

A Study of the role of Administrative Indicators in enhancing the professional performance of teachers at Secondary Level in Public Sector Secondary Schools of District Quetta

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Abstract

This study investigates how administrative indicators influence the professional performance of secondary school teachers in public sector institutions of District Quetta. Teachers in this region frequently encounter administrative constraints, including limited professional development opportunities, inadequate resources, weak supervisory support, occupational stress, inequitable practices, and insufficient recognition. These issues collectively reduce motivation, job satisfaction, and instructional effectiveness. Using a qualitative case study design, data were collected through purposive sampling from teachers and administrators across selected public secondary schools. Semi-structured interviews, focus group discussions, document analysis, and field observations served as the primary data sources, while thematic analysis was used to interpret the findings. The results reveal that supportive administrative practices—such as effective leadership, mentoring, constructive feedback, fair disciplinary measures, provision of resources, and opportunities for continuous professional development—significantly enhance teachers' performance. Conversely, factors such as unjust use of authority, lack of equality, professional abuse, and high workload-related stress were found to hinder professional productivity. The study concludes that strengthening administrative structures, improving human-relation approaches, ensuring fair practices, and enhancing professional development systems can substantially improve teacher performance in public sector schools. Recommendations include institutionalizing CPD programs, establishing mentorship systems, promoting transparent administrative procedures, and ensuring equitable facilitation for all teachers.

Keywords: Administrative indicators, professional performance, secondary school teachers, public sector institutions, District Quetta

1.1 Introduction

This research aims to explore the role of administrative indicators in enhancing the professional performance of teachers at the secondary level in public sector schools of District Quetta. Teachers face various challenges that hinder their professional growth, such as limited capacity-building opportunities, an uncondusive working environment, financial constraints, inadequate human resource support, conveyance issues, lack of behavioral support, insufficient physical facilities, and

limited appreciation, mentoring, coaching, and positive feedback. The present study seeks to identify and recommend solutions to these issues through an analysis of administrative factors influencing teachers' professional performance. The sampling is purposive, and data are collected through semi-structured interviews, focused group discussions, document analysis, and field observations. Finally, the data are analyzed thematically.

Australian Council of Professions (2003) defines a 'Profession' as:

“A Profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.”

1.2 Background of the Study

The process of teaching is dynamic and purposeful that aimed at facilitating students' learning and overall development. Learners are being enabled to know their potential and equip them with the skills they required to meet the needs of the digital world. According to Smith et al. (2002), teachers must not only possess sound knowledge of their subject matter but also be proficient in effective methods of instruction. While some individuals join the teaching profession by choice and others by chance, it remains essential for all teachers to demonstrate commitment and continuously strive to improve their professional performance. As Parson et al. (2001) emphasized, knowing how to teach is as crucial as knowing what to teach. Therefore, ongoing professional development is necessary for maintaining and enhancing teaching effectiveness. Torrington et al. (2003) described teaching as a multifaceted process involving a range of activities designed to facilitate meaningful learning experiences.

1.3 Statement of the Problem

The focus of this study is, exploring the role of administrative indicators in enhancing the professional performance of teachers at the secondary level in public sector schools of District Quetta. Teachers are encountered with numerous administrative challenges that hinder their performance, such as limited professional development opportunities, a non-supportive work environment, financial constraints, lack of administrative support, transportation difficulties, inadequate physical facilities, and insufficient recognition, mentoring, coaching, and constructive feedback. These challenges collectively impact the efficiency and motivation of teachers. The present research seeks to identify and recommend practical administrative measures to improve teachers' professional performance at the secondary level.

1.4 Objectives of the study

1. To investigate the role of administrative indicators in enhancing the professional performance of secondary school teachers in public sector schools of District Quetta.
2. To find out the key administrative challenges that hinder the professional performance of teachers at the secondary level.
3. To recommend effective administrative strategies for improving teachers' professional performance in public sector secondary schools.

1.5 Research Questions

1. What is the role of administrative indicators in enhancing the professional performance of secondary school teachers in public sector schools of District Quetta?
2. What key administrative challenges hinder the professional performance of teachers at the secondary level in public sector schools?

3. What effective administrative strategies can be adopted to improve teachers' professional performance in public sector secondary schools?

1.6 Justification/Rationale of the Study

The present study holds immense importance because its focus is specifically on the administrative indicators that influence teachers' professional performance — as compared to pedagogical or academic factors, it is an area that has often received less attention. By identifying the administrative challenges faced by teachers in District Quetta, the study aims to uncover the systemic issues that hinder professional growth and effectiveness. Furthermore, it seeks to recommend practical administrative strategies that can foster a supportive environment, improve teacher motivation, and enhance institutional efficiency.

1.6 Research Methodology

This research aimed to explore the role of Administrative and Academic indicators in promoting the professional performance of teachers at secondary level in public sectors schools of district Quetta. This was a qualitative case study. Furthermore, the research population was Head teachers and teachers at higher secondary level from 77 secondary schools in district Quetta. Moreover, the sampling technique was purposive sampling. While, the data collection tools were semi-structured interviews, focused group discussions, document analysis and observations/field notes. Finally, there was a thematic analysis of data.

1.6.1 Research Design

This study employed a qualitative research design to explore the role of administrative indicators in enhancing the professional performance of teachers at the secondary level in public sector schools of District Quetta. The qualitative approach was appropriate because it allowed for an in-depth understanding of teachers' and administrators' experiences, perceptions, and challenges in the real school context.

1.6.2 Population of the Study

The population of this study was all secondary school teachers and administrators working in public sector secondary schools of District Quetta.

1.6.3 Sample and Sampling Technique

A purposive sampling technique was used to select participants who possessed relevant knowledge and experience regarding administrative practices and teachers' professional performance. The sample was consisted of selected teachers and administrators from different public sector secondary schools across various areas of District Quetta to ensure diverse perspectives.

1.6.4 Data Collection Tools

Multiple qualitative tools were utilized to collect rich and reliable data, such as, Semi-structured interviews with teachers and administrators to gather detailed insights into administrative practices and their effects on teachers' performance. Focus group discussions (FGDs) to encourage interaction and collective reflection among teachers. Document analysis (such as school records, performance reports, and administrative guidelines) to triangulate and verify findings. Observation and field notes to capture non-verbal cues and contextual realities within school environments.

1.6.5 Data Analysis

The collected qualitative data were analyzed through thematic analysis. The researcher carefully reviewed transcripts, identified recurring themes, and categorized them into meaningful patterns related to administrative indicators and teachers' professional performance. This process ensured systematic interpretation and enhanced the credibility of findings.

1.6.6 Ethical Considerations

Participants were let informed about the purpose of the study and their right to withdraw at any time to follow the ethical principles throughout the research process. Confidentiality and anonymity were maintained, and data were used solely for academic purposes.

Literature Review

This chapter reviewed key literature on the influence of administrative indicators on teachers' professional performance. It covered administrative support, leadership and supervision, mentoring and professional development, and the role of school resources and management. The review also identified gaps in existing research, particularly in the context of District Quetta.

In shaping teachers' professional performance and motivation, administrative support plays a vital role. Tosun and Bozkurt Bostancı (2024) observed that administrative backing and recognition enhance teachers' sense of leadership and organizational commitment. Similarly, organizational climate and supportive administration are associated with higher teacher morale and engagement (Kumar, 2020). Investigating how administrative support is experienced in public schools of Quetta will help understand its influence on teachers' efficiency and satisfaction.

Leadership practices are among the strongest determinants of teacher performance. Transformational and instructional leadership foster teacher motivation, improve job satisfaction, and encourage innovation in teaching (Leithwood & Jantzi, 2005; Hallinger, 2011). Conversely, weak supervision and bureaucratic leadership discourage creativity and lower performance. The present study will explore how leadership and supervisory practices in Quetta's public schools affect professional performance.

Effective administrative structures provide mentoring, coaching, and continuous professional development (CPD) to teachers. Such practices strengthen teachers' instructional competence and professional growth (Ingersoll & Strong, 2011). However, in many developing regions, including Balochistan, professional development opportunities remain limited (Meher, 2007). The study will examine the extent to which mentoring and feedback mechanisms exist and their impact on teacher performance in Quetta.

The provision and management of school facilities, materials, and infrastructure are critical administrative functions influencing teacher effectiveness. Adequate resources and a supportive environment enable teachers to perform better and stay motivated (Adeyemi, 2010). Conversely, poor infrastructure and lack of materials hinder teachers' productivity (Aslam, 2013). Observations and document analysis in this study will help reveal how resource management impacts teachers' performance.

Several studies have highlighted administrative inefficiencies in Pakistan's education system, including weak supervision, limited teacher training, and poor monitoring mechanisms (Khan, 2018; Baloch & Mengal, 2020). These administrative shortcomings are particularly evident in remote areas like Quetta, where teacher performance is constrained by poor management and limited support structures. There is a clear research need to provide empirical evidence from Quetta to inform localized administrative reforms.

2.7 Research Gap and Theoretical Implications

While international literature emphasizes leadership, support, and supervision as key determinants of teacher performance (Tosun & Bozkurt Bostancı, 2024; Leithwood & Jantzi, 2005), few studies have focused specifically on administrative indicators at the secondary level in Quetta. Most existing research in Pakistan has centered on academic or pedagogical aspects rather than administrative dimensions.

Thus, this study fills a critical gap by exploring how administrative structures, policies, and practices influence teachers' professional performance in the public sector of District Quetta.

Table 1 Profile of interviewees

S/N	Gender	Qualification	Discipline	Teaching Experience	Designation
1	Male	M.Phil.	Physics	5	Teacher
2	Male	M.A	English	18	Principal
3	Male	B.A	Arts	11	Teacher
4	Male	Master	Mathematics	5	Teacher
5	Male	Master	Computer Science	7	Teacher
6	Female	M.Sc	Biology	10	Principal
7	Male	B.Sc	Science	6	Teacher
8	Female	Master	Urdu	19	Principal
9	Male	Master	Islamiat	20	Principal
10	Male	Master	Drawing	7	Teacher

Research Methodology

This research aims to explore the role of Administrative and Academic indicators in promoting the professional performance of teachers at secondary level in public sectors schools of district Quetta. This will be a qualitative case study. Furthermore, the research population includes Head teachers and teachers at higher secondary level from 77 secondary schools in district Quetta. Moreover, the sampling technique will be purposive sampling. While, the data collection tools are semi-structured interviews, focused group discussions, document analysis and observations/field notes. Finally, there will be a thematic analysis of data.

3.1 Nature of the study

This research design is qualitative case study, in which the researcher will collect data about the current status of the subject of the study i.e. “The role of Administrative and Academic indicators in promoting the professional performance of teachers at secondary level in public sectors schools of district Quetta.”

3.2 Population of the study

All the 1835 teachers in 113 public sector secondary schools of district Quetta schools will be the population of the study. (BEMIS,2022)

3.3 Sampling of the study

The sampling was purposive sampling. Out of the total population five teachers and five principals of public sector secondary schools of district Quetta were the participants for semi structured interviews and ten teachers for the focused group discussion. The selection of teachers has been on the basis of the two categories of teachers at secondary level i.e. Secondary School Teacher (Science) and Secondary School Teacher (General). There were three SST (General) and two SST (Science) as research participants for semi structured interviews from the five high schools. While, there were one focused group discussions in high school, and there were five SST (General) and five SST (Science) in each of the focused group discussions.

3.4 Research Instrument

The research instruments were semi structured interviews, focused group discussions, document analysis and observations/field notes. This has helped to elicit the individual responses and increased participation of the research participants for study.

3.5 Data Collection

The researcher has personally visited the schools for data collection and has taken interviews from the respondents with taking their consent and signing consent forms accordingly.

3.6 Analysis of data

The taken data was analyzed thematically. Thematic analysis was involved in identifying patterns or themes within qualitative data. Below is a step-by-step thematic analysis based on the semi-structured and focused group interview data on administrative and academic indicators in enhancing the professional performance of teachers at secondary level in public sector schools of district Quetta.

3.6.1. Data Familiarization

The interviews Transcribed and read through the transcripts multiple times to become familiar with the content.

3.6.2. Initial Coding

Initial codes were generated from the data. Significant statements were highlighted and categorized into meaningful groups.

3.6.3. Searching for Themes

Codes were collated into potential themes, gathering all data relevant to each potential theme.

3.6.4. Reviewing Themes

The themes were refined to ensure they accurately represent the data. Initial themes were combined, separated, or discarded as necessary.

3.6.5. Defining and Naming Themes

The themes were defined and named clearly. Each theme encapsulates the essence of the data it represents.

3.6.6. Writing the Report

A final report was produced that includes detailed analysis and quotes from the data to support each theme.

Findings, Analysis and Interpretations

This chapter presents findings from the data of semi structured interviews, focused group discussions and observation and field notes. The data has been thematically analyzed. The particular relevant responses have been part of the analysis and accordingly thematically analyzed.

4.1 The role of administration in enhancing the professional performance of teachers

Administrators play a vital role in enhancing the professional performance of teachers. Thereafter, mostly of the participants stressed on the positive role of administration. Some of them said as “Administration can provide support through mentoring, coaching, and professional development opportunities.” (Semi Structured Interview, Teacher 01, March 18th, 2023). While another participant responded that “Administration plays an important role by setting clear expectations, providing feedback and recognition, and offering professional development opportunities,

administrators can contribute to the growth and success of teachers.” (Semi Structured Interview, Teacher 10, March 25th, 2023). Talking about the role of administration, an interviewee replied that “administration can enhance the professional performance of teachers by utilizing the ideas of professionals and giving space to them to perform as they want”. (Focus Group Discussion, April 3rd, 2023). As pointed out by Osakwe (2015), it is the allocation of resources and inputs aimed at producing the outputs desired by the organization's customers in order to achieve its goals.

4.2 Job satisfaction of teachers enhance the professional performance of teachers

Job satisfaction is closely linked to professional performance. When teachers feel valued, supported, and recognized for their efforts, they are more likely to be motivated, engaged, and committed to their work. Majority of the participant highlighted the importance of job satisfaction as “Positive working conditions, collaborative environments, and opportunities for growth contribute to higher job satisfaction and, in turn, enhance professional performance.” (Semi Structured Interview, Teacher 02, March 18th, 2023). While responding to the question, a research participant commented that “Job satisfaction is the key figure not only for professional teachers but also for others” (Focus Group Discussion, April 3rd, 2023). However another research participant stated that “When teachers are satisfied with their work environment, have the necessary resources, and feel supported by their administration, they are more likely to be engaged, motivated, and dedicated to their profession.” (Semi Structured Interview, Teacher 05, March 21st, 2023). Finally we can know the importance of job satisfaction as it is stated that “Over the last 20 years, many studies have attempted to determine the causes of teacher satisfaction and dissatisfaction” (Kyriacou & Sutcliffe, 1979).

4.3 An occupational stress a major barrier

Occupational stress can hinder professional performance. High workloads, time pressures, lack of resources, and challenging student behaviors can contribute to stress. Large number of the research participants highlighted the role of occupational stress as a major barrier. A research participant stated that “High workloads, lack of resources and demanding expectations can lead to burnout and decreased effectiveness in the classroom. It is important for administrators to address these stressors by providing adequate support, resources, and work-life balance initiatives.” (Semi Structured Interview, Teacher 03, March 20th, 2023). However another participant commented on the statement as “High levels of occupational stress can negatively impact a teacher's professional performance.” (Semi Structured Interview, Teacher 04, March 20th, 2023). Besides these, giving feedback, another participant added that “High levels of stress can negatively affect teaching quality. Adequate support, manageable workloads.” (Focus Group Discussion, April 3rd, 2023). To conclude, occupational stress is a major barrier in the enhancement of professional performance. Therefore, it needs to be resolve as earlier as possible.

4.4 Administrative indicators that can enhance teachers’ professional performance

Some administrative indicators that can enhance professional performance include providing opportunities for professional development, establishing clear expectations and accountability measures, fostering a collaborative culture, recognizing and rewarding excellence, and ensuring adequate resources and support for teachers. Number of participants highlighted the significance of administrative indicators. One of them stated that “Promotion in scale, Conducting seminars and training sessions also help in enhancement of professional performance.” (Focus Group Discussion, March 24th, 2023). While a research participant responded that “Creating a supportive and collaborative work culture, allocating adequate resources, and involving teachers in decision-making processes.” (Semi Structured Interview, Teacher 02, March 18th, 2023). Additionally, another research participant participated by adding that “Offering opportunities for professional

development and collaboration can greatly contribute to the professional growth of teachers. (Semi Structured Interview, Teacher 07, March 24th, 2023).

4.5 Principal plays an effective role in the promotion of professional performance of teachers

Principals play a crucial role in promoting professional performance by setting clear expectations, providing guidance and support, fostering a positive organizational culture, recognizing and valuing teachers' achievements, and advocating for professional development opportunities. Most of the participants stressed on the important role of the Principal in the promotion of professional performance of teachers. A research participant stated that “They can provide instructional leadership, facilitate professional development opportunities, foster a positive school climate, and support teachers in their growth and development.” (Semi Structured Interview, Teacher 07, March 24th, 2023). Along with them, another participant commented on the statement as “Principals can promote the professional performance of teachers by facilitating their professional growth through facilitation of workshops, seminars and symposia in respective subject areas.” (Focus Group Discussion, April 3rd, 2023). Giving remarks on the statement, the respondent said that “Effective principals also create a culture of trust, open communication, and collaboration among staff.” (Semi Structured Interview, Teacher 02, March 18th, 2023). Coming to the point, Principals lead by example, promote collaboration, provide mentorship, offer constructive feedback, and advocate for teachers' needs to foster a conducive atmosphere for professional growth.

4.6 Human relation approaches are helpful for enhancing professional performance of teachers

Human relation approaches, such as promoting open communication, building trust, and fostering positive relationships, are helpful in enhancing the professional performance of teachers. When teachers feel valued, respected, and supported by their colleagues and administrators, they are more likely to be motivated, engaged, and committed to their work. Adding to this, Focho (2001) argues that employees are people, not machines, and that the workplace should consider individual differences and relationships. A respondent replied to the question that “Human relation approaches, such as building positive relationships, effective communication, and empathy, can enhance professional performance.” (Semi Structured Interview, Teacher 01, March 18th, 2023). Building positive relationships among teachers, students, and colleagues fosters a supportive environment, encouraging open communication and shared learning experiences. As a research participant stated that “Human relation approaches are providing material and spiritual needs of staff satisfaction.” (Focus Group Discussion, April 3rd, 2023). Thus, these approaches, which focus on the interpersonal relationships between staff members, can help create a positive, collaborative work environment that supports professional performance.

4.7 The unjust use of authority, lack of equality and less facilitation are major barriers to enhance the professional performance of teachers

A lack of fair treatment, unequal opportunities, and inadequate support hinder teachers' motivation and performance. However, Friebel (2004) reflects as unjust use of authority is the misuse of assigned legal authority for the sake of self-interest or on an account of professional jealousy. When teachers feel disempowered, unsupported, or undervalued, their motivation and commitment may decline, negatively impacting their professional performance. As a research participant identified that “Unjust use of authority, lack of equality, and inadequate facilitation can create a hostile work environment, demotivate teachers, and hinder their ability to perform at their best.” (Semi Structured Interview, Teacher 08, March 24th, 2023). While another participant answered the question that “Unjust use of authority, lack of equality, and insufficient facilitation can hinder professional performance.” (Semi Structured Interview, Teacher 01, March 18th, 2023). Adding to

the statement, a respondent responded that “The unjust use of power kills the potentials of any professional teacher.” (Focus Group Discussion , April 3rd , 2023). Accordingly, Addressing the issues of unjust use of authority, lack of equality and less facilitation can lead to improvement.

4.8 The professional abuse inhibit the professional performance of teachers

Professional abuse, such as bullying, harassment, or unfair treatment, can significantly inhibit professional performance. It creates a hostile work environment, damages self-esteem, and diminishes motivation. Similarly, Olujuwon (2016) stated “Therefore, professional abuse is the misuse of power or trust by a professional, or the failure of professionals to act on suspected abuse/crimes or neglect in services in an organization.” As the interviewee stressed that “Professional abuse, such as discrimination, can severely prevent the professional performance of teachers.” (Semi Structured Interview, Teacher 07, March 24th, 2023). Professional abuse inhibits professional performance by creating a hostile work environment, eroding teachers' confidence and morale, and leading to increased stress and burnout. It can result in decreased motivation, productivity, and overall job satisfaction. Another research participant commented on the statement that “It creates a negative work environment, erodes confidence, and can lead to decreased motivation and job satisfaction.” (Semi Structured Interview, Teacher 10, March 25th, 2023). While a research participant stated that “Professional abuse demotivates professional teachers from performing their best.” (Focus Group Discussion, April 3rd , 2023).

4.9 Better incentives, facilitation and support from administration, appreciation and promotion enhance professional performance of teachers

Better incentives, facilitation, support, appreciation, and promotion from administration can significantly enhance the professional performance of teachers. These factors collectively contribute to creating a positive and supportive work environment that enhances teachers' professional performance. A participant among the research respondents responded to the statement as “Better incentives, such as financial rewards, career advancement opportunities, and recognition programs, can enhance professional performance. (Semi Structured Interview, Teacher 07, March 24th, 2023). Promotion opportunities based on merit can also motivate teachers to continuously improve their professional performance. Another respondent responded in this regard as “Promotion opportunities based on merit can also motivate teachers to continuously improve their professional performance.” (Focus Group Discussion, April 3rd, 2023). Recognition of achievements, opportunities for professional growth, and providing resources and support can help sustain high levels of performance. A research participant replied as “By motivating teachers, creating a positive work environment, and reinforcing their commitment to their profession. (Semi Structured Interview, Teacher 07, March 24th, 2023).

4.10 Trainings, seminars, online sessions, informal professional discussions and workshops are helpful to enhance professional performance of teachers

Trainings, seminars, online sessions, informal professional discussions, and workshops are valuable tools for enhancing professional performance. These opportunities let teachers to exchange ideas, reflect on their practice, and stay updated with the latest research and educational trends. Replying to the statement, a respondent stated that “Trainings, seminars, workshops, and discussions expose teachers to new ideas, methodologies, and networking opportunities, fostering continuous improvement.” (Focus Group Discussion, April 3rd, 2023). They provide opportunities for teachers to learn new skills, stay updated with the latest teaching methods, and share experiences with their peers. This continuous professional development is crucial for enhancing their performance. In this regard, a research participant commented that “These allow teachers to learn new teaching strategies, stay updated with the latest research and educational trends, and

exchange ideas with their peers.” (Semi Structured Interview, Teacher 07, March 24th, 2023). Provide opportunities for teachers to enhance their skills, learn new instructional strategies, and stay updated with the latest educational research. These opportunities contribute to improved professional performance. An interviewee answered that “They expose teachers to new ideas, methodologies, and networking opportunities, fostering continuous improvement.”(Semi Structured Interview, Teacher 09, March 25th, 2023).

4.11 Important administrative indicators to enhance professional performance of teachers

Clear performance standards and expectations, effective supervision and evaluation processes, supportive leadership, allocated time and resources for professional development, collaborative decision-making, equitable workload distribution, and a culture of innovation and continuous improvement are some academic and administrative indicators that enhance the professional performance of teachers. Number of the respondents told about various indicators such as “Administrative indicators, such as support for professional development, a positive work environment, and effective leadership, also play a crucial role in enhancing teachers' professional performance.” (Semi Structured Interview, Teacher 04, March 20th, 2023). Providing resources, opportunities for growth, and a supportive culture can empower teachers and contribute to their success. Therefore, a research participant added that Effective communication, collaborative planning, student-centered teaching, data-driven decision-making, and supportive leadership contribute to enhance professional performance. (Focus Group Discussion, April 3rd, 2023).

4.12 Role of disciplinary measures from administration on behalf teachers, in enhancement of professional performance of teachers

Disciplinary measures from administration play a crucial role in enhancing professional performance. When teachers witness consistent and fair enforcement of disciplinary policies, it establishes a safe and respectful work environment. Such measures help maintain professionalism, ensure adherence to ethical standards, and address any misconduct that may hinder professional performance. A research participant highlighted some important disciplinary measures as “By holding teachers accountable for their actions, disciplinary measures promote a culture of professionalism and contribute to a positive and productive teaching environment. (Semi Structured Interview, Teacher 03, March 20th, 2023). By addressing disciplinary issues promptly and effectively, administrators create a safe and conducive learning environment for both teachers and students. Therefore, a respondent responded as “This promotes a positive and productive learning atmosphere, allowing teachers to effectively deliver their lessons and engage students in the learning process.” (Semi Structured Interview, Teacher 09, March 25th, 2023). While another research participant said that “By establishing boundaries, maintaining a safe learning environment, and ensuring adherence to professional and ethical standards, the professional performance of teachers can be enhanced.” (Focus Group Discussion, April 3rd, 2023).

5.1 FINDINGS, DISCUSSIONS AND RECOMMENDATIONS

This section provides discussions and recommendations from the data findings. The findings of data have been thematically discussed and relevant recommendations have been put under particular themes.

5.2 Teacher Education and Professional Approach of Teachers

Teachers Education should be strengthened to promote professionalism in teachers and improve their professional performance through enhancement of professional approaches. Such as a research participant suggested as “Besides professional teacher, other come by chance into teaching”. It is important for teachers to continuously update their professional approach to stay relevant and adapt to the changing needs of students and the educational system. Therefore, an

interviewee recommended that “Teacher education needs to be promoted because it is crucial in equipping teachers with the knowledge, skills, and attitudes they need to effectively facilitate learning. A professional approach involves a commitment to continuous learning, ethical conduct, and the application of best practices in the classroom.”

5.3 The role of administration in enhancing the professional performance of teachers

By creating a culture of continuous learning and growth, administrators can motivate teachers to excel and improve their teaching practices. In this regard, a research respondent recommended that “They set policies, offer professional development opportunities, and ensure teachers have the necessary tools to excel.” (Semi Structured Interview, Teacher 04, March 20th, 2023).

By setting clear expectations, providing feedback and recognition, and offering professional development opportunities, administrators can contribute to the growth and success of teachers.

5.4 Administration can enhance the professional performance of teachers through motivation

It is suggested that administrators may motivate teachers through recognition, providing growth opportunities, involving them in decision-making, and acknowledging their contributions to create a sense of ownership and commitment. A research participant recommended that “Motivation is key in keeping teachers inspired and invested in their work. In this regard, administration may Create a supportive and collaborative work culture that can foster intrinsic motivation among teachers.” (Semi Structured Interview, Teacher 02, March 18th, 2023).

5.5 Administrative indicators that can enhance teachers’ professional performance

Adequate resources, professional development opportunities, regular feedback, fair evaluation methods, and a positive work environment are indicators that enhance teachers' professional performance. These could include clear communication, effective leadership, supportive policies and practices, and a positive school culture. Similarly, a respondent advised that “Supportive leadership, recognition and appreciation programs, opportunities for professional advancement, fair evaluation and supervision practices, equitable distribution of resources, and fostering a positive and inclusive school culture are some indicators that help in enhancement of teachers’ professional performance.” (Semi Structured Interview, Teacher 10, March 25th, 2023).

5.6 Principal play an effective role in the promotion of professional performance of teachers

Principals play a crucial role in promoting professional performance. They can provide instructional leadership, facilitate professional development opportunities, foster a positive school climate, and support teachers in their growth and development. It is suggested by a research participant that “A principal needs to promote professional performance by setting clear expectations, providing regular feedback, fostering a culture of continuous learning, and recognizing and rewarding good performance.” (Focus Group Discussion, April 3rd, 2023).

5.7 Human relation approaches are helpful for enhancing professional performance of teachers

Human relation approaches, such as promoting collaborative decision-making, creating a supportive and respectful work environment, and encouraging open communication, should be promoted that they can contribute to enhanced professional performance of teachers. When teachers feel heard, respected, and supported by their colleagues and administrators, they are more likely to thrive and excel in their profession. “Building positive relationships among teachers, students, and colleagues fosters a supportive environment, encouraging open communication and shared learning experiences.” (Semi Structured Interview, Teacher 07, March 24th, 2023).

5.8 The unjust use of authority, lack of equality and less facilitation are major barriers to enhance the professional performance of teachers

Providing equal opportunities for growth, addressing concerns promptly, and maintaining a supportive work environment can help overcome these barriers. A research participant recommended that “To overcome barriers such as unjust use of authority, lack of equality, and less facilitation, it is important for administrators to foster a culture of transparency, fairness, and open communication.” (Focus Group Discussion, April 3rd, 2023). It is important for administrators to ensure fairness, provide equal opportunities, and create an inclusive and supportive environment for all teachers.

5.9 Professional abuse can be overcome to enhance teachers’ professional performance

To overcome professional abuse and enhance teachers' professional performance, it is important for administrators to establish clear policies against abuse, provide avenues for reporting and addressing grievances, and conduct regular trainings on professional conduct and ethics. A respondent advised that “Creating a supportive and inclusive work culture, promoting open communication and trust, and providing avenues for reporting and addressing grievances are essential steps to overcome the professional abuse.” (Semi Structured Interview, Teacher 01-March 18th, 2023). Similarly, Overcoming professional abuse can be achieved through implementing strict policies against such behaviors, providing support and resources for those who have experienced abuse, and fostering a positive, respectful work environment.

5.10 Better incentives, facilitation and support from administration, appreciation and promotion enhance professional performance of teachers

Professional performance should be enhanced through better incentives such as financial rewards, career advancement opportunities, and recognition programs. Besides these, facilitation, in the form of providing resources, materials, and support systems, can enable teachers to effectively carry out their responsibilities. “Incentives, such as financial rewards or opportunities for professional growth, can motivate teachers to excel in their roles.” (Semi Structured Interview, Teacher 04, March 20th, 2023).

5.11 Trainings, seminars, online sessions, informal professional discussions and workshops are helpful to enhance professional performance of teachers

Trainings, seminars, online sessions, informal professional discussions, and workshops should be arranged and participated by professional teachers because these all are valuable tools for enhancing professional performance. These opportunities let teachers to exchange ideas, reflect on their practice, and stay updated with the latest research and educational trends. One of research participants recommend that “ these all activities should be promoted to encourage the use of technology and innovative teaching practices to enhance student engagement and learning outcomes.” (Semi Structured Interview, Teacher 05, March 21st, 2023).

5.12 Some important administrative indicators through which professional performance of teachers can be enhanced

The important administrative indicators that need to be developed for the better professional performance of teachers are: Student performance and achievement, teacher self-evaluation, peer evaluation, student feedback, professional development participation, curriculum development involvement, and administrative observations. It is suggested that it is to be Ensured that teachers have access to educational materials, technology, and other resources necessary for effective teaching can positively impact their performance. “academic indicators such as: Continuous professional development, mastery of subject matter, effective classroom management skills, and the ability to engage and motivate students.” (Semi Structured Interview, Teacher 06, March 21st, 2023).

5.13 Role of disciplinary measures from administration on behalf teachers, in enhancement of professional performance of teachers

Disciplinary measures should be fair, consistent, and aimed at maintaining a positive and effective learning environment. When administered appropriately and in a supportive manner, disciplinary measures can help reinforce professional conduct and enhance professional performance. They can help maintain a professional and respectful learning environment, ensure adherence to institutional policies, and address any issues or misconduct promptly and appropriately. However, Fair and consistent enforcement of disciplinary measures should be taken to help in creating a positive work climate and fosters professionalism among teachers. “Such measures help maintain professionalism, ensure adherence to ethical standards, and address any misconduct that may hinder professional performance.” (Semi Structured Interview, Teacher 02, March 18th, 2023).

5.14 Recommendations in regard to administrative indicators to enhance professional performance of teachers

5.15.1 Continuous Professional Development (CPD):

It should be ensured that CPD programs are tailored to both subject knowledge and pedagogical skills, with regular updates based on teacher feedback and emerging educational research.

5.15.2 Peer Observation and Feedback Programs:

It may help to Implement structured peer observation cycles linked to specific professional goals, fostering a culture of constructive feedback and collaborative learning among teachers.

5.15.3 Mentorship Programs:

Formal mentorship initiatives may be established pairing experienced teachers with newcomers, promoting skill development, and providing emotional support and guidance.

5.15.4 Data-Driven Decision Making:

It is suggested to train teachers in effective data analysis techniques to inform instructional strategies, personalized learning paths, and intervention plans for students.

5.15.5 Research-Based Instructional Practices:

Teachers may be Encouraged to regularly engage with current educational research and adapt evidence-based practices that align with student needs and learning outcomes.

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