

Performance Management System of “The City School Bahawalpur”

Amna Akhtar Khan

Department of Management Sciences, The Islamia University of Bahawalpur
Abbasia Campus, Bahawalpur, Pakistan
Email: aamnah_khan@hotmail.com

Muhammad Zulqarnain Asab (Corresponding author)

Department of Management Sciences, The Islamia University of Bahawalpur
Abbasia Campus, Bahawalpur, Pakistan
E-mail: asabmuh@gmail.com

Fozia Safdar

Department of Management Sciences, The Islamia University of Bahawalpur
Abbasia Campus, Bahawalpur, Pakistan
E-mail: foziasafdar143@gmail.com

Abstract

The purpose of this research is to explore the various factors related to performance management system used by the school for teaching and non-teaching staff. This is an exploratory research where data has been collected from The City School of Bahawalpur. Questionnaires and semi structured face to face interviews had been conducted to collect the data. This study is quantitative in nature and percentage analysis was used to interpret the collected data. It is concluded that the majority of teachers in school are satisfied with the current performance management system. They are getting the benefits in the form of their personal and professional development. It is suggested that the problems faced by the new teachers should be overcome by proper orientation programs. They should get a chance to observe other branches of schools so that they can learn from them in every possible way. This study can play a vital role by successfully implementing performance management system. The results could be in the form of maximum output by employees, high level of employee motivation, job engagement and fully satisfied employees.

Keywords: Performance Management System, Human Resource Management, Teachers, Performance Evaluation.

1. Introduction:

Employees are the important asset for any organization. Progress of an organization depends on the workforce. Goals are set by the people and success is achieved by the help of their outstanding performance. Performance is the Behavior, it is the way of getting work done by the people in teams or individually. The accurate evaluation of employee performance plays a vital role in achieving the organizational goals.

The new name of performance appraisal is performance management or some people call it performance development. Many organizations take performance management similar to performance appraisal. In an evident manner performance management is more than the performance appraisal. Due to the rapid changes and high level of competition in the world many organisations shift from reactive performance appraisals to the proactive performance management in order to boost the productivity and for the improvement of organizational performance. Nowadays, organizations have their own performance management systems for planning performance, appraising the performance of employees and for providing feedback to the workforce so that they can make improvements for the organization success and for their own professional development that is helpful throughout their career (Leena & Twinkle, 2012).

This is an exploratory research for inquiring the in-depth positive and negative aspects of performance management system faced by the teachers. The City School of Bahawalpur has been taken for the current research to identify the major issues and their impact on school teachers and the advantages and disadvantages of the current performance management system used by this organization.

The City School was established in 1978 in Karachi, Pakistan. Its Head Office is in Lahore. It has 179 branches in 49 cities of Pakistan which includes thousands of students and large number teaching and non-teaching staff. The school follows a British-oriented curriculum from Nursery level to Cambridge International Examinations Level. The City School is continuously expanding its range to achieve the demands for quality education. The school maintains its high standards consistently by implementing rigidly accurate policies and procedures. The city school is perceived as a well reputed institute of excellence that is capable enough to compete with other best schools throughout the world.

An effective performance management system is helpful for managers to achieve maximum efficiency from the employees by aligning their routine activities to strategic business goals of the organization. It plays a vital role in clarifying the work related expectations and in providing visibility to employees about job related tasks. A good performance management system can change the overall organizational structure in a better and efficient way by evaluating and documenting employee performance. Employees can make their decisions about career planning, they can improve by developing skills when they get feedback from their managers that how they are performing on their job. The indirect benefits are employee motivation, employee satisfaction and engagement, employee loyalty with the particular organization.

2. Literature Review

Performance Management System is defined as an integrated approach by which development of people occurs in a way that improves their personal as well as group performance and it conveys continuous success to an organization (Armstrong and Baron, 1998). It is about managing performance of employees. According to McDonnell (1996), organizational objectives are achieved by performance that converts the thoughts of a performer into an act and this leads to success. So, performance means both the behavior of a person and outcomes achieved by the person. Spangenberg (1994) described it as a set of manager's technique that he used for the attainment of strategic organizational goals by planning, leading and improving the performance of his workforce. As DeNisi and Kluger (2000) asserts that it is a flexible and a continuous process in which the performance of employees are aligned with the goals of the organization.

Similarly, Fowler (1990) described it as a simple process which includes the sum of day to day activities done by all managers which enable the organizations to achieve best possible outcomes. Storey and Sisson (1993) stressed that it is an arrangement of policies and practices that are interlinked with each other in order to enhance organizational effectiveness and for the achievement of objectives by focusing on the performance of individuals.

Adhikari (2010) explained that performance management plays a vital role in organizations. It is important for the growth and effectiveness in the organizations. It contributes a lot to individual as well as organizational learning. Simeka (2002) describes that performance management is a process of making use of all the resources that are available to people in an organization for the purpose of achieving desired results. Managing performance is important in order to reach the targets and for the successful implementation of actions in future (Lebas, 1995). Hope (2000) mentions that performance management is a continuous communication process which takes place between a supervisor and subordinate. It is a partnership between these two.

2.1 Contribution of Performance Management System in Organizations

According to Philpott & Sheppard (1992) performance management is a process that can make a significant contribution to the organizational performance. It includes various activities that should be designed in a way so that the improvement of individuals can be done. The question that must be answered is that why it is important to manage the performance of individuals and teams. The reasons are:

- ❖ Firstly, they state that when we are able to measure something then it is easy for us to make it done in a proper way.
- ❖ Secondly, there is a relationship between organization's strategies and performance management. Organizations are focused on translating these strategies into actions with the help of performance management system.
- ❖ Thirdly, performance management is done in order to manage the change that takes place in organizational culture.

Swanepoel et al (1998) further explained that it is not only about evaluating the individual's performance periodically. It consists of various tasks: information gathering, monitoring and controlling, leading, providing guidance, assessing the work of employees and providing feedback whenever it is necessary.

Armstrong (2001) described that performance management has an emphasis on shared goals and values of an organization. When performance is managed and improved over time then this is helpful in clarifying the goals and strategies of the organization. The important thing is self-management which can be done by managing performance of each and every individual.

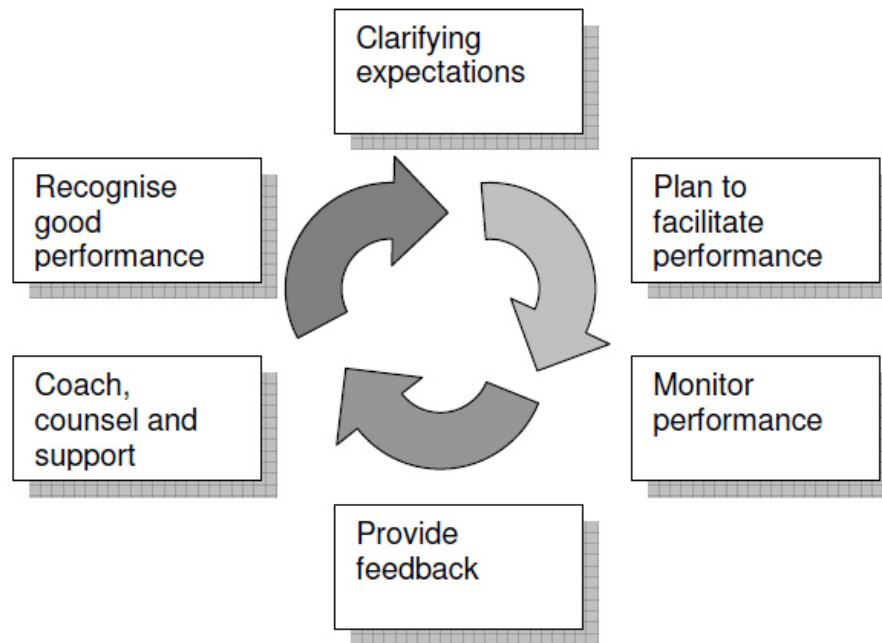
2.2 Role of Performance Management System

Different roles are played by performance management system for an organization. Gaps are identified by this system, it identifies the opportunities that can be exploited to fulfill those gaps, identifies the areas in which employees make achievement for themselves and for the organizations. Santos et al (2007) pointed out these five roles:

- Performance measurement
- Managing strategies

- Communication
- Influence behavior
- Learning and improvement

2.3 Performance Management Cycle



Schultz et al. (2003)

Schultz et al (2003) explained the performance management in the form of a cycle which consists of these six steps.

- Clarifying expectations

The first step clarifying expectations means that the objectives that are being set by the managers should be communicated to employees in a way that they have clear understanding that how important it is to achieve these objectives. They must know that what is expected from them.

- Plan to facilitate performance

It is the responsibility of the manager to not only communicate the objectives to the employees but he should help the employees in every possible way to achieve those objectives.

- Monitor performance

By monitoring the performance of the individual supervisor have clear understanding that what is happening around and how it should be.

- Provide feedback

Supervisors encourage their workforce by providing feedback either it is positive or negative. Employees must know that how they are performing on the job.

- Coach, counsel and support

In order to meet the desired goals it is important for the supervisor to support the employee in every possible way.

- Recognize good performance

Recognizing the good performance of employees is an important part. Employees who are doing well on their jobs are motivated by the words of appreciation or rewards. Those employees who are not doing well like to know where they can improve.

2.4 Advantages of Performance Management system:

- Regular feedback:

Motivational people help them in the attainment of objectives set by the organization. Positive behavior is reinforced by the employees who receive regular feedback (Van der Waldt, 2004).

- Participation in decision making

According to Smither (1995) with the help of performance management supervisors and subordinates make an

agreement at a specific time period that what are the objectives they have to achieve. It contributes in providing freedom to workforce while performing their tasks.

- Team spirit

Swanepoel et al (2000) asserts that when supervisor and subordinate mutually plan performance at the start of the year it contribute in creating team spirit.

- Improved Communication

Organizations with a culture of two way communication are successful in every way. Performance management encourages people in discussion and mutual agreement in performance expectations (Armstrong 1995).

2.5 Disadvantages of Performance Management System

There are several disadvantages of poorly implemented performance management system.

- Motivational issue:

If the management don't reward people on their good performance then their motivation to perform may be lowered. If they are not rewarded with tangible or intangible rewards on their good performance then they will be uninterested to perform well in future (Fandray, 2001).

- Effect on relationships

Thomas & Bretz (1994) asserts that when a poor system is implemented, the relationships among people may be damaged due to different reasons.

- Self-esteem

As Gabris & Ihrke (2001) described if feedback is provided in an improper and inappropriate way then the employees self-esteem may be lowered.

- Wastage of money and time

When system are poorly implemented that cost a lot of money without providing benefits to organizations (Esen, 2003).

- Employees may quit due to results

Due to the false results employees leave the organization. It could be physically or psychologically (Cascio & Aguinis 2005).

2.6 Performance Management in Schools

Organizations progress depends on their employees and employees are an asset. Organizations are affected by the work and working style of their employees (Otley, 1999). According to Darling-Hammond (1990) policies and procedures that are shaped by the people who are involved in hierarchical decision making are implemented by the teachers, headmasters and administrators in the schools. As they play a great role in transferring these rules and policies their work experience matters a lot. It all depends on their performance and the way it is managed. Performance management system is used for the evaluation of their performance so that the quality of teaching can be improved (Kagioglou et al 2009). In a wide perspective their teaching profession is improved by managing the performance. The quality of teaching is recognised by performance management system (Down et al 1999).

2.7 Performance Management for Professional Development in Schools

Education is a life- long process where the enhancement of quality is necessary and it is a continuous process (Barber 2000). Quality of teaching can be enhanced by the achievement of teachers, students as well as school management (Fitzgerald 2000). Crouch & Mabogoane (2001) explained that teacher's accountability and their productivity plays a vital role in the restructuring of school's atmosphere. Performance management system is helpful for the professional development of teachers and to manage their performance according to the standards. Quality of teaching should be according to the standards.

3.0 Methodology:

3.1 Research design:

The purpose of this research is to analyse the effectiveness of Performance management system that is currently used by the organisation. This research is exploratory in nature. For A better understanding of an issue, exploratory research is very useful (Davis 2000). This research is useful in situations when a researcher wants to explore more research areas in the presence of limited information (Polonsky and Waller 2005).

This study is qualitative in nature as it focuses on understanding the issue. As Cooper and Schindler (2006) described that exploratory research is mostly qualitative. Qualitative research is useful for a researcher when quality data is gathered from few people through research questions (Cavana et al. 2001).

3.2 Research Strategy:

3.2.1 Population and Sampling:

The school teachers are the target population of this research which are 80 in number (N=80).

The sample size is (n=20) and that was selected using random sampling technique.

3.2.2 Instrument:

The questionnaire was adopted from some other research that took place in Business schools of Islamabad, Lahore and Rawalpindi. The title of the research is “Performance Management System and its impact on the faculty member’s performance in business schools” (Zia et al, n.d.). This questionnaire on five point likert scale was developed to know the opinion about the current performance management system in school. Five options were given on the questionnaire which are (SA=strongly agree, A=agree, UNC=uncertain, DA=disagree and SDA=strongly disagree). The questionnaire consists of four sections and each section contains five questions.

3.2.3 Validity of the Instrument:

Validity refers to verity, conformity to actuality or the extent to which results of the study are valid (Haskins and Kendrick 1993).

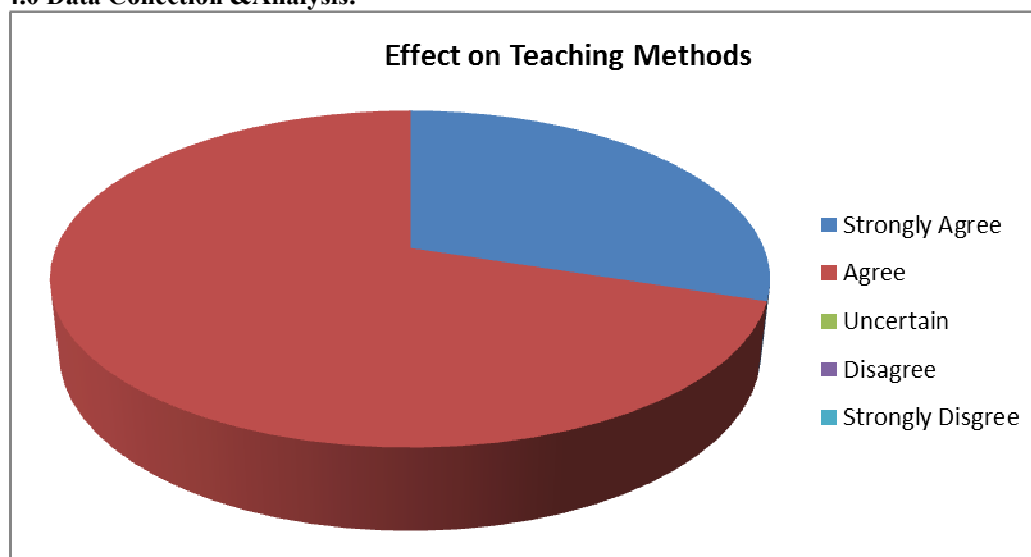
3.2.4 Reliability of the Instrument:

Reliability refers to the degree to which a test consistently measures the same thing and always produces consistent results (Segars, 1997).

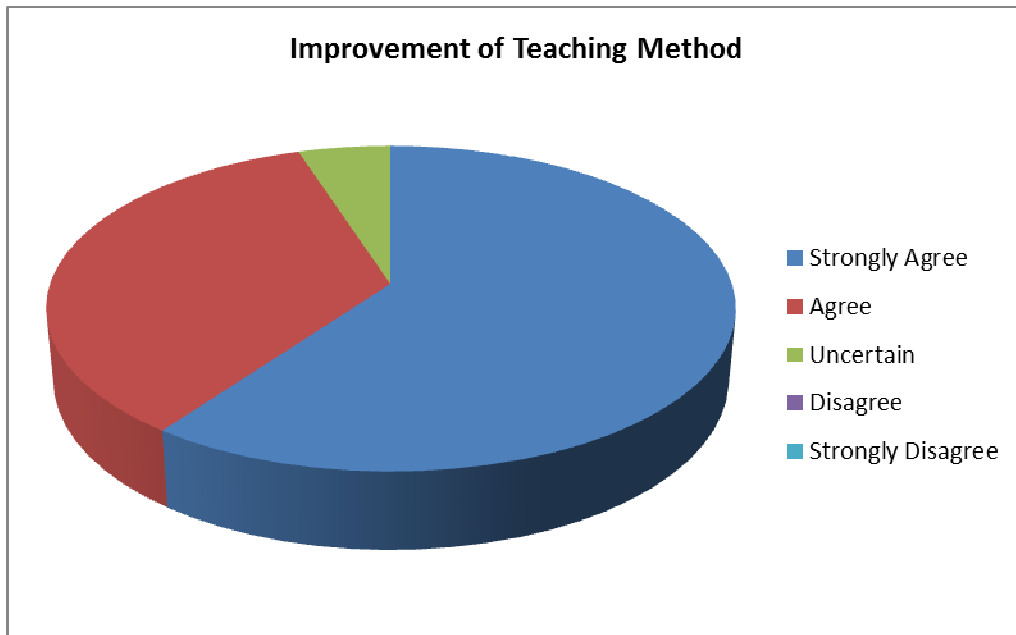
3.3 Data collection:

The questionnaire was delivered to teachers of the school in junior, middle and senior section. They were requested to accurately answer the questions about performance management system that is currently used by their management in school.

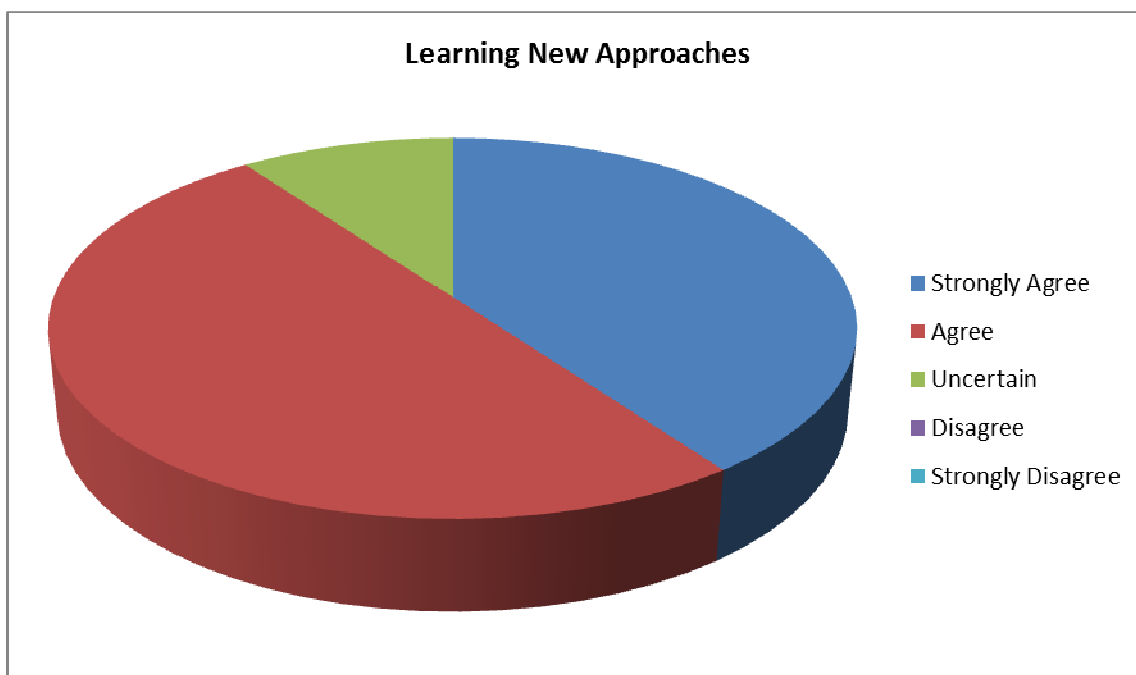
4.0 Data Collection & Analysis:



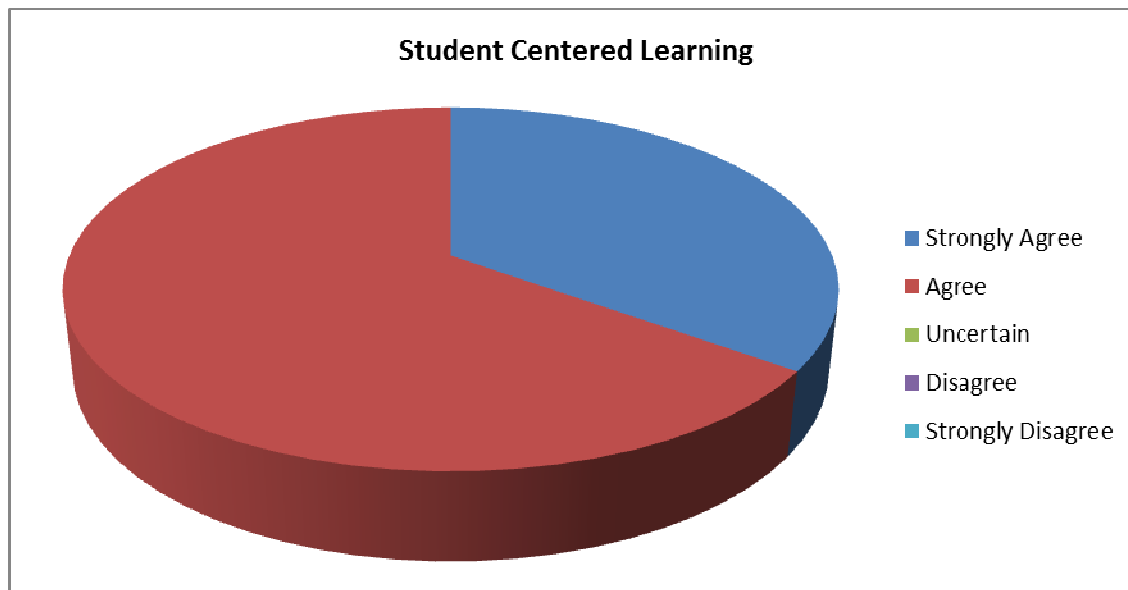
On the response to the statement that “PMS guides to decorate the method in the light of particular theories of the subject”, 30% employees agreed strongly while 70% of the employees agreed with this statement. Hence it is proved that PMS guides to design teaching methods. One of the teacher said “Senior Teachers are taken as coordinators and they train other teachers. They have personal autonomy. They can design curriculum for the betterment of their students”.



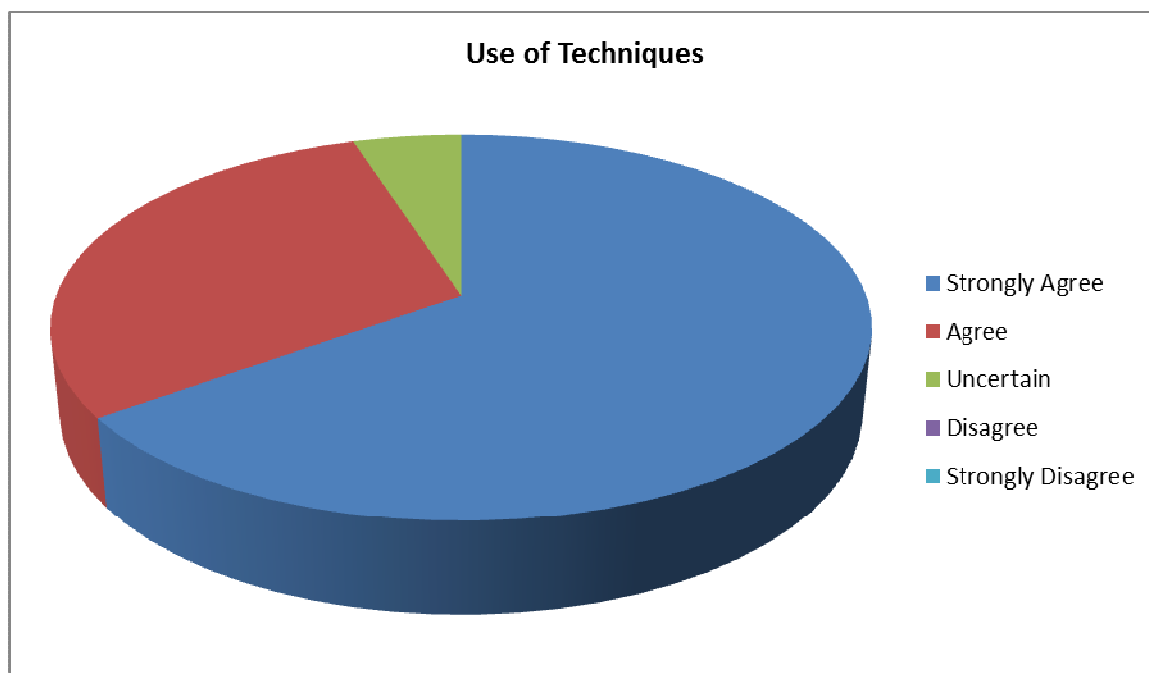
On the response to the statement that “PMS guides to review and improve the teaching methods”, 60% employees agreed strongly while 35% of the employees agreed and 5% employees are uncertain about this statement. Hence it is proved that performance management system is helpful in reviewing and improving the methods. One of the teacher explained “Inspection team visits school after a certain period of time. They observe the whole school, the management and grading schemes. They give feedback after evaluation. They give suggestions for the improvement of teaching methods”.



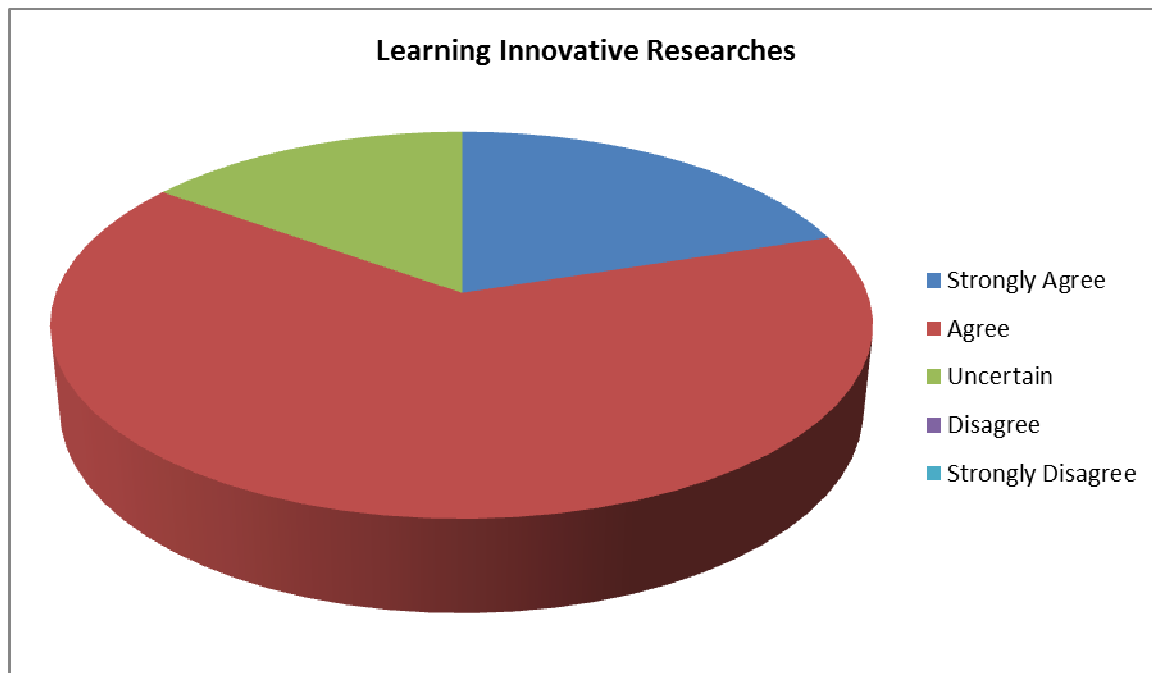
On the response to the statement that “PMS facilitates to learn new approaches for different topics”, 40% employees agreed strongly while 50% of the employees agreed and 10% of the employees are uncertain about this statement. Hence it is proved that PMS guides to learn new approaches which has a positive effect on teaching methods.



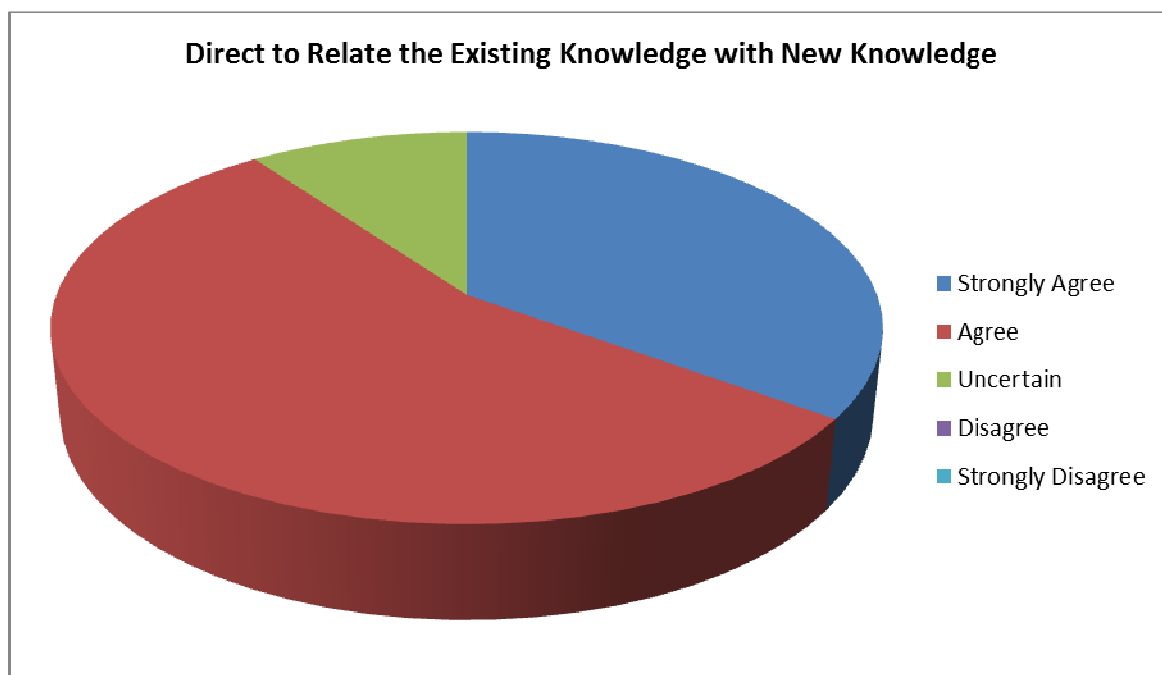
On the response to the statement that “PMS helps towards student centred learning”, 35% employees agreed strongly while 65% of the employees agreed with this statement. One of the teacher explained “Formal or informal student assessment take place which is result oriented. Monthly report of students is prepared by their teachers to check their achievements and know their deficiencies”.



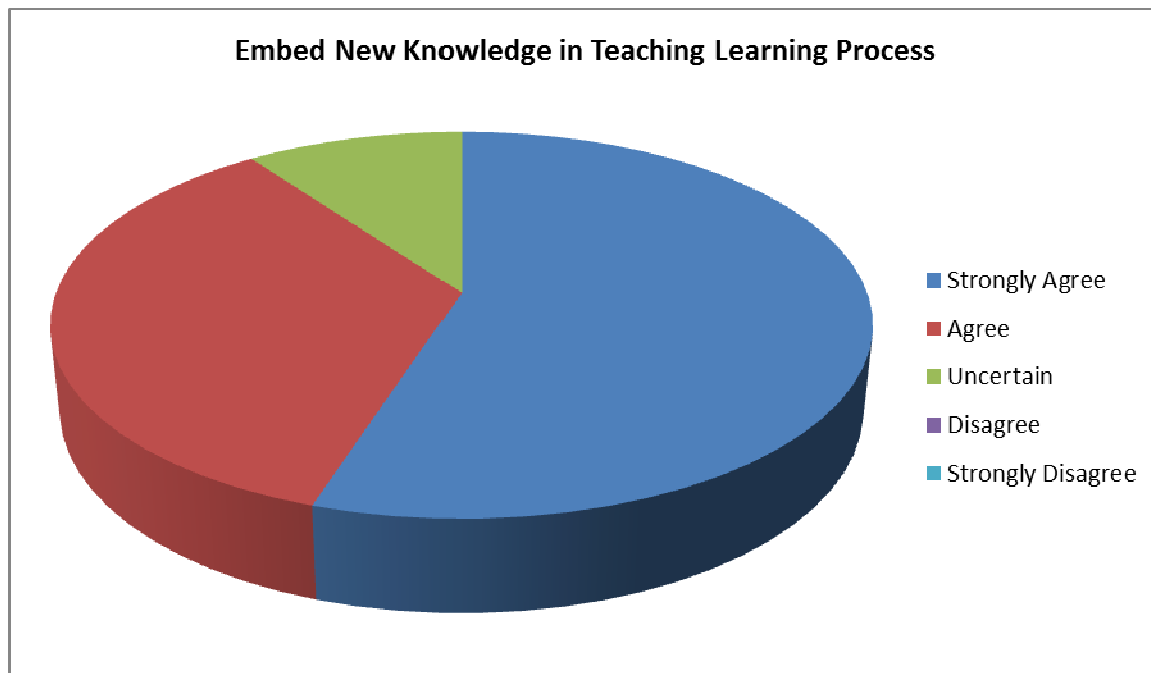
On the response to the statement that “PMS direct to use variety of instructional techniques for different steps in the same topic”, 65% employees agreed strongly while 30% of the employees agreed and 5% of the employees are uncertain about this statement. Hence it is proved that it is helpful in using different techniques.



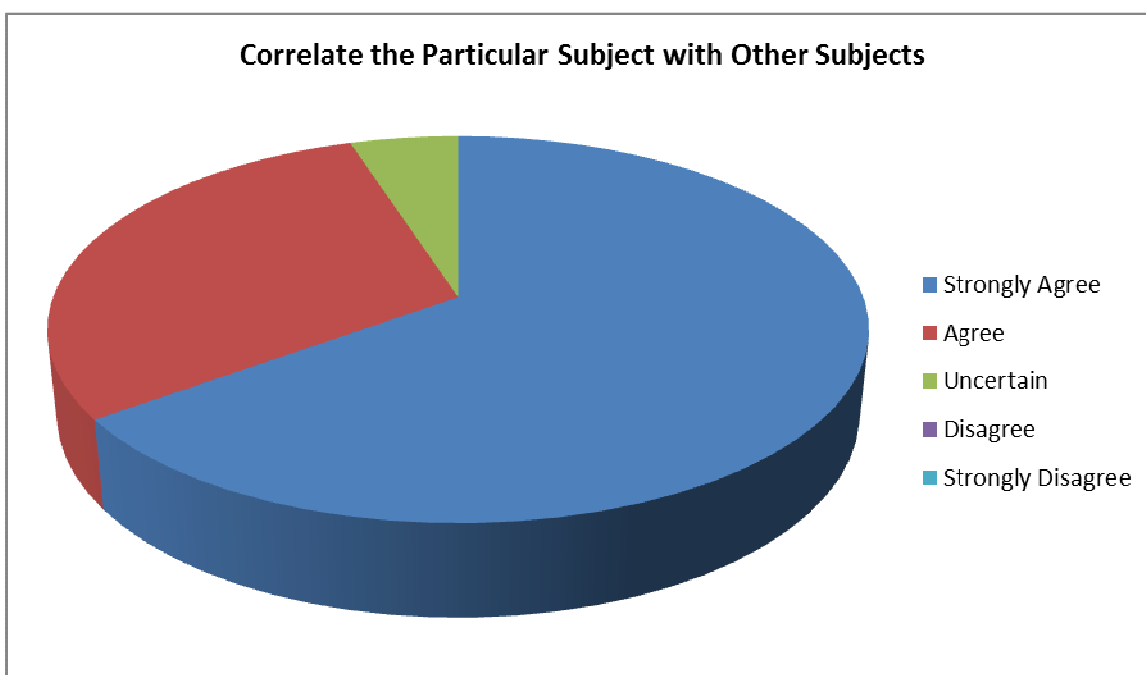
On the response to the statement that “PMS leads to learn the innovative researches in the subject”, 20% employees agreed strongly while 65% of the employees agreed and 15% of the employees are uncertain about this statement. One of the teacher asserted that “CIA workshops by British Council is conducted by school for subject based training of the teachers”.



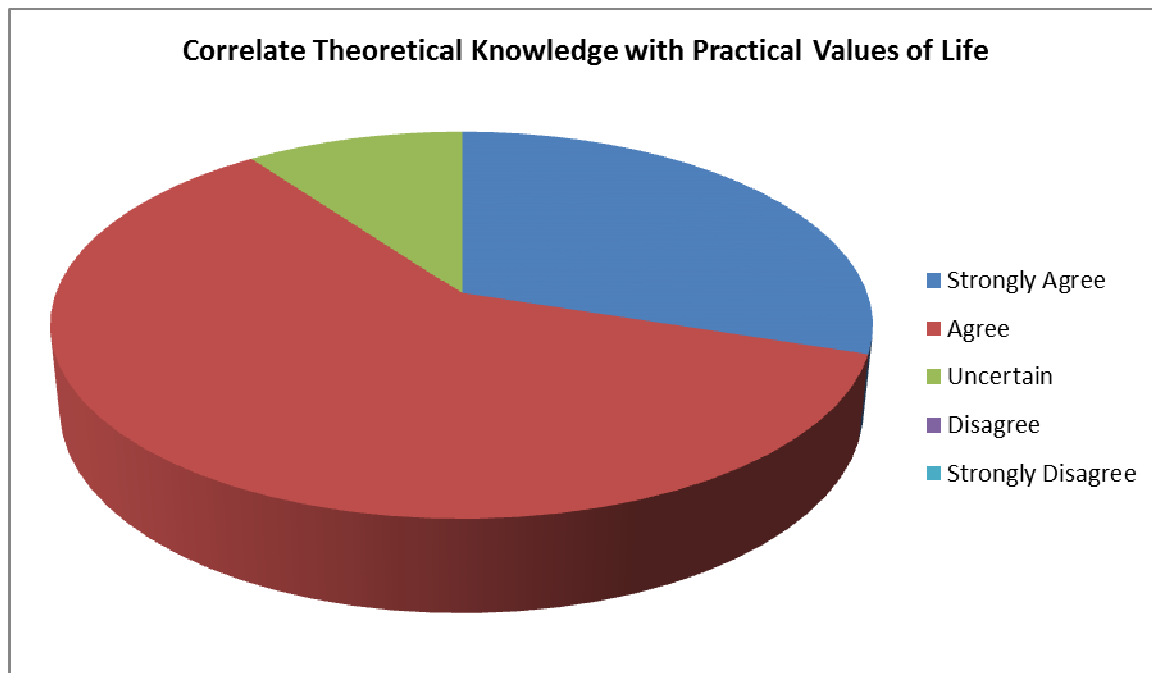
On the response to the statement that “PMS direct to relate the existing knowledge with new knowledge and draw conclusions”, 35% employees agreed strongly while 55% of the employees agreed and 10% employees are uncertain about this statement.



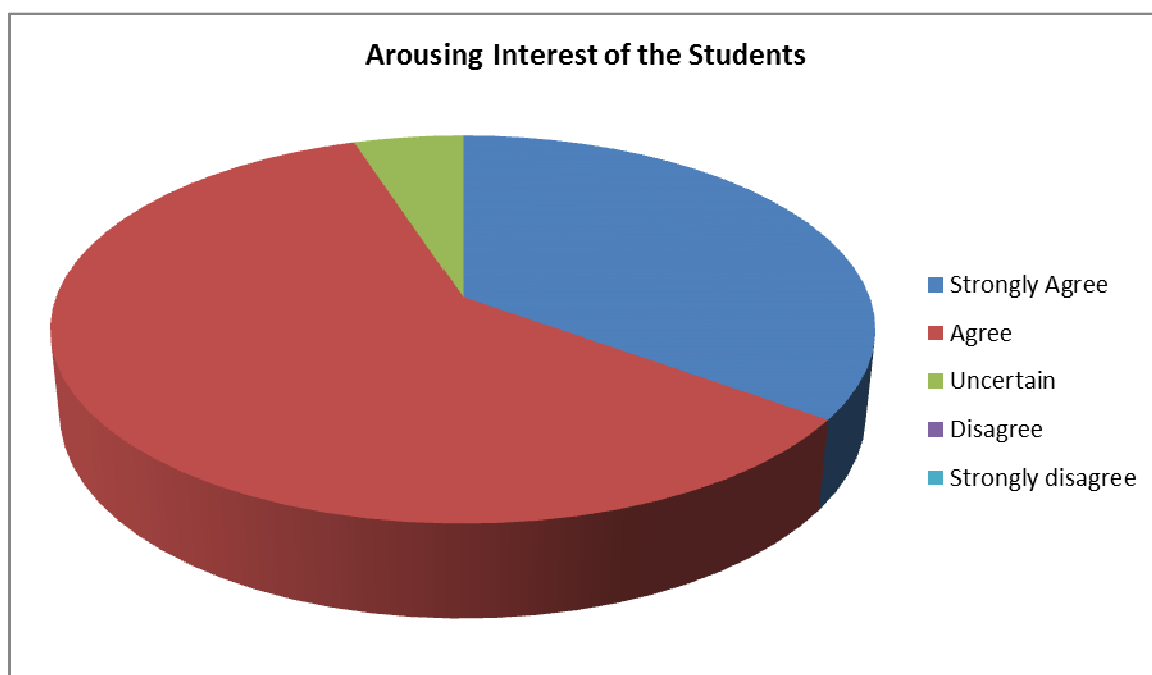
On the response to the statement that “PMS guides to embed new knowledge in teaching learning process”, 55% employees agreed strongly while 35% of the employees agreed and 10% employees are uncertain about this statement.



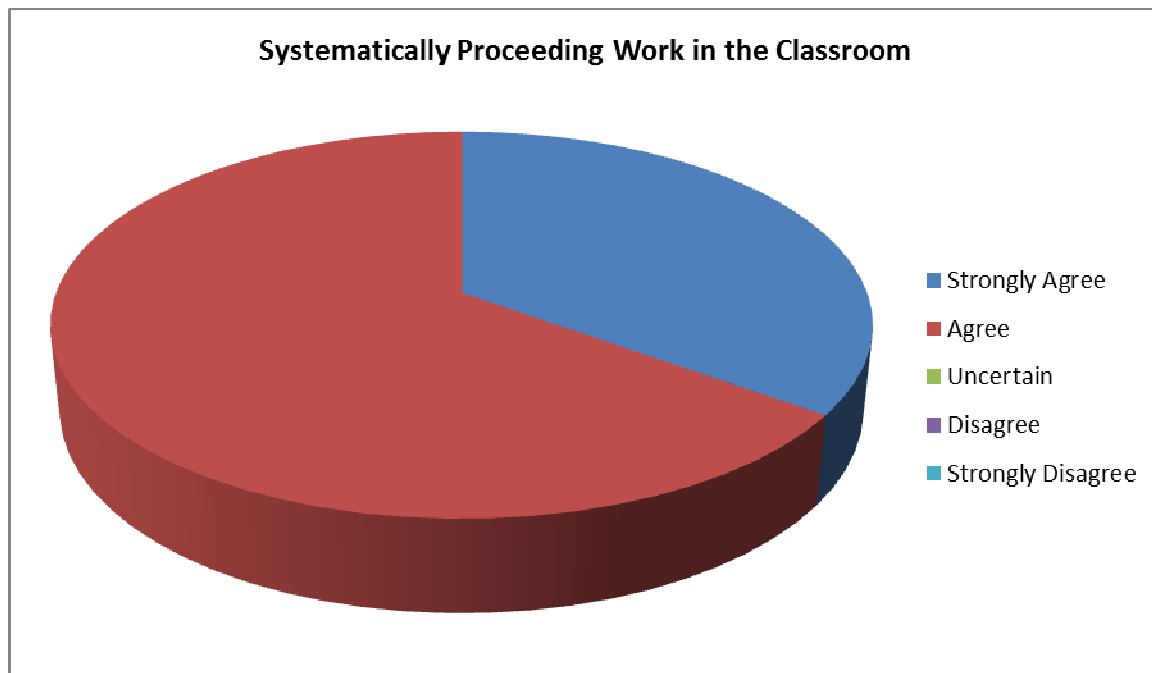
On the response to the statement that “PMS facilitates to correlate the particular subject with other subjects”, 65% employees agreed strongly while 30% of the employees agreed and 5% employees are uncertain about this statement. One of the teacher mentioned that “Teachers evaluate each other by checking copies of students which are already checked by their subject teacher and give suggestions to overcome the deficiencies of their students”.



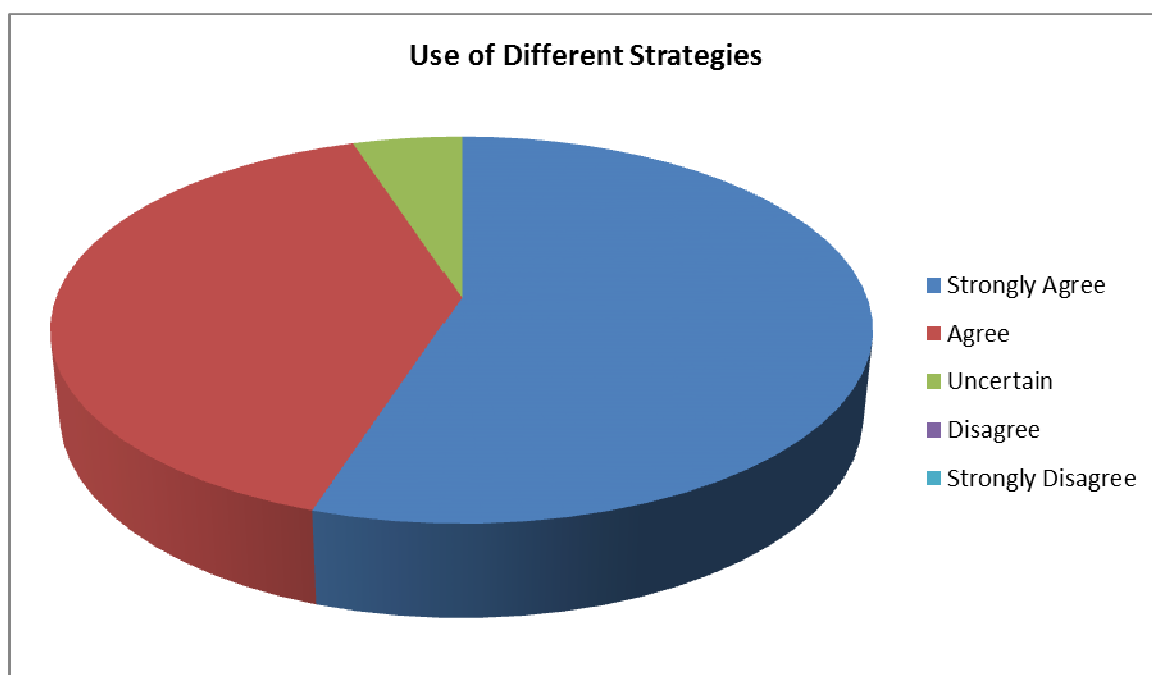
On the response to the statement that “PMS help to correlate the theoretical knowledge with practical values of life”, 30% employees agreed strongly while 60% of the employees agreed and 10% employees are uncertain about this statement.



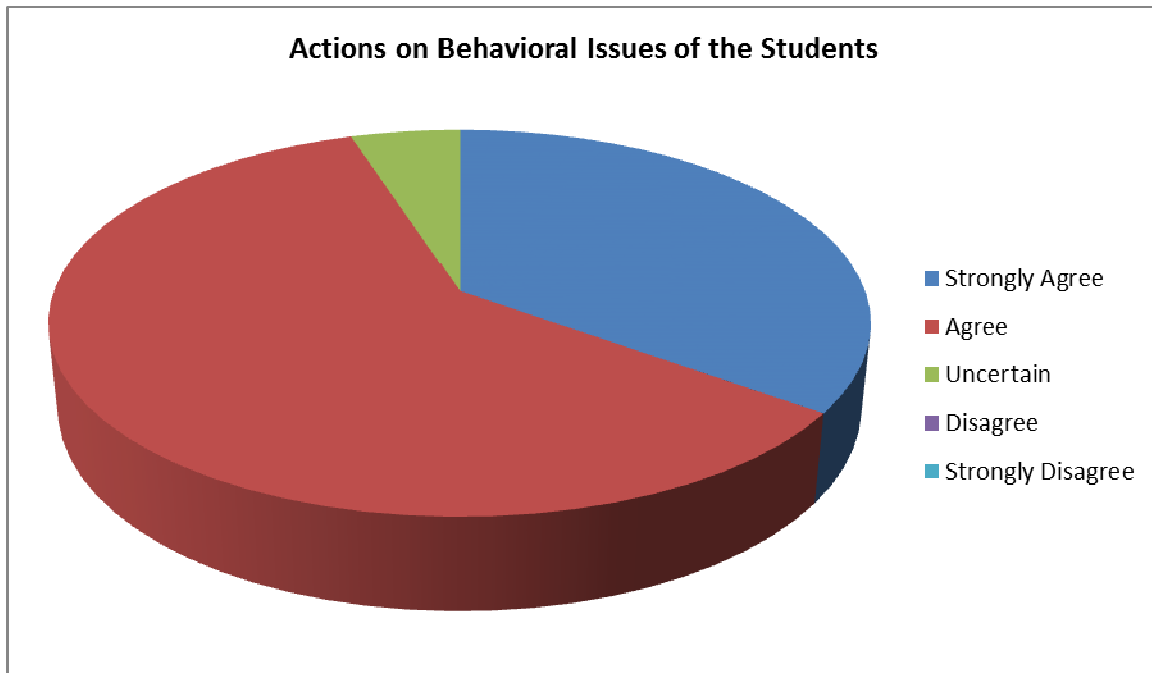
On the response to the statement that “PMS guide for arousing the interest of the students in the subject”, 35% employees agreed strongly while 60% of the employees agreed and 5% employees are uncertain about this statement.



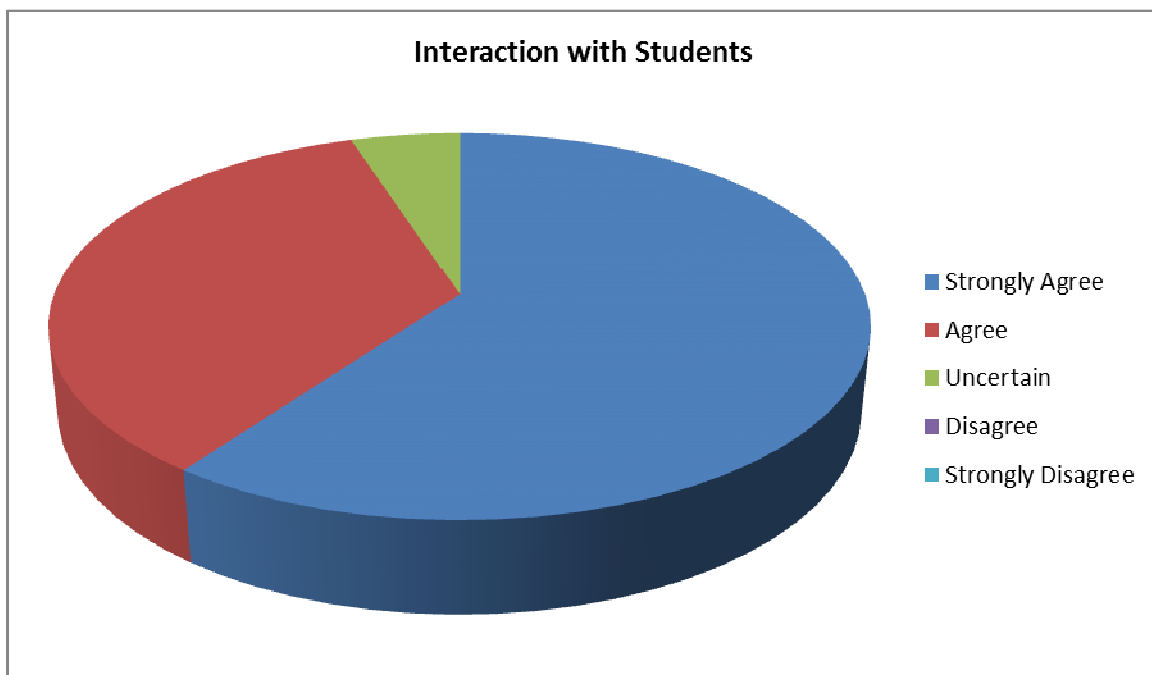
On the response to the statement that “PMS helps in proceeding the work systematically in the classroom”, 35% employees agreed strongly while 65% of the employees agreed with this statement. One of the teacher explained that “There is a separate department of City school which is known as Department of Quality Control that ensures the quality of education in school. The team stays in school for a week for the observation of students inside and outside the classroom and in morning assembly”.



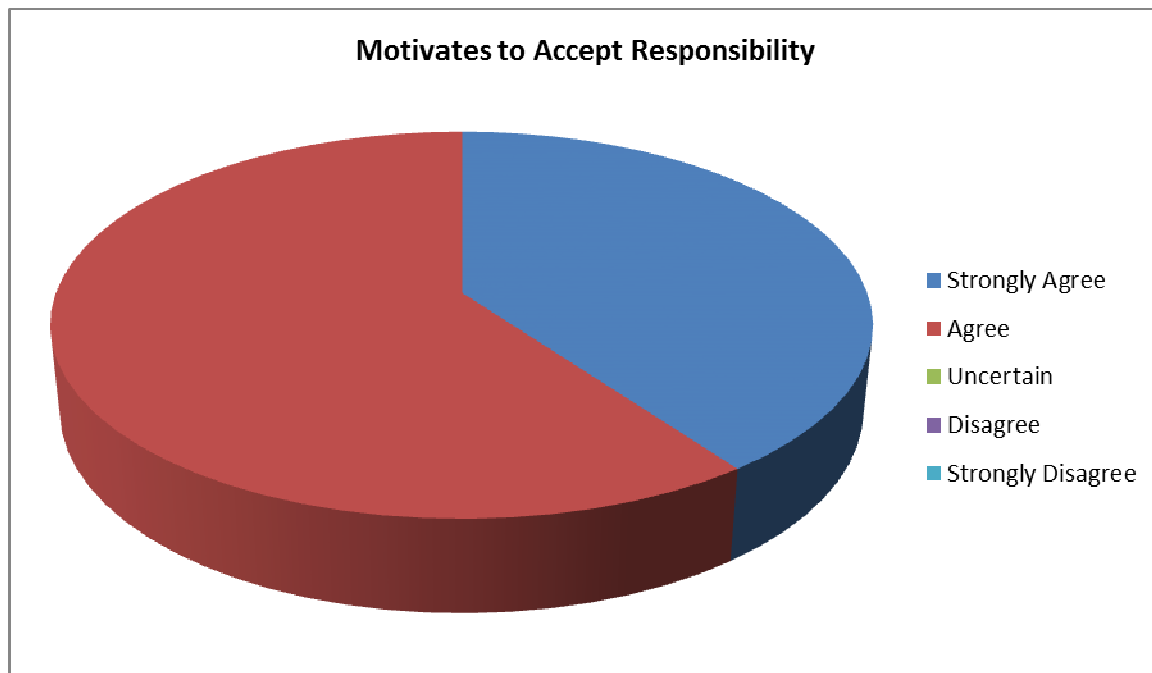
On the response to the statement that “PMS direct to use different strategies for different situations in the classroom”, 55% employees agreed strongly while 40% of the employees agreed and 5% employees are uncertain about this statement. One of the teacher mentioned that “20 hours of training about different techniques in teachings is mandatory in a term for all teachers “.



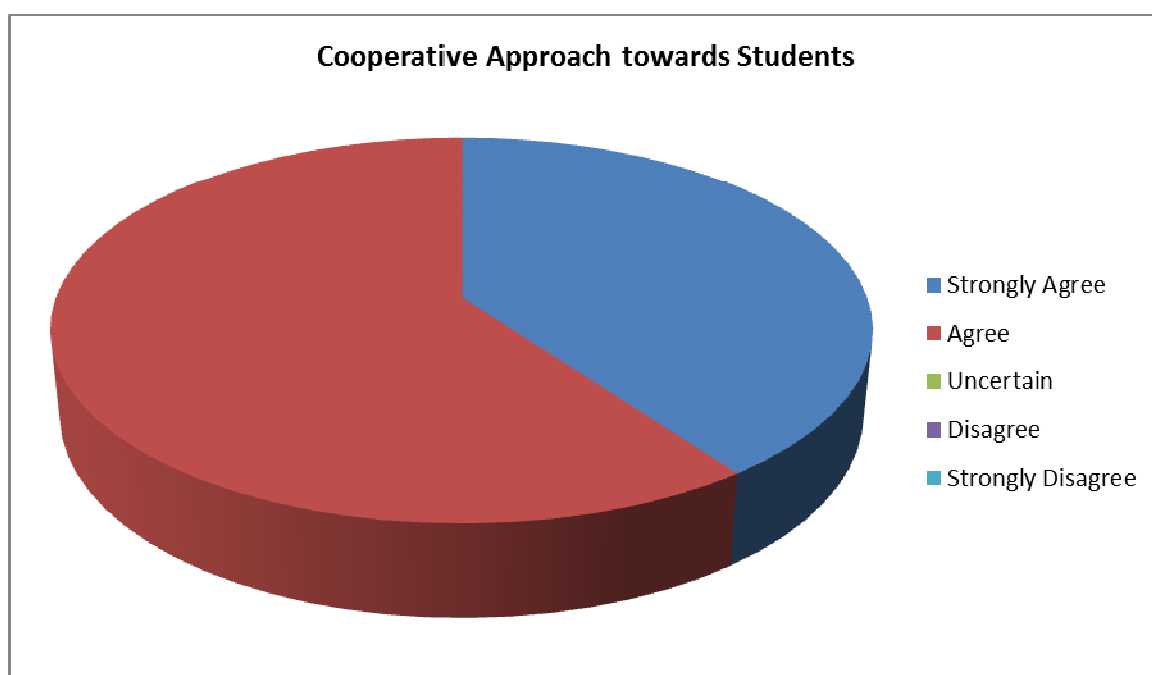
On the response to the statement that “PMS guides to several actions on behavioural issues of the students in the classroom”, 35% employees agreed strongly while 60% of the employees agreed and 5% employees are uncertain about this statement.



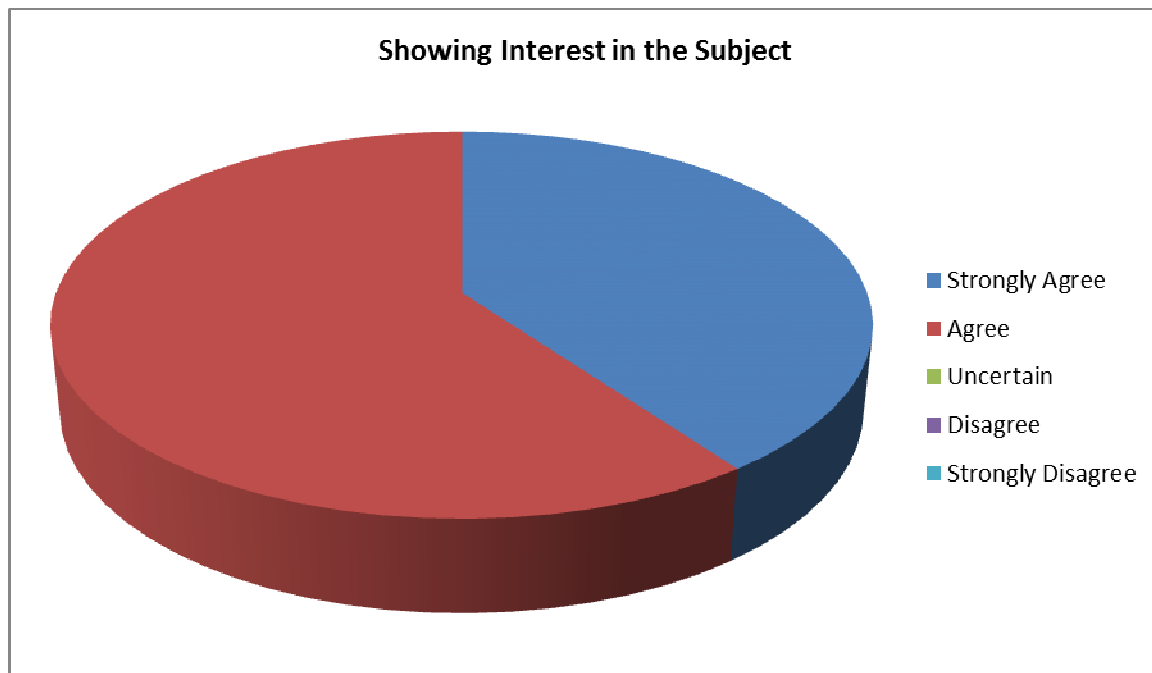
On the response to the statement that “PMS helps in effective interaction with students in the classroom”, 60% employees agreed strongly while 35% of the employees agreed and 5% employees are uncertain about this statement. One of the teacher described that “There is an open policy for parents in school. Parents teacher meeting take place after a certain period of time. Parents give feedback to teachers about the way they teach their students. They tell teachers that whether they are satisfied with their teaching style or not and what should they do for improvement”.



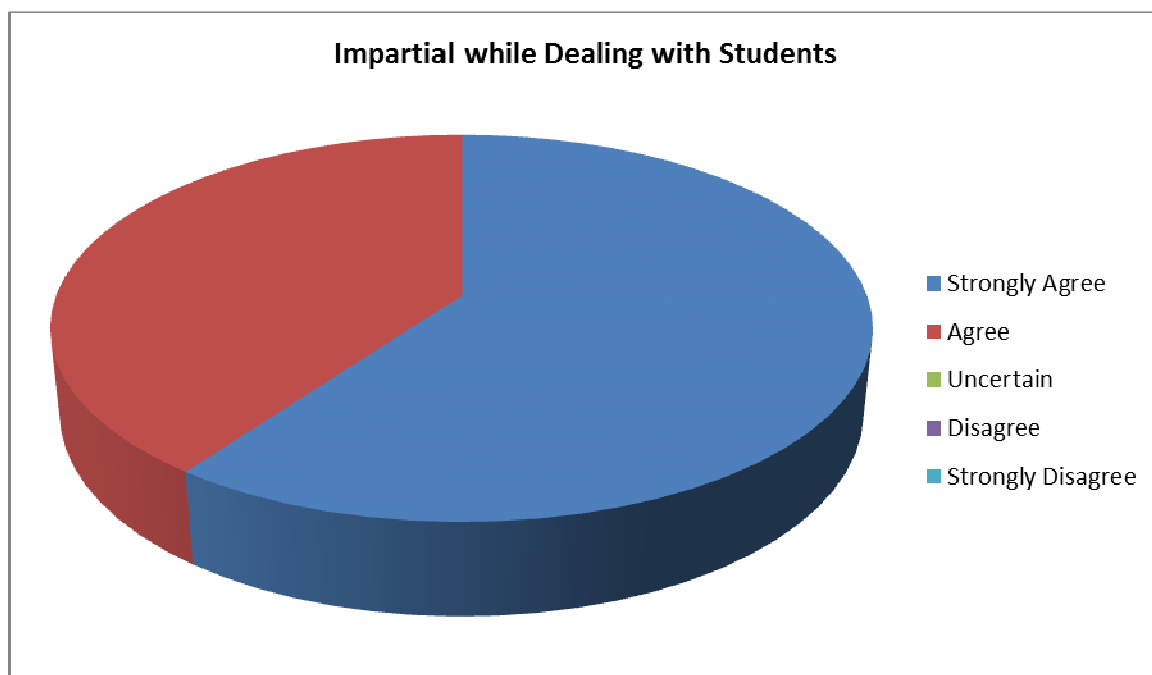
On the response to the statement that “PMS motivates to accept responsibility inside and outside the classroom”, 40% employees agreed strongly while 60% of the employees agreed with this statement.



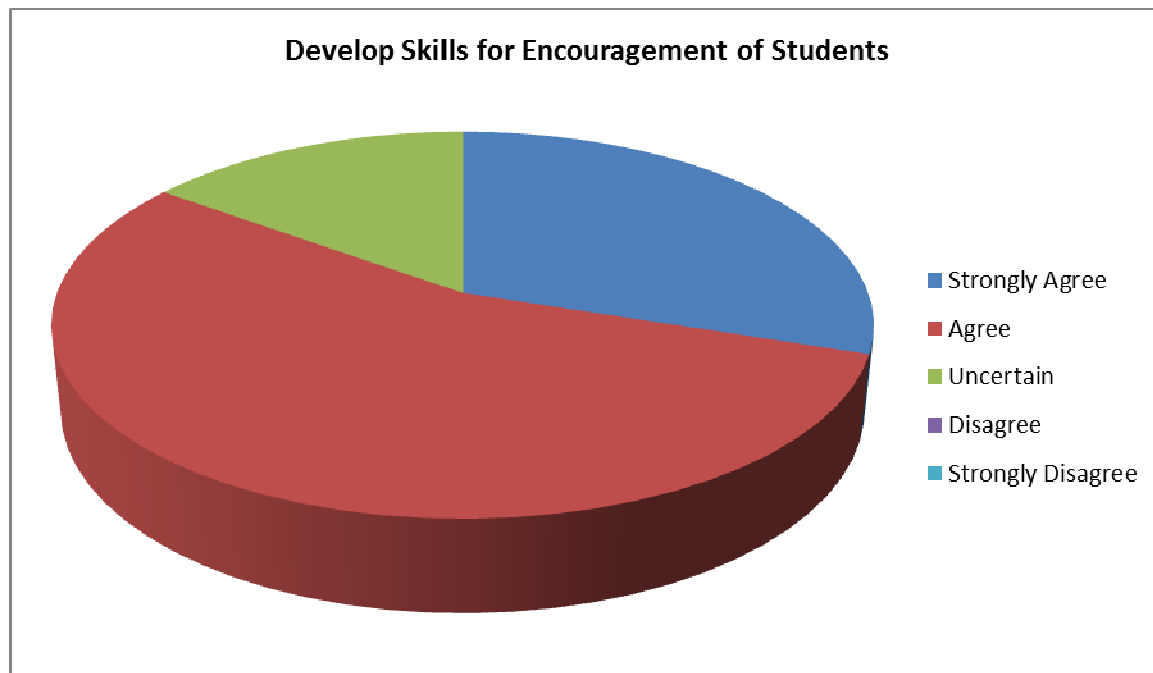
On the response to the statement that “PMS stimulate to have a cooperative approach towards students”, 40% employees agreed strongly while 60% of the employees agreed with this statement. One of the teacher asserted that “Training takes place for the senior teachers that are educational based, in psychological form by carrying out different activities, for effective communication between teacher and student, character counselling, guidance, teacher student relationship”.



On the response to the statement that “PMS encourage for showing keen interest in the subject”, 40% employees agreed strongly while 60% of the employees agreed with this statement. One of the teacher said that “If they perform well on their job they are rewarded sometimes in the form of money or they are given incentives, awards, medals, certificates, appreciation or titles are assigned to them”.



On the response to the statement that “PMS inspire to remain impartial while dealing with students”, 60% employees agreed strongly while 40% of the employees agreed with this statement. One of the teacher mentioned that “The result of O and A level students is assessed by Cambridge. The papers are rechecked by Cambridge so there is no chance of biasness”.



On the response to the statement that “PMS stimulate to develop skills which are essential for encouragement of students for learning”, 30% employees agreed strongly while 55% of the employees agreed and 15% employees are uncertain about this statement. One of the teacher said that “In set training programs are conducted for teachers every year for the development of skills”.

5.0 Conclusion:

It is very important to measure employee’s current performance as well as past performance. Performance management system plays a significant role in developing framework through which performance measures can be developed and implemented successfully. This paper presents the role of performance management system in an organization. It answers the question that what does it contribute in an organization. Performance management system is linked with professional development of employees.

The performance management used by The City School is well planned and well managed. Majority of the teachers have full understanding of this system as well as they know the advantages of this system but there are some flaws as well. Some teachers are not satisfied with their jobs due to many reasons and the problems they face in school.

Favoritism is a factor that is faced by many employees working in school. Skilled teachers may be deferred due to this problem. External team visits school after a certain period of time to evaluate the teachers. Teachers are aware that they are being observed by the team. They can do the preparations before the observation so that they can act well in front of them. Due to this problem it might be possible that the teachers who are not worthy of getting promotions and other incentives are promoted. The deserving teachers may not get all these benefits from the management.

Some of the employees are not satisfied with this system due to the differentiation among teachers. A defined scale does not exist for giving increments to them. That depends on school management that to whom they give increments, whatever they like and whenever they like. School management give them less benefits but get more work done through them. This commercial approach makes the teacher dissatisfied and demotivated.

Difficult situation exists for those teachers who are having not enough knowledge about the subjects they are teaching in school. The teachers with their first teaching experience are confused about the curriculum they have to follow. At the beginning the defined standards are unclear to them.

New teachers in school have no idea about the performance management system. They don’t know that whether their performance will be evaluated in the future or not. They are incognisant about the issues like what should be helpful in getting promotion and other benefits, who will evaluate them and how, what are the benefits of performance management system.

Some of the teachers explained that they have no personal autonomy. They can’t design the curriculum according to their own experience and knowledge. Senior teachers or the head give instructions to them on regular basis. They have to follow those instructions.

There is no appeal process in the current performance management system. The teachers cannot challenge the wrong results. They have to agree with the evaluation results and the feedback provided to them.

6.0 Recommendations

To overcome the issue of favoritism the evaluators should be unbiased. Internal team in school must be made for surprise visits in classes and they should observe teachers without informing them. When they don't know that they are being observed by someone then the observer would be able to see the true picture.

The problem of differentiation among teachers could be resolved by defining some scale or predefined standards so that the teachers know that by meeting those standards they would get benefits that could be in the form of promotion, increment in basic salary, recognition, appreciation, awards, medals, certificates etc. They should get these benefits on the basis of their job performance.

Learning never ends. It is suggested that the teachers with first teaching experience can learn by observing other teachers in different branches of the same school by the subject specialist teachers so that they can learn critical things from them. For example the teachers of Bahawalpur should get the opportunity of visiting other branches of Lahore, Islamabad etc.

Communication plan should be prepared before the implementation of performance management system. So that employees should have enough knowledge about the system. Orientation program should be arranged for newly recruited teachers to give them an introduction about the complete evaluation system. The senior teachers should counsel the new ones for showing them the right way of doing things.

It is recommended that the teachers should be given personal independence so that they can compete with each other in providing quality education to their students. The curriculum should be designed by them in a better and efficient way.

It is recommended that there should be a separate committee in school to resolve all the issues and disagreements employees have regarding their evaluation results but the final decision should be taken by the higher level authority.

References

1. Armstrong M, Baron A (1998). Performance Management, The new realities, Inst. Personnel Dev., London.
2. Ingram H, McDonnell B (1996). 'Effective performance management –the teamwork approach considered', *Managing Service Quality*, 6(6):38–42 MCB University Press.
3. Spangenberg, H. 1994. Understanding and implementing performance management . 1st ed. Kenwyn: Juta & Co, Ltd.
4. DeNisi, A. S., Kluger, A. N. (2000). Feedback effectiveness: can 360-degree appraisals be improved? *Academy of Management Executive*, 14, 129–139.
5. Fowler A, 1990. Performance Management: the MBO of the '90s'? In *Personnel Management*. July 1990.
6. Storey J, Sisson K, 1993. *Managing Human Resources and Industrial Relations*. Open University Press.
7. Adhikari, D. R. (2010). Human resource development (HRD) for performance management. The case of Nepalese organizations. *International Journal of Productivity and Performance Management*, 59(4), 306-324.
8. Swanepoel, B. J., Erasmus, B.J., van Wyk, M.W., Schenk, H.W. 1998. *South African human resource management theory and practice*. 1st ed. Kenwyn: Juta & Co, Ltd.
9. Philpott, L., Sheppard, L. 1992. Managing for improved performance. In Armstrong, M. Ed. *Strategies for human resource management . A total business approach*. 1st ed. London: Kogan Page Limited: 98-115.
10. Armstrong, M. 2001. *A handbook of human resource management practice*. 8th ed. London: Kogan Page.
11. Schulz, H., Bagraim, J., Potgieter, T., Viedge, C., Werner, A. 2003. *Organisational behaviour : A contemporary South African perspective*. 1st ed. Pretoria: Van Schaik Publishers.
12. Armstrong, M. 1995. *Personnel management*. 5th Edition. London: Kogan Page Limited.
13. Smither, R.D. 1995. *The psychology of work and human performances*. 3rd Edition. Addison: Wesley Longman, INC.
14. Swanepoel, B, Erasmus, M. Van Wyk & , H. Schenic. 2000. *Human resource management*. 2nd Edition. Cape Town: Juta and Company.
15. Van der Walddt, G. 2004. *Managing performance in the public sector: concepts, considerations and challenges*. Paarl: Juta & Co Ltd.
16. Darling-Hammond, L. (1990). Teacher professionalism, why and how? in Lieberman, A (ed.) *Schools as collaborative cultures: creating the future now*. London: Falmer.
17. Down, B., Hogan, C., & Chadbourne, R. (1999). Making sense of performance assessment: official rhetoric and teachers' reality. *Asia-Pacific Journal of Teacher Education*. 27 (1), 11-24.
18. Kagioglou, M., Cooper, R., & Aouad, G. (2001). Performance management in construction: A conceptual framework. *Construction Management and Economics*, 19: 1, 85 — 95.
19. Barber, M. (2000). High expectations and standards for all – no matter what, *Times Educational Supplement*.
20. Fitzgerald, T. (2000). Middle managers in secondary schools: who are they and what do they need to know?. *New Zealand Journal of Educational Administration*, 15, 71–75.
21. Crouch, L., & Mabogoane, T. (2001). No magic bullets, just tracer bullets: The role of learning resources,

- social advantage, and education management in improving the performance of South African schools, *Social Dynamics*, 27: 1, 60-78.
22. Fandray, D. (2001, May). Managing performance the Merrill Lynch way. Workforce Online. <http://www.workforce.com/archive/feature/22/28/68/223512.php>
23. Thomas, S. L., Bretz, R. D. (1994). Research and practice in performance appraisal: Evaluating employee performance in America's largest companies. *SAM Advanced Management Journal*, 59(2), 28–34.
24. Gabris, G. T., Ihrke, D. M. (2001). Does performance appraisal contribute to heightened levels of employee burnout? The results of one study. *Public Personnel Management*, 30, 157–172.
25. Esen, E. (2003). Job benefits survey. Alexandria, VA: Society for Human Resource Management.
26. Cascio, W. F., Aguinis, H. (2005). *Applied psychology in human resources management* (6th edn). Upper Saddle River, NJ: Prentice Hall.
27. Hope, K. R. 2000. Employee perceptions of leadership and performance in Botswana public service. *Public personnel management* 31(41): 531-543.
28. Otley, D. (1999), "Performance management: a framework for management control systems research", *Management Accounting Research*, Vol. 10, pp. 363-82.
29. Santos, M. F. (2007). Towards a Definition of a Business Performance Measurement system *International Journal of Operations & Production Management*, Vol. 27, Issue 8, 2007, pp. 784 –801.
30. Michel J. Lebas (1995), Performance measurement and performance management, *International Journal of Production Economics* 41 (1995) 23 35.
31. Cavana, R. Y., B. L. Delahaye and U, Sekaran. 2001. *Applied Business Research: Qualitative and Quantitative Methods*.
32. Davis, D. 2000. *Business Research for Decision Making*. 5th ed. Pacific Grove, USA: Duxbury Thomson Learning.
33. Haskins, J. and A. Kendrick. 1993. *Successful advertising research methods*. Illinois, USA: NTC Business Books.
34. Polonsky, M. J. and D. Waller. 2005. *Designing and managing a Research Project: A Business student's Guide*. Thousand Oaks USA: Sage Publications, Inc.
35. Cooper, D. R. and P. Schindler. 2006. *Business Research Methods*. 9th ed. New York: McGraw-Hill Irwin.
36. Segar, a. (1997). Assessing the Unidimensionality of measurement: a Paradigm and Illustration within the Context of Information System. *Omega*, 25 (1), 107-121
37. Dr. Shahid A. Zia, Shahinshah Babar Khan, Shaheen Ashraf TahirKheli, Asghar Ali, Nazir Ahmad. PERFORMANCE MANAGEMENT SYSTEM AND ITS IMPACT ON THE FACULTY MEMBERS' PERFORMANCE IN BUSINESS SCHOOLS Retrieved from <http://saicon2011.ciitlahore.edu.pk/Management/11-1074%20shahinshah.pdf>
38. Leena, T., & Twinkle, P. (2012). From Performance Appraisal to Performance Management. *Journal of Business and Management*, 3(5), 2278-487X.
39. <http://thecityschool.edu.pk/about-the-city-school-pakistan/>

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

