, we're talking about potential instead of achievement. Aptitudes are term used to describe certain skills like math or athletic ability. One term for a specialized area of performance is aptitude. Ability is the accepted, innate size to implement a particular kind of work. One can have intellectual or physical abilities. There are connections and alterations among aptitude and intellect measure.

According to Wikipedia 2007, "Skill distributes psychological ability into several distinct qualities that are meant to be largely self-governing of one alternative, whereas aptitude measure opinions intellect as a solitary slow quality moving all psychological ability".

Attitudes are fixed responses to situations. The word "attitude" is typically used to define a viewpoint that articulates an individual's general propensity towards a certain object, concept, or association. Attitudes can be covert and more broad, as well as positive, negative, or neutral. Measurements of attitudes are extensively used, particularly in social thinking. There are gages for practically every section of our lives, from school courses to toothpaste, to measure our sentiments. The three kinds of attitudes that are measured are: reasoning, which represents our knowledge about an item or event; affective, which represents our feelings towards an object or event; and behavioral, which represents our actions towards a thing or occasion. One significant variable is the educator's attitude towards instruction. The capacity to foster welcoming and warm surroundings in the classroom is the main excellence of an excellent faculty member. The needs of the child should be the focus of instruction. A positive outlook on teaching is essential for the educator. He ought to have a kind disposition towards kids.

According to Chouhan 1984 "Educators need to look for the reasons for antisocial behaviour in the students and assist them in developing more positive traits. The knowledge and abilities that competent teachers utilize when they prepare, carry out, and modify education are wide, in-depth, and integrated."

It has been discovered that these classifications are based on the personal qualities of the educators, counting their beliefs about the subjects they communicate and exactly how best to teach them, as well as their training. All of these issues have an effect on how curricula are carried, thus sympathetic them can help determine how well national curriculum objectives and teacher preparation and practice coincide. They will assist in identifying the best for delivering rigorous curricula to kids across the system when combined with achievement statistics (Roy, 2001).

LITERATURE REVIEW

Role of higher education commission in Pakistani context (NAHE)

In the Pakistani context, the Higher Education Commission (HEC) plays a significant role in the prospective regarding in-service teachers' training and models. The HEC is the primary regulatory body for higher education in Pakistan, and it oversees various aspects of education, including teacher training and development. Here are some roles and initiatives of the HEC concerning in-service teacher training:

ROLES OF HEC IN IN-SERVICE TEACHER TRAINING

- 1. Policy Formulation:** The HEC is responsible for formulating policies related to teacher education and training. These policies aim to improve the quality of education by enhancing teachers' skills and knowledge.

- 2. Curriculum Development:** HEC works on developing updated and relevant curricula for in-service teacher training programs. This ensures that teachers receive training in line with modern educational practices and research.
- 3. Accreditation of Programs:** The HEC accredits in-service teacher training programs to ensure they meet quality standards. Accreditation helps institutions offer recognized and effective training to teachers.
- 4. Quality Assurance:** Quality assurance mechanisms are put in place by HEC to monitor and evaluate the effectiveness of in-service teacher training programs. This includes setting standards and benchmarks for training quality.
- 5. Financial Support:** HEC provides financial support to universities and institutions for running in-service training programs. This support helps in making training accessible and affordable for teachers.

IN-SERVICE TEACHER TRAINING MODELS (NAHE)

- 1. Continuing Professional Development (CPD) Programs:** HEC promotes CPD programs for in-service teachers, which are ongoing training initiatives designed to enhance teachers' skills throughout their careers.
- 2. Short Courses and Workshops:** HEC organizes and sponsors short courses and workshops on various teaching methodologies, subject content updates, and pedagogical techniques. These are often conducted in collaboration with universities and educational institutions.
- 3. Master's and Postgraduate Programs:** The HEC encourages in-service teachers to pursue Master's and postgraduate degrees in education-related fields. This not only enhances their knowledge but also qualifies them for promotions and higher positions.
- 4. ICT Integration:** HEC encourages the integration of information and communication Technology (ICT) in in-service teacher training. This includes training programs on using educational technologies effectively in the classroom.
- 5. Subject – Specific Training:** HEC facilitates subject – specific training programs for teachers to enhance their expertise in specific subjects. This is particularly important for improving the quality of teaching in STEM (Science, Technology, Engineering, and Mathematics) subjects.
- 6. Teacher Exchange Programs:** HEC promotes teacher exchange programs with foreign universities and institutions. This allows teachers to experience different educational systems and bring back innovative teaching practices.
- 7. Institutional Collaboration:** HEC encourages collaboration between teacher training institutions and schools. This facilitates practical training opportunities for in-service teachers to apply their learning in real classroom settings.
- 8. Assessment and Evaluation:** HEC emphasizes the importance of assessing and evaluating the effectiveness of in-service training programs. This includes feedback mechanisms, monitoring, and evaluation to ensure that training outcomes meet the desired objectives.

HIGHER EDUCATION COMMISSION INITIATIVES (NAHE)

- National Academy of Higher Education (NAHE):** HEC established NAHE to provide professional development opportunities for university faculty, which indirectly impacts in-service teacher training by improving the quality of higher education instruction.

- **Faculty Development Program (FDP):** This program aims to improve the quality of teaching and research in higher education institutions. While primarily focused on university faculty, the FDP indirectly impacts in-service training by promoting a culture of continuous learning and improvement.
- **Teacher Education Reforms:** HEC has been involved in broader reforms in teacher education, including curriculum updates, pedagogical improvements, and the introduction of new teaching methods. These reforms trickle down to in-service training programs.

At the end the Higher Education Commission (HEC) of Pakistan plays a crucial role in enhancing the quality of in-service teacher training. Through policy formulation, program accreditation, financial support, and various training models, HEC aims to improve the skills, knowledge, and effectiveness of teachers across the country. These efforts are essential for advancing the quality of education at all levels in Pakistan.

FACULTY PERFORMANCE IN PUBLIC SECTOR UNIVERSITIES IN AJK

According to (Ibrahimi, 2013) “Universities are essential to society everywhere because they actively contribute to the establishment of knowledge, which in turn spurs rapid economic growth. Universities worldwide focus on developing their students' human capital so that they can become the best in their respective fields and the community at large. Universities are accountable for the growth and prosperity of an inclusive and democratic civil society. They provide students with knowledge, understanding, and social skills necessary for interaction and communication, demonstrating that they are a good place to learn and a model of a contemporary civil society. Furthermore, while faculty members and administrators collaborate on projects together at universities, faculty members bear the main responsibility for students' professional growth. In any university, achieving worldwide standards, having efficient management, and having well-performing faculty members are likely the main concerns. The primary goal of universities' sustainable faculty performance evaluation processes should be to increase student performance and prepare them as the next generation of human capital through better education and training. It is impossible to accomplish the quality of higher education in universities and the flowering of learning and enrichment of intellectual and academic knowledge to students in the university environment as a whole without evaluating and continuously improving the performance of the instructor”.

The way in which a faculty member engages with the society in which he works, for example, by promoting culture, offering counseling, conducting studies and research on societal issues, fortifying the bonds between university community institutions, and energizing the role of public and private institutions in university student services (Kubaisi, 2010).

According to (Aslam, 2011) “The responsibilities assigned to university faculty members are fulfilled by encouraging students to actively engage with the vast knowledge management theory and pertinent context. This work matrix gives university instructors a more practical and renewing experience. A mechanism for evaluating successful performance over the course of a professor's career is necessary for professional growth of university instructors”.

According to Stronge (2006) describes various forms of assessment techniques, including evaluations by peers, institutions, and students. The goal of all these techniques is to pinpoint performance gaps and offer opportunities for closing them in higher education institutions.

The process of performance evaluation serves as a guide for teachers to help them make the most of their teaching abilities. Faculty members require more reliable and valid data to help them improve their weak areas, and when evaluations are based on facts, faculty members will be able to measure their progress more positively. Accordingly, the performance evaluation system for faculty members must move teachers towards more effective teaching strategies, bring about the desired change, and boost productivity by strengthening the areas where the results have identified weaknesses (Aslam, 2011).

According to Peterson (2000), multitasking is required as a concept of accountability to make sure that teachers provide services in accordance with the needs of the business. Enhancing performance also promotes teachers' professional development.

Stronge (1995) further affirms that in order to grow and improve the provision of educational services, accountability and performance improvement are supportive interests that must be supported. Additionally, there needs to be coherence between the various tasks and teacher performance evaluation. One of the evaluation processes involves multitasking; improving this aspect will not only benefit the teacher but also the university as a whole. The objective of performance evaluation in universities is to make personnel decisions, such as hiring or firing decisions, performance bonuses, and promotions. Numerous techniques exist for assessing faculty members, including the Likert Scale, which is incorporated into questionnaires and is intended to measure performance by extracting the mean and using it as a performance indicator. Students are asked questions to measure their overall performance in a formative or summative manner after assessments are gathered and expressed as a percentage of the general classification (Davies, Hirschberg, Lye, Johnston, & McDonald, 2007).

KEY INDICATORS OF FACULTY MEMBER'S PERFORMANCE

According to (Levy, 2001) the performance of faculty members is critical for maintaining the standard of instruction and research offered in higher education institutions. Instructional evaluations are one way to gauge a faculty member's performance since they offer insightful commentary on their communication and instructional strategies. These assessments, which are based on student input, evaluate aspects like the organization of the course materials, the clarity of the instruction, and the responsiveness to the requirements of the students. Positive teaching ratings are a sign of a professor's ability to engage students and create productive learning settings.

According to Gupta (1998) Fuzzy Conjoint Model, there are set key performance indicators such as: teaching and supervision, research and publication, service administration, assessment and evaluation, interpersonal relationship and professional development.

Additionally, Research output is a significant metric of professor performance. Research funding, conference presentations, and publications are indicators of faculty members' contributions to the growth of knowledge in their particular professions. Faculty members that continuously produce excellent research show their knowledge and dedication to intellectual endeavors. So that the capacity to obtain outside research grants and financing demonstrates their ability to compete and their standing in the academic world.

Advisory and mentoring roles are also significant markers of academic performance. Students who get active mentoring and advice from faculty members are more likely to succeed in school and in their careers. The number of students supervised, success rates in gaining scholarships or placements, and feedback from mentees can all be used as indicators of effective mentoring and advising. The quality of the learning process is improved when

faculty members put in the time and effort necessary to support students' academic and personal development.

Another sign of a faculty member's performance is whether or not they take on leadership or service responsibilities inside the university. This involves participating in committee work, helping to define the curriculum, and taking on managerial responsibilities. A faculty member's active involvement in service projects shows their dedication to the institution's mission and readiness to support its efficient operation. Faculty members who assume leadership roles contribute to the institutions overall development and expansion.

FACULTY PERFORMANCE FACTORS IN HIGHER EDUCATION IN DEVELOPED COUNTRIES

In developed countries in the world like Germany, Japan, Canada, United Kingdom, United States, Denmark, Switzerland, Norway and turkey the assessment of a faculty member's performance in higher education is frequently based on a number of variables that affect the overall standard of their service, research, and instruction. These elements could consist of:

Teaching Effectiveness:

Faculty members are judged on their capacity to engage students in learning and provide high-quality education. This includes elements like the way the course is organized, how well it is communicated, how well it responds to the requirements of the students, and the use of creative teaching strategies.

Research Productivity:

Both the number and quality of a faculty member's research output serve as key performance measures. This may involve writing for respectable journals, speaking at conferences, obtaining funding, filing patents, and working with other academics and organizations.

Mentoring and Advising:

The mentoring and advising skills of faculty members are frequently evaluated. This includes supervising research projects, maintaining a good learning environment, and offering advice and help in academic and career-related topics.

Contributions through Service:

Faculty members are required to make service-related contributions to their workplace and the larger academic community. This could entail working with business partners, serving on committees, participating in academic governance, and doing community outreach.

Professional Development:

Faculty members must engage in ongoing professional development to be abreast of the most recent developments in research, instructional strategies, and technology. Faculty members are frequently judged by their institutions based on their dedication to lifelong learning and participation in professional development programmes.

Student Evaluations:

Evaluations and comments from students are important in determining how well a teaching member is doing. Student surveys, course evaluations, and other feedback methods may be used by institutions to get feedback on the efficiency, accessibility, and responsiveness of faculty members' instruction.

Peer Reviews:

Peer assessments offer a third-party viewpoint on a faculty members working performance. Colleagues from the same discipline or department evaluate each other's efforts to teaching, research, and service and offer insightful criticism.

Impact and Recognition:

The significance of faculty members' work in their area of specialization is frequently taken into account. Citations of their work, invitations to speak at conferences or workshops, accolades earned, and contributions to the advancement of knowledge in their field could all fall under this category.

It's significant to note that institutions and nations may differ in the specific variables and weights assigned to each aspect in faculty members performance. While evaluating faculty effectiveness in higher education in developed nations, these variables typically represent the focus on teaching, research, and service activities.

FACTORS AFFECTING ON PERFORMANCE OF FACULTY MEMBERS WORKING IN DEVELOPING COUNTRIES:

The assessment of faculty member's performance in higher education may include particular difficulties and considerations in developing countries. Even while the above described elements are still important, there might be other aspects that are unique to the setting of developing nations.

In Pakistan some of these elements could be:

Access and Equity:

Access to education poses a serious problem in underdeveloped nations. In order to ensure equal chances for all students, particularly those from marginalized backgrounds or underrepresented communities, faculty members may be evaluated on their efforts to advance inclusion.

Contextual Relevance:

In developing nations, it is essential that education be relevant to local circumstances and societal requirements. Faculty members may be evaluated on their capacity to modify curricula and instructional strategies to address regional issues, advance sustainable development, and advance the nation's overall socioeconomic growth.

Resource Constraints:

Developing nations frequently experience resource constraints due to insufficient finance, infrastructure, and technology. On their capacity to overcome these obstacles and provide quality instruction despite restricted resources, professors may be rated.

Community Engagement:

Community engagement and outreach are essential in undeveloped nations for addressing social problems and promoting local development. Faculty members may be judged on their participation in neighborhood-based initiatives, partnerships with regional businesses, and efforts to use their knowledge to address contemporary issues.

Research with Local Impact:

While productivity in research is vital, there may be a greater focus on research that specifically tackles regional issues and aids in the development of developing nations. The competence of faculty members to undertake research that is pertinent, useful, and advantageous to the neighborhood may be taken into consideration while evaluating.

Educational Quality: Inadequate primary and secondary education systems can lead to challenges in preparing students for higher education, affecting the teaching and learning environment for faculty.

Workload and Teaching Conditions:

Faculty members in developing countries often face high teaching loads, which can limit their time for research and professional development. Large class sizes and outdated teaching methods can also impact the quality of education.

Research Opportunities:

Limited research funding and collaboration opportunities can hinder faculty members' ability to engage in impactful research and contribute to their fields.

Capacity Building:

In developing nations, strengthening institutions' and faculty members' capacities is essential for long-term progress. On the basis of their contributions to the professional advancement of their peers, their mentoring of early-career researchers and their support of the institution's culture of lifelong learning, faculty performance may be evaluated.

Collaboration and networking:

In impoverished nations, collaboration and networking are crucial due to the lack of resources and experience. Faculty members may be judged on their capacity to forge alliances with other organizations, both domestically and abroad, in order to pool resources and improve their capacities for both teaching and research.

Policy and Advocacy:

Faculty members' contributions to policy debates and advocacy campaigns to address systemic problems in higher education and promote policy reforms that support the development of developing nations may be taken into consideration when evaluating them.

It's crucial to understand that different institutions, nations, and even undeveloped country like Pakistan may have different criteria and weights for measuring faculty performance. These aspects do, however, draw attention to some of the elements that might be particularly important when assessing faculty performance in higher education in developing nations.

CONCEPTUAL FRAMEWORK OF THEORIES PERFORMANCE OF FACULTY MEMBERS WORKING IN MIRPUR UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST)

The conceptual framework for the research question "Performance of Faculty Members Working in Mirpur University of Science and Technology (MUST)" can be organized according to a number of important theoretical views and concepts, including the following:

The Human Capital Theory asserts that an individual's level of knowledge, skills, and abilities significantly impacts their level of overall production and performance. Brown, M. R. (2019). Human Capital and Faculty Performance. In S. Williams & E. Davis (Eds.), *Advances in Higher Education Research* (pp. 87-104).

Expectancy Theory:

According to this theory, faculty performance is driven by the expectation that effort will lead to desired outcomes. It focuses on the link between individual motivation, effort, and performance.

Social Exchange Theory:

This theory examines faculty performance in terms of social relationships and reciprocity. It suggests that faculty members perform well when they perceive a fair exchange of rewards, recognition, and support from the institution.

Goal Setting Theory:

Faculty performance can be improved by setting clear, specific goals that are challenging yet achievable. This theory emphasizes the importance of goal clarity, commitment, and feedback in enhancing performance.

Self-Determination Theory:

Faculty members are more likely to excel when they feel autonomous, competent, and connected to their work. This theory highlights the role of intrinsic motivation and a sense of purpose in fostering high performance.

Resource-Based View:

This theory focuses on the availability and allocation of resources within an institution, suggesting that faculty performance is influenced by access to research funding, support staff, technology, and other resources.

Role Theory:

Faculty performance is viewed in terms of the roles and responsibilities they fulfill within the institution. This theory explores how role clarity, role conflict, and role ambiguity affect performance.

Social Cognitive Theory: Faculty performance is shaped by observational learning, self-efficacy beliefs, and the influence of role models. This theory emphasizes the role of social interactions and cognitive processes in performance improvement.

It's significant to note that these theories are not equally high-class, and multiple factors often cooperate to influence faculty performance. Institutions may draw on these theories to develop comprehensive strategies for faculty development, evaluation, and support.

STATEMENT OF THE PROBLEM

Faculty members play a central role for productivity in educational institutions. It has been seen that major challenges such as weak academic discipline, lack of communication, day-to-day strikes, absence of performance indicators, political interference are major hindrances to the performance of faculty members working and also others related issues can affect the performance of faculty members working in Mirpur University of Science and Technology (MUST) Mirpur. Therefore, this study is designed to find out the performance of faculty members working in Mirpur University of Science and Technology (MUST) Mirpur: Issues and Challenges

RESEARCH QUESTIONS

1. What are the key performance indicators for faculty members working in Mirpur University of Science & Technology (MUST) Mirpur?
2. What are the factors affecting the performance of faculty members working in MUST Mirpur?
3. What are the challenges faced by the faculty members which effects their performance in MUST Mirpur?

RESEARCH HYPOTHESIS

H01: There are no issues faced by faculty members working in Mirpur University of Science & Technology MUST Mirpur AJ&K?

HO2: There are no challenges faced by faculty members working in Mirpur University of Science & Technology MUST Mirpur AJ&K?

RESEARCH METHODOLOGY

Cross sectional design is used in this study. Survey questionnaires were used to gather data. In a cross-sectional survey design, the researcher collects data at one point in time. In this research study used a cross-sectional survey approach to study the performance of faculty members working in Mirpur university of science & technology (MUST) Mirpur: Issues & Challenges. The study suggested that the researcher had to go out to gather information.

The population of the present study consists of all faculty members of all departments in Mirpur University of Science & Technology (MUST) Mirpur.

Table 1: Population of the study

Mirpur University of Science & Technology (MUST)

SR#	Name of Departments Mirpur University of Science & Technology (MUST)	Number of Faculty members
01	Faculty of Engineering	130
02	Faculty of Natural & Applied Sciences	93
03	Faculty of Social Sciences & Humanities	38
04	Department of Health & Medical Sciences	30
05	Faculty of Veterinary and Animal Sciences	33
06	Faculty of MUST Business School	26
Total		350

Reference: Website of Mirpur University of Science and Technology (MUST)

The population of the study consists of 350 respondents, which is less than 500. Therefore, the researcher used the whole population as the sample of the study.

The present study is a survey in nature, a closed-ended self-developed questionnaire having four sections and 43 items was developed for data collection from faculty members of Mirpur University of Science & technology (MUST) Mirpur. Questionnaire was based on five point likert scales i.e. Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The questionnaire items were aligned with the research objectives.

Table 2

Faculty Performance Survey Questionnaire

Table 3.2: Faculty Performance Survey Questionnaire

SR #	Section – Wise Division	Section	No. of Items
1	Key performance indicators of faculty Members	A	21
2	Factors affecting the performance of faculty members	B	12
3	Issues faced by faculty members	C	5
4	Challenges faced by faculty members	D	5
Total			43

The reliability of the instrument result was 0.916 which showed high significance. The questionnaire was put to the test in the departments of Mirpur University of Science and technology MUST in AJK. Furthermore, experts in the pertinent field validated it. The criteria for selecting an expert were that he/she must have a PhD degree in education, experience of teaching at University level. Four experts were selected to accomplish this goal.

After the permission of the department the researcher start data collection and visit the departments of Mirpur University of science and technology (MUST) Mirpur. The researcher personally distributed questionnaires and collected data.

As a result, the response rate was approximately 80%. After the completion of the data collection the researcher analyse data in the software name SPSS (Statistical Package for Social Sciences).

The researcher describes the purpose of the research to the respondents who were willing to participate in the research. The participants were given a complete right to extract from the research at any stage if they want to do so. It was made sure that identify of the respondents along with the response will be kept personal and only utilize for research purposes.

Table 3

Faculty Performance Data

Indicators	M
Special attention to co-curricular activities	4.4
Day-to-day strikes hindrances	3.6
Conflict between student groups	4.1
Interference of politics and lack of digital tools	4.3

Top Performing Indicators

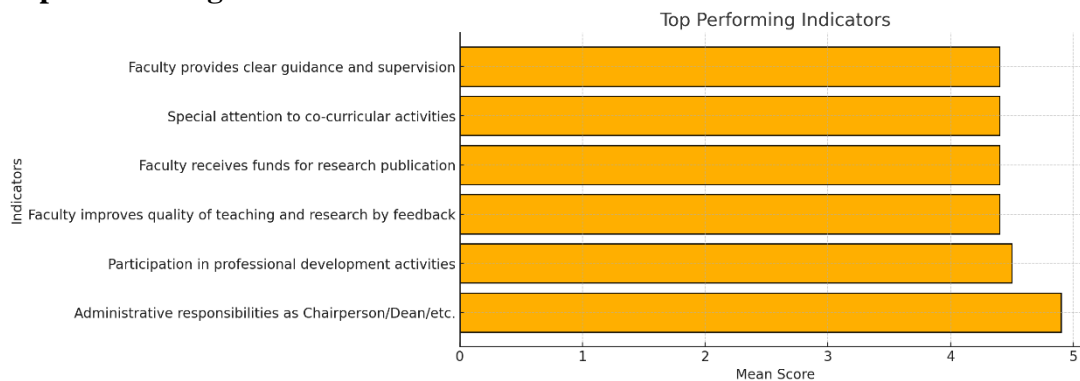


Figure 1

Low Performing Indicators

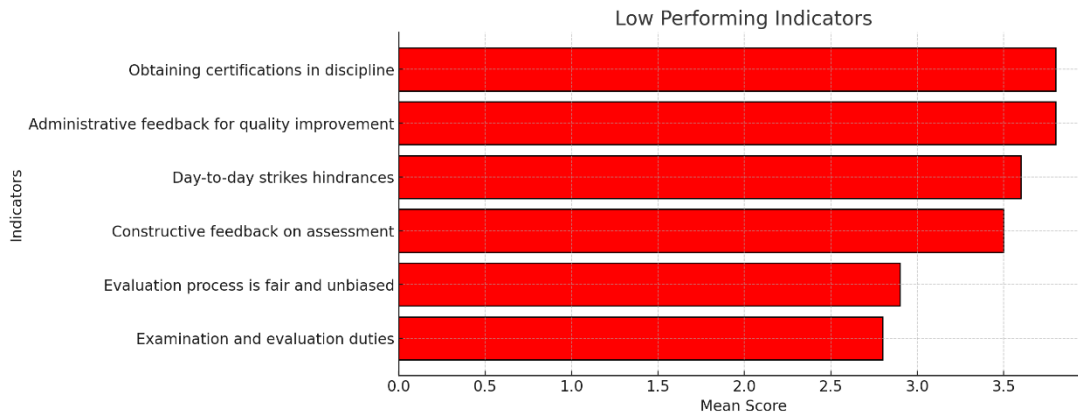


Figure 2

The dataset has been analyzed to provide descriptive and inferential statistics, with detailed insights into top and low-performing indicators for faculty performance at MUST. Visualizations of the top and low performers are displayed to highlight their relative performance. The results suggest significant deviations from the neutral mean of 3.5, indicating notable differences in faculty performance aspects.

Table 4
Frequency Distribution of Performance Categories

Performance Category	<i>f</i>
High	11
Moderate	7
Low	2

The majority of the indicators fall into the "High" category, demonstrating overall strong performance by faculty members in key areas such as teaching, research, and professional development. However, areas in the "Low" category, such as fair evaluation and examination duties, indicate opportunities for targeted improvements.

Table 5
Top 5 Indicators by Mean Score

Indicators	M
3 Administrative responsibilities as Chairperson/Dean/etc.	4.9
9 Participation in professional development activities	4.5
0 Faculty improves quality of teaching and research by feedback	4.4

The highest-scoring indicators highlight faculty members' active engagement in leadership roles and professional growth, which contributes to overall institutional development. This reflects strong faculty commitment to advancing both academic and administrative goals.

Table 6

Bottom 5 Indicators by Mean Score

Indicators	M
8 Examination and evaluation duties	2.8
7 Evaluation process is fair and unbiased	2.9
6 Constructive feedback on assessment	3.5
17 Day-to-day strikes hindrances	3.6

The lowest-scoring indicators reveal challenges in the university's evaluation and feedback mechanisms. These areas may contribute to dissatisfaction or inefficiencies in faculty performance, emphasizing the need for reforms in examination policies and professional certification processes.

Table 7

Summary Statistics by Performance Category

Category	Count	M	SD
Low	2	2.8499	0.0707
Moderate	7	3.8000	0.1914
High	11	4.3652	0.2203

This categorization underscores the disparity between strengths and areas for improvement. While high-performing areas drive overall success, targeted efforts to uplift "Low" and "Moderate" categories will enhance overall faculty performance and satisfaction.

Table 8

Indicators Related to Professional Development

Indicators	Mean
9 Participation in professional development activities	4.5
10 Obtaining certifications in discipline	3.8

Indicators	Mean
11 Relevance of professional development opportunities	4.2

Professional development is a strong point for the faculty, with high participation in workshops and relevance to teaching and research. However, slightly lower scores in obtaining certifications suggest potential barriers (e.g., lack of time, funding, or access to certifications).

Hypothesis Results

The null hypothesis were rejected and alternative hypothesis were accepted.

1. $H_{0\ 1}$: There are issues faced by faculty members working in Mirpur University of Science & Technology (MUST) Mirpur AJ&K.
2. $H_{0\ 2}$: There are challenges faced by faculty members working in Mirpur University of Science & Technology (MUST) Mirpur AJ&K.

Discussion

The findings of this study provide significant insights into the factors influencing faculty performance at Mirpur University of Science & Technology (MUST). The data reveal a dual narrative: while faculty members excel in several areas, challenges persist that require institutional attention.

Key Performance Indicators

Faculty performance at MUST was measured through various indicators, including teaching quality, research contributions, administrative roles, and professional development. The results showed high mean scores for participation in professional development activities ($M = 4.5$) and administrative responsibilities ($M = 4.9$), suggesting a strong faculty commitment to academic and leadership excellence. These findings align with previous research indicating that faculty engagement in administrative roles enhances organizational performance (Tadesse et al., 2020). However, the slightly lower mean score for obtaining certifications ($M = 3.8$) suggests barriers such as time constraints, limited funding, or inadequate institutional support. Addressing these barriers can bolster faculty expertise and improve overall institutional performance.

Factors Affecting Performance

The study identified several factors influencing faculty performance, including fair evaluation processes, access to resources, and conflict resolution mechanisms. Faculty members reported that the evaluation process was only sometimes fair and unbiased ($M = 2.9$), indicating a significant area for improvement. This aligns with research by Ali and Hussain (2019), who emphasized the importance of transparent and equitable evaluation systems in enhancing faculty morale and performance. Similarly, the low mean score for administrative feedback ($M = 3.8$) highlights the need for a more robust feedback mechanism to guide faculty development.

Challenges Faced by Faculty Members

Several challenges were identified that adversely affect faculty performance. The interference of politics and lack of digital tools in classrooms ($M = 4.3$) emerged as major obstacles, consistent with findings by Qureshi et al. (2021), who highlighted the detrimental impact of political interference on institutional progress in Pakistani universities. Additionally, day-to-day strikes ($M = 3.6$) and conflicts between student groups ($M = 4.1$) disrupt the academic environment, leading to decreased productivity. These challenges not only hinder faculty

performance but also adversely affect student learning outcomes, as suggested by Ahmed et al. (2018).

Professional Development

Professional development emerged as a significant strength, with faculty actively participating in workshops, conferences, and other training activities ($M = 4.5$). These opportunities are critical for enhancing teaching and research capabilities. However, the slightly lower score for obtaining certifications ($M = 3.8$) suggests that while faculty members are willing to engage in professional growth, institutional support could be improved. Providing funding, access to online certification programs, and time allowances can further enhance faculty expertise, as supported by Shahid and Naseem (2020).

The Role of Leadership and Recognition

Leadership roles such as Chairperson or Dean received the highest mean scores ($M = 4.9$), highlighting the faculty's capacity to take on administrative responsibilities effectively. Additionally, awards and recognition ($M = 4.1$) were identified as crucial motivators for faculty performance. These findings underscore the need for a well-defined recognition system to foster motivation and job satisfaction, as advocated by Khan et al. (2019).

Implications for Policy and Practice

The results of this study have important implications for policy and practice. First, addressing the challenges identified, such as political interference and evaluation fairness, requires strategic interventions. Universities must implement policies to depoliticize academic environments and establish transparent evaluation systems. Second, providing access to digital tools and infrastructure can significantly enhance teaching quality and research capabilities. These measures align with global best practices in higher education, as outlined by UNESCO (2022).

Third, fostering a culture of professional growth is essential. Institutions should invest in faculty development programs, including certifications and advanced training, to build a resilient and skilled workforce. Finally, recognizing and rewarding faculty contributions can enhance job satisfaction and retention, ensuring long-term institutional success.

CONCLUSION

The following conclusions were made on the basis of statistical analysis and findings from the study:

This study set out to detect the performance of faculty members working in MUST Mirpur: Issues & Challenges. Based on findings it is concluded that the key indicators which have high means score are accepted. There are key indicators such as, teaching and supervision, research and publication, service and administration, assessment and evaluation, interpersonal relationships and professional development for the performance of faculty members working in Mirpur university of science and technology (MUST) Mirpur. It is may be concluded that these factors affecting the performance of faculty members such as, insufficient staff, lack of communication and biasness in the assessment & evaluation etc. It is may be concluded that faculty members were concerned about their training needs and comprehensive performance and evaluation system. It is may be concluded that the respondents are favorable that these challenges such as, weak academic discipline, lack of communication, day-to-day strikes, absence of performance indicators, political interference are major hindrances to the performance of faculty members working in Mirpur university of science and technology MUST Mirpur. It is may be concluded that faculty members are

concerned that the administrative department should improve the quality of teaching and research and the working environment of the university.

5.4 RECOMMENDATIONS

The following recommendations have been made on the basis of research findings and conclusions:

1. Universities HEIs may develop performance based mechanism to gauge the performance of faculty members working in public sector universities.
2. Universities/HEC may device policies in which external/internal factors have least are legible effects on performance of faculty members working in public sector universities.
3. Universities/HEC may develop environment in which faculty members may face least issues regarding transfer, lack of communication, unequal opportunities etc.
4. Universities/HEC may develop robust professional development programs tailored to the needs of faculty. This could include workshops on teaching methodologies, research skills, grant writing, and leadership training.
5. Universities/HEC may Offer teaching workshops and resources to help faculty improve their pedagogical skills.
6. Universities/HEC may Promote diversity and inclusion within the faculty to ensure a more inclusive and equitable environment.
7. Universities/HEC may develop a merit-based system for promotions.
8. Universities/HEC may provide resources and incentives for faculty to explore and implement innovative teaching methods.

Implementing these recommendations can contribute to a more vibrant and productive academic environment while supporting the growth and success of faculty members.

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