

Analysis of the Relationship Between Governance and Teaching Performance of University Departments

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Abstract

This study investigates the relationship between governance and teaching performance in university departments of Punjab, Pakistan, using an explanatory mixed-methods approach. The study examines the implementation of governance principles and assesses teaching performance among 540 students, 270 teachers, 54 departmental chairpersons, and 18 directors from nine universities, employing multistage sampling. Data collection involved structured questionnaires and semi-structured interviews to gain qualitative insights. Quantitative analysis included descriptive statistics and regression, while thematic analysis was applied to qualitative data. The findings reveal that chairpersons perceive governance more favourably than teachers, with teaching performance rated as medium across groups. Notably, significant positive correlations exist between governance indicators such as efficiency and transparency and teaching performance. The study concludes by offering actionable recommendations for enhancing governance frameworks and teaching quality, emphasizing the need for longitudinal studies, diverse educational contexts, and the integration of digital tools in governance practices.

Keywords: Governance, Teaching Performance, Higher Education, Accountability, Transparency, Professional Development

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Introduction

Governance plays a crucial role in higher education, directly impacting the quality of education and teaching performance. Essentially, governance refers to the decision-making processes that steer and manage educational institutions (Marginson, 2016). When done right, it enhances education quality through clear policies, accountability, and a culture of continuous improvement (Henard & Mitterle, 2010). However, this ideal scenario is often hindered by practical challenges. In Pakistan, higher education governance struggles with challenges like poor implementation of governance principles and subpar teaching performance (Akram, 2020). This situation highlights the need for focused research. This study zeroes in on the micro-level governance of university departments in Punjab, seeking to understand how these practices affect teaching performance. University departments are vital in shaping educational

outcomes, so exploring this relationship is key for informing policy and practice. Moreover, the significance of this research extends beyond local concerns. What makes this study important is its potential to fill gaps in existing literature, especially in developing countries. While previous research has underscored the significance of governance in education, it often lacks comprehensive empirical evidence from varied contexts (De Silva & Armstrong, 2015; Kadir & Nimota, 2019). To address this gap, the study employs a robust methodology. This study aims to bridge this gap by offering insights from Pakistan, where the higher education sector is undergoing major reforms. The research uses an explanatory mixed-method approach, combining quantitative survey data with qualitative interview insights. This methodology provides a thorough analysis of the link between governance and teaching performance, blending statistical evidence with detailed perspectives from university administrators.

Objectives of Study

1. Identify the relationship between governance and teaching performance of university departments.
2. Explore perceived measures for improving governance and teaching performance from experts.

Statement of the problem

Universities play an important role in a nation's educational and social development, with good governance being essential for their quality enhancement (Altbach & Salmi, 2011). However, the relationship between governance and teaching performance, especially in developing countries, remained underexplored (Asif & Rauf, 2019). In the context of universities in Punjab, Pakistan, the extent to which governance of university departments influence the performance of teaching in public and private institutions is unclear. Studies have suggested that robust governance can improve teaching performance by promoting rule of law, participation, consensus oriented decision making, efficiency, accountability, transparency, and resource management (Bligh et al., 2018). This study aims to investigate the level of implementation of governance in university departments and assess their relationship with teaching performance. It will also compare governance and teaching performance between public and private universities in Punjab, providing empirical data to identify key areas for improvement. Additionally, the study will explore expert opinions on enhancing governance and teaching practices through structured questionnaires and interviews. The findings will contribute to policy recommendations that can strengthen governance and improve teaching quality in higher education institutions.

Literature Review

Exploring the impact of governance on teaching performance in universities reveals a complex and multi-faceted issue, analyzed through various theoretical frameworks. Resource Dependence Theory posits that effective governance enhances resource management, which is essential for teaching excellence, as universities with strong governance secure better funding and resources (Pfeffer & Salancik, 1978; Scott, 2014). Agency Theory highlights the alignment

of interests between administrators and faculty through clear policies and accountability, leading to improved teaching outcomes (Jensen & Meckling, 1976; Marginson, 2016). Stakeholder Theory emphasizes the importance of engaging all stakeholders—students, faculty, and the community—in governance decisions, fostering an environment conducive to high-quality teaching (Freeman, 1984; De Silva & Armstrong, 2015). Stewardship Theory underscores the value of trust and collaboration between faculty and administrators, promoting a positive culture that enhances academic performance (Davis, Schoorman, & Donaldson, 1997). Institutional Theory suggests that governance structures shape the norms and values that influence teaching practices, reinforcing academic standards (Meyer & Rowan, 1977; DiMaggio & Powell, 1983). Finally, Contingency Theory argues that governance effectiveness depends on each university's unique context, such as its size, mission, and student demographics (Donaldson, 2001; Fiedler, 1964). In this study, these theoretical frameworks will guide the examination of how governance practices affect teaching performance in universities in Punjab, Pakistan. By comparing public and private universities, the study will explore how different governance models influence teaching outcomes and provide insights into tailoring governance structures to the specific needs of each institution for optimal teaching performance. Studies on the link between governance and teaching performance show mixed results, highlighting the complexity of this relationship. Altbach and Salmi (2011) found that good governance fosters academic excellence through clear policies and faculty support, while Bligh et al. (2018) noted a positive correlation between governance and teaching quality in Chinese universities. However, Gornitzka and Maassen (2015) argued that other factors, like funding and institutional culture, also influence teaching performance. Asif and Rauf (2019) reported no significant relationship in Pakistani universities, citing resource limitations and political interference. Saeed et al. (2020) emphasized participatory governance for improving teaching outcomes in South Asian universities. Several factors influence the relationship between governance and teaching performance, adding complexity to this issue. Organizational culture plays a significant role; a positive culture that values collaboration and transparency can enhance both governance and teaching outcomes (Schulte, 2017), while a negative culture can hinder progress. Leadership is also crucial; effective leaders who promote transparency and participatory decision-making can create an environment conducive to teaching excellence (Middlehurst, 2018). Additionally, academic freedom is vital for fostering innovation; governance structures must protect faculty autonomy while ensuring accountability (Kekic, 2019). Finally, universities with clear and well-communicated institutional missions can better align governance practices with teaching goals, providing a framework that supports teaching excellence (Boyer, 2015). Despite extensive literature on governance and teaching performance, gaps remain, particularly regarding limited empirical evidence from developing contexts like Pakistan and a reliance on cross-sectional designs that overlook the dynamic nature of these relationships. Future research should adopt a holistic approach that integrates various theoretical perspectives and examines the interplay of factors like organizational culture, leadership, and academic freedom. This study aims to fill

these gaps by providing empirical evidence from Pakistani universities to enhance understanding of how governance practices can improve teaching performance.

Methodology

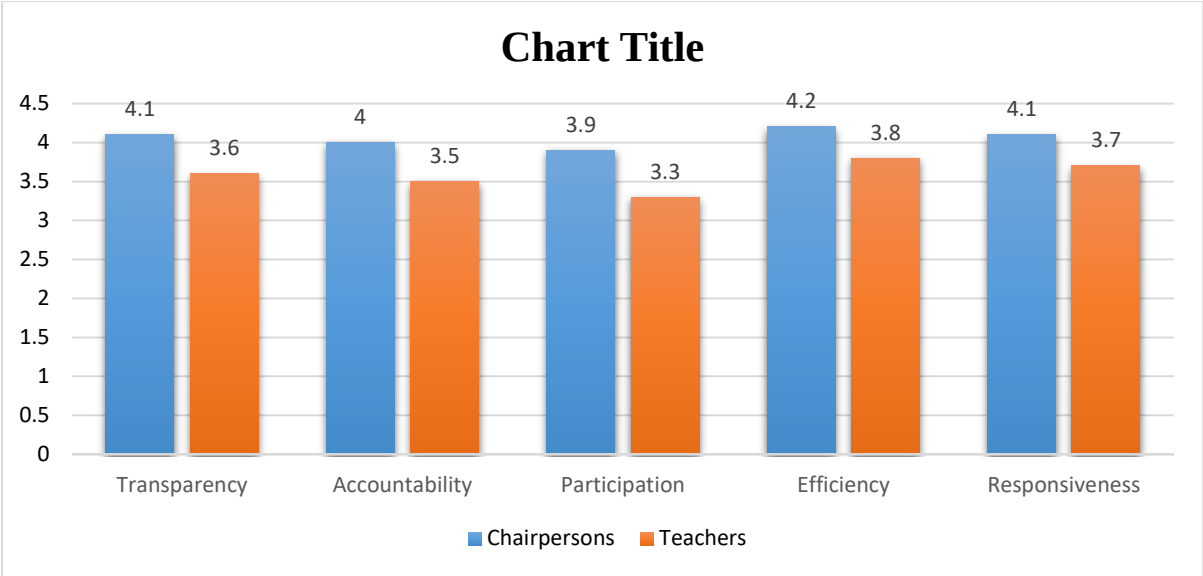
This study utilized an explanatory mixed-methods approach to analyse the relationship between governance and teaching performance in university departments in Punjab, Pakistan. The population included 540 students, 270 teachers, 54 departmental chairpersons, and 18 directors from nine universities, selected through multistage sampling. Data were gathered using structured questionnaires focused on governance and teaching performance, complemented by semi-structured interviews with directors and chairpersons for qualitative insights. Validity was ensured through expert reviews and factor analysis, while reliability was tested using Cronbach's alpha. Quantitative analysis involved descriptive statistics and regression analysis, and thematic analysis was used for qualitative data. Ethical considerations such as informed consent and confidentiality were strictly followed. The findings offer actionable recommendations for enhancing governance and teaching in higher education institutions.

Results

Table 1: Perceived Levels of Governance by Chairpersons and Teachers

Indicator	Mean (Chairpersons)	Mean (Teachers)	Standard Deviation (Chairpersons)	Standard Deviation (Teachers)
Transparency	4.1	3.6	0.5	0.7
Accountability	4.0	3.5	0.6	0.8
Participation	3.9	3.3	0.7	0.9
Efficiency	4.2	3.8	0.5	0.6
Responsiveness	4.1	3.7	0.6	0.7
Overall Governance	4.1	3.6	0.6	0.8

Figure 1: Comparison of Governance as Perceived by Chairpersons and Teachers

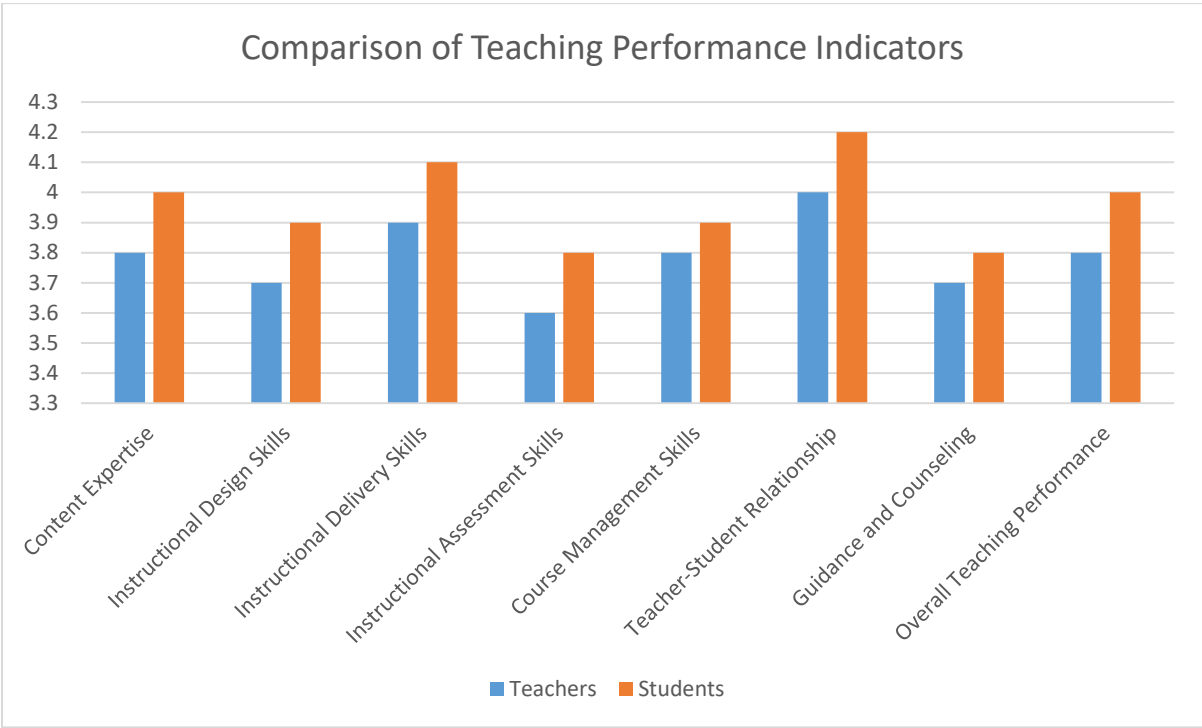


The results indicate that chairpersons generally perceive the level of governance in their departments to be high (mean = 4.1), while teachers perceive it as medium (mean = 3.6). This discrepancy suggests potential differences in the experiences and expectations of governance between these two groups.

Table 2: Perceived Levels of Teaching Performance by Teachers and Students

Indicator	Mean (Teachers)	Mean (Students)	Standard Deviation (Teachers)	Standard Deviation (Students)
Content Expertise	3.8	4.0	0.6	0.7
Instructional Design Skills	3.7	3.9	0.7	0.8
Instructional Delivery Skills	3.9	4.1	0.6	0.7
Instructional Assessment Skills	3.6	3.8	0.7	0.8
Course Management Skills	3.8	3.9	0.6	0.7
Teacher-Student Relationship	4.0	4.2	0.5	0.6
Guidance and Counselling	3.7	3.8	0.6	0.7
Overall Teaching Performance	3.8	4.0	0.6	0.7

Figure 2: Comparison of Teaching Performance as Perceived by Teachers and Students



The results show that both teachers and students generally perceive teaching performance to be medium, with students rating it slightly higher (mean = 4.0) than teachers (mean = 3.8). This indicates a generally positive perception of teaching performance, though there is room for improvement in certain areas.

Table 3: Correlation Between Governance and Teaching Performance

Governance Indicator	Teaching Performance Correlation (r)
Transparency	0.65**
Accountability	0.62**
Participation	0.58**
Efficiency	0.69**
Responsiveness	0.63**
Overall Governance	0.66**

*Note: * $p < 0.01$

The correlation analysis reveals significant positive correlations between governance indicators and teaching performance. The strongest correlation is observed between efficiency and teaching performance ($r = 0.69$), suggesting that efficient governance practices are particularly important for enhancing teaching outcomes.

Qualitative Insights from Interviews

Qualitative data were collected through semi-structured interviews with directors of Quality Enhancement Cells (QEC), directors of academics, and departmental chairpersons. Thematic analysis was used to identify key themes and insights.

The interviews revealed several key themes regarding governance and its impact on teaching performance. First, many interviewees highlighted the challenges in governance implementation, pointing to bureaucratic hurdles, lack of resources, and resistance to change. One director noted, "We face significant challenges in implementing transparency due to entrenched bureaucratic practices." Second, the importance of participatory decision-making emerged as a recurring theme, with interviewees emphasizing the need to involve faculty and students in governance processes to ensure that their needs and perspectives are considered. A chairperson observed, "Participatory decision-making helps us address issues more effectively and fosters a sense of ownership among faculty and students." Third, there was a strong emphasis on professional development and training, as respondents underscored the necessity of continuous professional growth for faculty to enhance teaching performance. "Investing in professional development for our teachers is crucial for enhancing their instructional skills and overall performance," stated another director. Lastly, interviewees recognized the impact of governance on teaching performance, noting that effective governance practices create a supportive and well-structured environment. A chairperson remarked, "Good governance ensures that teachers have the resources and support they need to excel in their roles." The integration of these qualitative insights with quantitative findings offers a comprehensive understanding of the relationship between governance and teaching performance, indicating significant positive correlations between governance indicators and teaching outcomes while also highlighting specific challenges and strategies related to effective governance implementation.

Merge Results

The findings indicate that effective governance, characterized by high transparency, accountability, and efficiency, positively correlates with perceived teaching performance, as supported by both quantitative data and qualitative insights that emphasize the need for participatory decision-making and continuous professional development. This integrated approach highlights the importance of governance in enhancing the teaching environment and overall educational outcomes.

Discussion

The quantitative analysis reveals significant insights into the relationship between governance and teaching performance in university departments. Chairpersons generally perceive governance in their departments as high, while teachers rate governance at a medium level. This discrepancy indicates a possible disconnect between administrative perspectives and those of frontline educators, potentially due to differing levels of engagement with governance practices (Altbach & Salmi, 2011). Teaching performance, perceived by both teachers and students, is also rated at a medium level, with students viewing teaching performance slightly

more favorably than teachers, particularly in areas like instructional delivery and teacher-student relationships. This suggests that while teachers may be more critical of their performance, students tend to appreciate their efforts more (Bligh et al., 2018).

Significant positive correlations between governance indicators and teaching performance underscore governance's critical role in improving educational outcomes. The highest correlation was found between efficiency and teaching performance, indicating that streamlined processes and effective resource management are crucial for high-quality teaching. Other strong correlations include transparency and accountability, highlighting the importance of clear and accountable governance structures (Saeed et al., 2020).

The qualitative interviews add depth to the quantitative findings, uncovering key themes such as the challenges of implementing governance principles due to bureaucratic hurdles and resistance to change, which align with the medium ratings given by teachers (Gornitzka & Maassen, 2015). Another major theme is the importance of participatory decision-making, with respondents emphasizing the need for faculty and student involvement in governance processes. This approach fosters a sense of ownership and enhances governance decisions' relevance and effectiveness. The positive correlation between participation and teaching performance suggests that inclusive governance practices benefit teaching outcomes (Freeman, 1984). Additionally, professional development and continuous training for faculty were highlighted as crucial for improving teaching performance, reflecting the need for ongoing professional development in enhancing instructional skills (Middlehurst, 2018). The qualitative data also emphasized effective governance practices' supportive role in teaching performance, aligning with institutional theory, which suggests that well-established governance structures promote a culture of teaching excellence (Meyer & Rowan, 1977).

The study's findings align with existing literature on governance and teaching performance. Altbach and Salmi (2011) noted good governance's critical role in promoting high-quality teaching and research, strongly supported by this study's positive correlations. Bligh et al. (2018) also found that robust governance structures correlate with better teaching outcomes in Chinese universities, echoing the findings in the Pakistani context. However, the mixed results reported by Gornitzka and Maassen (2015) emphasize the context-dependent nature of the governance-teaching performance relationship, particularly in developing countries where challenges like resource constraints and political interference are pronounced (Asif & Rauf, 2019).

The findings have significant implications for higher education policy and practice. Prioritizing robust governance frameworks that enhance transparency, accountability, and efficiency is essential for improving teaching outcomes. Additionally, establishing mechanisms for participatory decision-making can ensure faculty and students' perspectives are integrated into governance processes, fostering a collaborative academic environment (Saeed et al., 2020). Investing in continuous professional development for faculty can directly enhance teaching

performance, addressing specific needs through regular workshops and training (Middlehurst, 2018).

Recent literature emphasizes technology's role in governance and teaching performance. Integrating digital tools can enhance transparency and efficiency in governance, providing real-time data and feedback to support decision-making (McKnight et al., 2020). Similarly, leveraging technology in teaching can improve instructional delivery and student engagement, offering innovative solutions to traditional pedagogical challenges (Anderson & Dron, 2011). The concept of adaptive governance is also gaining traction, emphasizing the need for flexible governance structures that can respond to changing circumstances and stakeholder needs (Duit & Galaz, 2008).

This study provides robust evidence of the positive relationship between governance and teaching performance in university departments, highlighting effective governance practices' critical role in enhancing educational outcomes. The findings underscore the importance of transparency, accountability, efficiency, and participatory decision-making in creating a supportive academic environment. By addressing the identified challenges and implementing recommended strategies, universities can improve their governance frameworks and, consequently, their teaching performance. Future research should continue exploring the dynamic interplay between governance and teaching, considering the evolving higher education landscape and the increasing role of technology and adaptive governance practices.

Conclusion

In conclusion, chairpersons perceive governance more favourably than teachers, while teaching performance is rated as medium by both groups, with students slightly more positive. The significant positive correlations between governance indicators and teaching performance highlight the critical role of efficiency, transparency, and participatory decision-making in enhancing educational quality.

Recommendations

- Implement longitudinal studies to track the evolving relationship between governance practices and teaching performance over time.
- Include diverse educational contexts in research to identify both universal and context-specific governance strategies.
- Explore the use of digital tools to enhance governance and teaching performance, focusing on improving transparency and instructional delivery.

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