Examining Challenges in Management Education: Effects on Teaching Staff Performance

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Abstract

This study examines the challenges faced by teaching staff in management educational institutions and their impact on performance. The primary challenges investigated include increased workload, inadequate resources, and work-life imbalance. Using a sample of 340 teaching staff members around Gujrat region, the study employs exploratory factor analysis (EFA) and multiple regression analysis to identify key factors and their effects on performance. The findings indicate that increased workload, inadequate resources, and work-life imbalance significantly and negatively impact teaching staff performance. Recommendations for management institutions include implementing workload distribution mechanisms, improving resource allocation, and promoting work-life balance to enhance teaching staff performance and overall educational quality.

Keywords: Increased workload, inadequate resources, work-life imbalance, teaching staff performance

Introduction

The performance of teaching staff is crucial for the success and reputation of management educational institutions. The quality of education delivered by these institutions significantly depends on the effectiveness and well-being of their teaching staff. High-performing faculty members not only enhance student learning and satisfaction but also contribute to the institution's overall academic standing and attractiveness to prospective students and faculty.

However, the ability of teaching staff to deliver high-quality education is often impeded by various challenges. These challenges can arise from within the institution, such as organizational policies and resource allocation, as well as from broader socio-economic factors. Identifying and addressing these challenges is vital for maintaining and improving the performance of teaching staff, thereby ensuring the sustained success of management educational institutions.

This study aims to investigate the key challenges faced by teaching staff in management educational institutions and their impact on performance. Specifically, it focuses on three primary challenges: increased workload, inadequate resources, and work-life imbalance.

Increased workload is a significant concern in educational institutions. Teaching staff are often required to juggle multiple responsibilities, including teaching, research, administrative duties, and student mentoring. The increasing demands for research output and publications, alongside teaching obligations, can lead to extended working hours and heightened stress levels. Studies have shown that excessive workload is a major factor contributing to job dissatisfaction, burnout, and diminished performance among academic staff (Barkhuizen et al., 2014).

Inadequate resources pose another critical challenge. Effective teaching relies heavily on the availability of appropriate resources, such as up-to-date teaching materials, technological tools, and conducive classroom environments. When resources are lacking, teaching staff may struggle to deliver high-quality education and engage students effectively. The

lack of necessary resources can hinder innovative teaching methods and reduce the overall educational experience, leading to frustration and decreased job satisfaction among faculty members (Hanushek et al., 2016).

Work-life imbalance is an increasingly recognized issue affecting the performance and well-being of teaching staff. The demands of academia often require long hours and high levels of commitment, which can encroach on personal and family time. This imbalance can lead to stress, reduced well-being, and ultimately, a decline in job performance. Ensuring a healthy work-life balance is essential for maintaining the mental and physical health of teaching staff, which in turn supports their ability to perform effectively in their professional roles (Kinman & Jones, 2008).

Understanding these challenges and their effects on performance is essential for developing strategies to support teaching staff and improve educational outcomes. Addressing these issues requires a comprehensive approach, involving changes at the institutional level, such as policy reforms, better resource allocation, and support systems for managing workload and promoting work-life balance. By identifying and mitigating the factors that hinder teaching staff performance, management educational institutions can foster a more supportive and productive environment, leading to enhanced educational quality and institutional success.

Literature Review

Sang et al. (2022) explored the impact of increased workload on teaching staff in higher education. They found that increased workload leads to higher levels of stress and burnout, which negatively impacts job satisfaction and teaching performance. The study also highlighted that administrative tasks and research obligations significantly contribute to the overall workload, suggesting the need for better workload management strategies.

Brown and Leigh (2020) examined the relationship between workload and mental health among university staff. Their findings indicated that excessive workload is a major contributor to mental health issues such as anxiety and depression, which in turn affect job performance. The study recommended institutional changes to reduce workload and support staff mental health.

Zhang et al. (2021) investigated the effects of workload on job satisfaction and performance in Chinese universities. The study found that heavy workloads negatively impact job satisfaction, leading to decreased performance. It emphasized the importance of balancing teaching, research, and administrative duties to improve overall staff well-being and performance.

Ertmer and Ottenbreit-Leftwich (2020) discussed the challenges posed by inadequate resources in educational institutions. They highlighted that insufficient access to technology and outdated teaching materials hinder effective teaching. The study recommended increased investment in educational resources to enhance teaching quality and student engagement.

Lawrence et al. (2021) explored the impact of resource availability on teaching effectiveness in developing countries. Their findings revealed that inadequate resources, such as lack of textbooks and poor classroom facilities, significantly impede teaching effectiveness. The study called for international aid and local government initiatives to improve resource allocation in educational institutions.

Siddiqui and Syed (2021) investigated the impact of technological resources on teaching performance in Pakistani universities. The study found that access to modern technology and up-to-date teaching materials positively impacts teaching effectiveness and student outcomes. It suggested that universities invest in technological upgrades to support their teaching staff.

Jafari et al. (2022) examined the impact of work-life balance on job performance among university faculty in Iran. The study found that work-life imbalance leads to increased stress and reduced job satisfaction, negatively affecting teaching performance. It recommended the implementation of flexible work arrangements and supportive policies to improve work-life balance.

Xiao and Cooke (2021) explored the challenges of work-life balance among female academics in China. Their findings indicated that work-life imbalance is a significant issue, particularly for women, due to cultural expectations and institutional demands. The study suggested that universities provide more support for female staff to achieve better work-life balance.

Brough et al. (2020) conducted a study on the relationship between work-life balance and job satisfaction among academic staff in Australia. They found that poor work-life balance is a major predictor of job dissatisfaction and reduced performance. The study recommended the adoption of family-friendly policies and practices to support staff in managing their professional and personal responsibilities.

The recent literature reaffirms that increased workload, inadequate resources, and work-life imbalance continue to be significant challenges for teaching staff in educational institutions. These factors are consistently linked to decreased job satisfaction, increased stress, and reduced teaching performance.

Studies such as those by Sang et al. (2022) and Brown and Leigh (2020) highlight the detrimental effects of excessive workload on mental health and job performance, emphasizing the need for better workload management strategies. Similarly, Ertmer and Ottenbreit-Leftwich (2020) and Lawrence et al. (2021) underscore the importance of adequate resources in supporting effective teaching and enhancing educational quality.

Research by Jafari et al. (2022) and Xiao and Cooke (2021) sheds light on the ongoing challenges of work-life imbalance, particularly for female academics, suggesting the need for more supportive institutional policies.

The recent literature underscores the critical importance of addressing workload, resource allocation, and work-life balance to enhance teaching staff performance in educational institutions. By implementing effective strategies to manage workload, ensure adequate resources, and promote work-life balance, educational institutions can create a more supportive and productive environment for their teaching staff. This, in turn, can lead to improved teaching quality and better educational outcomes.

Objective

1. To investigate the impact of challenges faced by faculties on the performance of teaching staff in management educational institutions.

2. To identify and analyse the key factors contributing to the challenges faced by teaching staff and provide recommendations for management educational institutions

Research hypothesis

H1: Increased workload negatively impacts teaching staff performance.

H2: Inadequate resources negatively affect teaching staff performance.

H3: Work-life imbalance negatively influences teaching staff performance.

Methodology

The study employs a quantitative research design using a survey method. A structured questionnaire was developed to collect data from teaching staff in management educational institutions in Gujrat region. The questionnaire includes items related to workload, resources, work-life balance, and performance, measured on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Results and discussions:

Table 1: Detail of sample respondents

Demographic Variable	Frequency (n)	Percentage (%)
Gender		
- Male	197	58
- Female	143	42
Age Group		
- 25-34 years	80	23.5
- 35-44 years	120	35.3
- 45-54 years	100	29.4
- 55+ years	40	11.8
Years of Experience		
- 0-5 years	90	26.5
- 6-10 years	80	23.5
- 11-15 years	70	20.6
- 16+ years	100	29.4

Source: Primary data

The demographic profile of the sample, as detailed in Table 1, provides insights into the composition of teaching staff participating in the study. The sample consists of 340 participants, with a gender distribution of 58% male (197 individuals) and 42% female (143 individuals). This indicates a relatively balanced representation of both genders, though males slightly outnumber females. The age distribution reveals that the largest group of participants falls within the 35-44 years age range, accounting for 35.3% (120 individuals), followed by those aged 45-54 years at 29.4% (100 individuals). Participants aged 25-34 years and 55+ years constitute 23.5% (80 individuals) and 11.8% (40 individuals) of the sample, respectively, highlighting a diverse age range. In terms of years of experience, the majority of participants have over 16 years of experience, comprising 29.4% (100 individuals), while those with 0-5 years of experience represent 26.5% (90 individuals). Participants with 6-10 years and 11-15 years of experience account for 23.5% (80 individuals) and 20.6% (70 individuals), respectively. This demographic information underscores the varied background of the teaching staff in terms of gender, age, and experience, providing a comprehensive perspective for analyzing the challenges they face and their impact on performance.

Factor analysis for challenges:

To identify the key factors contributing to the challenges faced by teaching staff, Exploratory Factor Analysis (EFA) was employed. Before initiating the study, the sample's adequacy was evaluated using the Kaiser-Meyer-Olkin (KMO) test. The KMO statistic resulted in a value of 0.832, significantly higher than the recommended minimum of 0.60, confirming that the sample size was sufficient for factor analysis. Additionally, the Bartlett test of sphericity provided further validation of the data's suitability, yielding a significant result at the 1% level. EFA was conducted using Principal Component Analysis with varimax rotation. Four factors were extracted based on the criterion of Eigenvalues greater than 1, collectively explaining 77.62% of the total variance, indicating a robust model.

The internal consistency of the scale items was assessed using Cronbach's alpha. As shown in Table 2, the Cronbach's alpha values for all study items exceeded the acceptable threshold of 0.70, suggesting good reliability (Hair et al., 2010).

Multicollinearity: Multicollinearity, which occurs when independent variables in a regression model are highly correlated, was assessed using the Variance Inflation Factor (VIF). The VIF values reported in Table 3 were all below the threshold of 3.3, as recommended by Kock (2015), indicating that multicollinearity was not a concern in this study.

Table 2: Factor loadings and reliability

Factor	Items	Loading	Alpha	
Work life imbalance	I find it difficult to balance my professional responsibilities with my personal life.	.850	0.808	1.746
	My work frequently interferes with my personal and family life.	.899		
	I often have to sacrifice personal or family time due to work commitments.	.850		
	I feel stressed about balancing my work and personal life responsibilities.	.889		
Workload	I often feel overwhelmed by the amount of work I have to complete.	.841	0.881	1.589
	The workload I am assigned is manageable within my working hours.	.825		
	I frequently have to work beyond my regular hours to meet deadlines.	.861		
Inadequate resources	The teaching materials and resources provided to me are inadequate for my needs.	.871	0.856	1.603
	I do not have access to the necessary technology and tools to effectively perform my job.	.846		
	The classroom facilities at my institution are insufficient for effective teaching.	.862		
Performance	I consistently meet or exceed my teaching goals.	.883	0.821	-
	My performance evaluations reflect high standards of teaching.	.773		
	I receive positive feedback on my teaching methods from students and colleagues.	.881		

For the work-life imbalance factor, items such as difficulty balancing professional and personal responsibilities, frequent work interference with personal life, sacrificing personal time for work, and stress related to work-life balance, all show high loadings (ranging from .850 to .899), with a Cronbach's alpha of 0.808, indicating good internal consistency.

The workload factor includes items on feeling overwhelmed by work, the manageability of assigned workload within working hours, and working beyond regular hours to meet deadlines. These items have loadings ranging from .825 to .861, with a Cronbach's alpha of 0.881, demonstrating high reliability.

For inadequate resources, the factor includes items related to the inadequacy of teaching materials, technology, and classroom facilities. The loadings for these items range from .846 to .871, with a Cronbach's alpha of 0.856, indicating reliable internal consistency.

Lastly, the performance factor includes items on meeting teaching goals, high standards in performance evaluations, and receiving positive feedback. These items show loadings from .773 to .883, with a Cronbach's alpha of 0.821, reflecting good reliability.

Multiple regression analysis: In the current study, multiple regression analysis was employed to examine the influence of various challenges—namely workload, work-life imbalance, and inadequate resources—on the performance of teaching staff in management educational institutions. This statistical method was chosen due to its effectiveness in assessing the

strength and direction of the relationship between multiple independent variables and a dependent variable. The findings of multiple regression were discussed below:

The ANOVA results presented in Table 4 indicate that the regression model is statistically significant. The F-value of 116.534 and the corresponding p-value of .000 suggest that the overall model significantly predicts the dependent variable, performance. This implies that workload, work-life imbalance, and inadequate resources collectively have a substantial effect on teaching staff's performance.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.721	3	20.574	116.534	.000[b]
	Residual	59.320	336	.177		
	Total	121.042	339			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Workload, Work life imbalance & Inadequate resources						

Table 4 presents the results of the ANOVA test, which was conducted to assess the overall significance of the regression model. The model includes workload, work-life imbalance, and inadequate resources as predictors of teaching staff performance. The table provides critical information about the variance explained by the regression model compared to the residual variance.

The **sum of squares** for the regression model is 61.721, while the sum of squares for the residual is 59.320, resulting in a total sum of squares of 121.042. The **degrees of freedom (df)** for the regression model is 3, corresponding to the three predictors, and the degrees of freedom for the residual is 336, reflecting the number of observations minus the number of predictors and the intercept.

The **mean square** values, calculated by dividing the sum of squares by their respective degrees of freedom, are 20.574 for the regression and 0.177 for the residual. The **F-value**, which is the ratio of the mean square regression to the mean square residual, is 116.534. This high F-value indicates that the regression model significantly explains the variance in teaching staff performance beyond what would be expected by chance.

The **p-value** (Sig.) associated with the F-test is .000, which is well below the conventional threshold of .05. This indicates that the overall regression model is statistically significant, meaning that workload, work-life imbalance, and inadequate resources collectively have a significant impact on the performance of teaching staff in management educational institutions. Thus, the model provides strong evidence that these factors are important determinants of teaching staff performance.
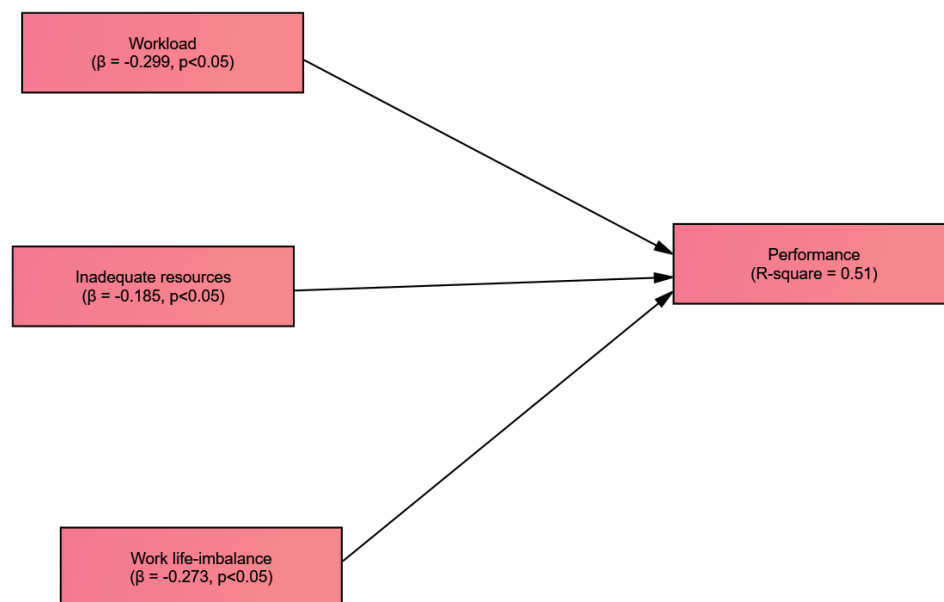
Table 5: Regression coefficients for hypothesis testing

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.165	.089		46.981	.000		
	Workload	-.299	.039	-.385	-7.638	.000	.573	1.746

Inadequate resources	-.110	.028	-.185	-3.852	.000	.629	1.589
Work life imbalance	-.163	.029	-.273	-5.649	.000	.624	1.603

Table 5 presents the regression coefficients for the hypothesis testing, which examines the impact of workload, inadequate resources, and work-life imbalance on teaching staff performance. The coefficients include both unstandardized and standardized values, along with statistical significance (p-values) and collinearity statistics.

Figure 1: Regression weights and p values

The regression coefficients in Table 5 provide insights into the individual impact of each predictor on performance. The unstandardized coefficient (B) for workload is -.299, indicating a negative relationship with performance, meaning that as workload increases, performance decreases. Similarly, inadequate resources and work-life imbalance have negative impacts on performance, with coefficients of -.110 and -.163, respectively, both significant at the .000 level.

The standardized path coefficient, denoted as the β value, indicates the strength of the impact of the independent variable on the dependent variable. The results confirmed that workload significantly impacts teaching staff's performance, with a β value of -0.385, a t-value of -7.638, and a p-value of 0.000. Since the p-value is less than 0.05, this confirms the negative impact of workload on performance and supported acceptance of hypothesis H1.

The impact of inadequate resources on performance is also significant, with a β value of -0.185, a t-value of -3.852, and a p-value of 0.000. This significant result (p < 0.05) supports the hypothesis H2 that inadequate resources negatively affect teaching staff's performance.

Finally, work-life imbalance significantly influences performance, with a β value of -0.273, a t-value of -5.649, and a p-value of 0.000. Given the p-value is below 0.05, this confirms that work-life imbalance has a negative and significant impact on performance, therefore H3 was accepted.

The coefficient of determination (R Square) for this regression model is 0.510, indicating that workload, work-life imbalance, and inadequate resources together explain 51% of the variance in teaching staff's performance. Among these challenges, workload is the strongest determinant of performance with the highest β value, followed by work-life imbalance and inadequate resources.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714	.510	.506	.42018

The model summary indicates that the regression model is a good fit for the data, with a strong correlation and a substantial proportion of explained variance. The predictors—workload, inadequate resources, and work-life imbalance—collectively explain a significant portion of the variability in teaching staff performance. This reinforces the importance of addressing these challenges to improve performance in management educational institutions.

Implications and Conclusion.

The study's findings highlight significant implications for management educational institutions. Firstly, managing workload emerges as a critical factor affecting teaching staff performance. Institutions should consider implementing workload distribution mechanisms and supportive frameworks to alleviate stress and enhance productivity among educators. Secondly, ensuring adequate allocation of teaching resources such as materials, technology, and facilities is essential. Investments in these areas can positively impact teaching quality and overall job satisfaction. Thirdly, supporting work-life balance initiatives is crucial. Institutions can implement flexible work arrangements and wellness programs to mitigate the negative effects of work-life imbalance, promoting a healthier and more productive workforce. Lastly, revisiting institutional policies to align with the findings is recommended. Policy adjustments aimed at addressing workload, resource allocation, and work-life balance issues can create a supportive environment conducive to effective teaching. By implementing strategies to optimize workload, enhance resource allocation, and promote work-life balance, institutions can foster a conducive environment for teaching excellence. This proactive approach not only improves teaching quality but also supports the well-being and professional development of educators, ultimately benefiting the entire educational community.

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