

**A COMPARATIVE ANALYSIS OF CHALLENGES  
FACED BY MANAGEMENT SCINENCES TEACHERS  
IN PUBLIC AND PRIVATE UNIVERSITIES IN  
PAKISTAN**

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# INTRODUCTION

## Teacher

- A teacher is a person who delivers an educational program, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program.

## Challenges

Challenges refer to the obstacles that may prevent educational administrators from entering into upper levels of leadership and management (Strohs, 2008).

## **OBJECTIVES**

### **1. To explore the challenges faced by management sciences teachers in Pakistani Universities.**

**1a:** To explore the cultural challenges faced by management sciences teachers in Pakistani Universities.

**1b:** To explore the Organizational challenges faced by management sciences teachers in Pakistani Universities.

**1c:** To explore the Personal challenges faced by management sciences teachers in Pakistani Universities.

**1d:** To explore the Empowerment challenges faced by management sciences teachers in Pakistani Universities.

## OBJECTIVES

**2. To Identify the difference in challenges faced by management sciences teachers in Public and Private Sector Universities in Pakistan.**

**1a:** To identify the difference in cultural challenges faced by management sciences teachers in Public and Private Sector Universities in Pakistan.

**1b:** To identify the difference in Organizational challenges faced by management sciences teachers in Public and Private Sector Universities in Pakistan.

## CONT.....

- **1c:**To identify the difference in Personal challenges faced by management sciences teachers in Public and Private Sector Universities in Pakistan.
- **1d:**To identify the difference in Empowerment challenges faced by management sciences teachers in Public and Private Sector Universities in Pakistan.

## NULL HYPOTHESES

**H<sub>o1</sub> :**

- There is no significant difference in challenges faced by management sciences teachers in public and private sector universities in Pakistan.

**H<sub>o1a</sub>**

There is no significant difference in cultural challenges faced by management sciences teachers in public and private sector universities in Pakistan.

**H<sub>o1b</sub>**

There is no significant difference in Organizational challenges faced by management sciences teachers in public and private sector universities in Pakistan.

**H<sub>o1c</sub>**

There is no significant difference regarding Personal challenges faced by management sciences teachers in public and private sector universities in Pakistan.

**CONT.....**

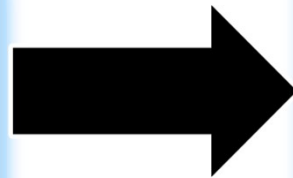
**H<sub>o1d</sub>:**

There is no significant difference in Empowerment challenges faced by management sciences teachers in public and private sector universities in Pakistan.

# CONCEPTUAL FRAMEWORK

**Challenges for  
management sciences  
teachers**

(Alsubaihi, 2016).



- Cultural challenges
- Personal challenges
- Organizational challenges
- Empowerment challenges



# **Challenges for management sciences teachers**

## **Organizational challenges:**

Factors relating to the organizational administration may be the cause preventing management sciences teachers from achieving organizational goals (Minqash, 2007)

## **Cultural challenges:**

A set of cultural perceptions, beliefs, and opinions in the society workplace relating to the consideration of leader which can adversely reflect on their ability (Khdair, 2012).

## **empowerment challenges:**

All related factors that limit leaders' ability to influence others, make sound decisions, and bring about the desired change to the success of the organization (Khdair, 2012).

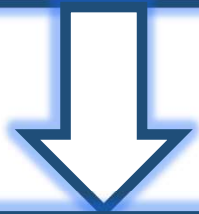
## CONT.....

- **Personal challenges:**

Closely related to the problem of human factors are personal challenges. These include high staff turnover, dearth of experienced staff at the managerial level, internal politics and godfather system, lack of professional motivation, malingering and absenteeism, disloyalty, and lateness.

# **METHODOLOGY**

**Research  
Design**



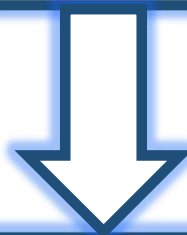
**Comparative**

**Research  
Approach**



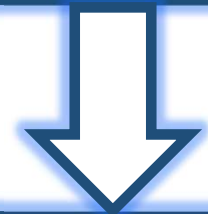
**Quantitative**

**Data Analysis  
Design**



**Both Inferential  
and Descriptive**

**Research  
Tool**



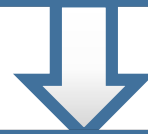
**Questionnaire**

# POPULATION

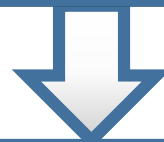
**PUBLIC AND PRIVATE SECTOR UNIVERSITIES IN  
PAKISTAN**



# **Sample and Sampling Technique**



## **Stratified Sampling Technique**



**Krejcie and Morgan (1970) Table,  
For the Sample size  $N=220$   
(management sciences teachers)**

# RESEARCH INSTRUMENT

**Adapted  
Questionnaire  
(Alsubaihi, 2016)**



**Total Items =28**

## **Likert Scale**

**Five point Likert scale  
ranging from 1 =  
strongly disagree to 5 =  
strongly agreed**



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## Data Analysis

### Objective

### Statistical Technique

**1. To explore the challenges faced by management sciences teachers in Pakistani Universities.**

**Mean**

1a. To explore the cultural challenges faced by management sciences teachers in Pakistani Universities.

**Mean**

1b. To explore the Organizational challenges faced by management sciences teachers in Pakistani Universities.

1c:To explore the personal challenges faced by management sciences teachers in Pakistani Universities.

1d:To explore the Empowerment challenges faced by management sciences teachers in Pakistani Universities

## Objectives

**2.** To identify the difference in challenges faced by the management sciences teachers in public and private sector universities in Pakistan.

## Hypotheses

**H<sub>01</sub>:**  
There is no significant difference in challenges faced by management sciences teachers in public and private sector Universities in Pakistan.

## Statistical Technique

**Independent  
t-test**



## **DELIMITATIONS**

- Due to a lack of resources and time limitation research work was delimited to the management sciences teachers in Islamabad and Rawalpindi.
- This study was delimited to the four domains (Cultural challenges, Personal challenges, Organizational challenges, and Empowerment challenges) given by (Alsubaihi, 2016).

# RELIABILITY OF THE TOOL

*Cronbach's Alpha Reliability of Scale Pilot testing (n= 20)*

Challenges	Items	Cronbach Alpha Reliability
Organizational	7	.820
Personal	8	.821
Cultural	8	.831
Lack Empowerment	5	.881

## RESULTS

**Objective 1: To explore the challenges faced by management sciences teachers at the higher education level in COVID-19.**

*Mean of challenges faced by management sciences teachers at the higher education level.*

No.	Variables	Mean	Remarks
1.	Organizational	4.34	Agree
2.	Personal	3.22	Neutral
3.	Cultural	3.6	Agree
4.	Empowerment	4.35	Agree

## 2. To Identify the difference in challenges faced by management sciences teachers in public and private sector Universities in Pakistan during crises Situation of COVID-19.

*challenges faced by the management sciences teachers in public and private sector universities*

Variables	Public/private	n	Mean	Sig.
Challenges	Public	108	65.34	.001
	Private	112	64.22	

***Organizational, Cultural, Personal, Empowerment challenges faced by the management sciences teachers in public and private sector universities***

<b>Variables</b>	<b>Public/private</b>	<b>n</b>	<b>Mean</b>	<b>Sig.</b>
<b>Organizational</b>	Public	108	60.34	<b>.001</b>
	Private	112	<b>65.22</b>	
<b>Cultural</b>	Public	108	57.96	<b>.172</b>
	Private	112	<b>60.53</b>	
<b>Personal</b>	Public	108	58.50	<b>.000</b>
	Private	112	<b>62.40</b>	
<b>Empowerment</b>	Public	108	<b>62.33</b>	<b>.001</b>
	Private	112	57.99	

# CONCLUSION

- The present study concluded that management sciences teachers faced Organizational and empowerment Challenges in Pakistani Universities.
- The study results also concluded that there is a Sig. difference in challenges faced by the management sciences teachers in public and private sector universities in Pakistan.
- The results further indicated that in the public sector universities, management sciences teachers faced empowerment challenges, and on the other side, in the private sector universities, management sciences teachers faced organizational, cultural, and personal challenges.

# Recommendations

- Challenges may be overcome by proper implementation of policies, developing transparency in the system, and promoting a merit system in the education department.
- Provide management sciences teachers with more autonomy in decision-making processes, such as curriculum development, assessment methods, and classroom management strategies. Involve management sciences teachers in educational policy discussions and school governance to ensure their voices are heard and valued.

## CONT.....

- Promote collaborative learning environments by organizing regular meetings, forums, and workshops where management sciences teachers can come together to discuss challenges, share successful teaching strategies, and collaborate on research or curriculum development projects. Encourage the formation of professional learning communities (PLCs) where management sciences teachers can engage in reflective practices and foster a culture of peer support and mentorship.



## CONT.....

- Educational leaders may adopt an inclusive and supportive leadership approach that values and recognizes management sciences teachers' contributions. Encourage open communication channels, establish feedback mechanisms, and create platforms for management sciences teachers to share their ideas, concerns, and suggestions. Foster a collaborative relationship between administrators and management sciences teachers, where decisions are made collectively, and management sciences teachers' voices are heard and considered.
- Embrace diversity and create an inclusive environment that respects and celebrates different cultures, languages, and perspectives. Provide professional development on cultural competency and sensitivity to support management sciences teachers in effectively engaging with diverse student populations.

## CONT.....

- Addressing the organizational, cultural, empowerment and personal challenges faced by management sciences teachers is essential for their empowerment and professional growth. By implementing the recommendations outlined above, educational institutions can create an environment that supports management sciences teachers' development, fosters collaboration, and respects their contributions.
- Empowered management sciences teachers are more likely to be effective in the classroom, positively impacting student outcomes and overall educational quality. Ultimately, investing in teacher empowerment is an investment in the future of education.

