IMPACT OF PERFORMANCE MANAGEMENT SYSTEM ON ORGANISATIONAL PERFORMANCE OF HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF PAKISTAN

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Table of Contents

Dedication

In memory of my father

To my mother

with Love and eternal appreciation

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Declaration

This is to certify that this research is the result of my own work, and has not previously submitted to qualify for any other academic reward. Any material used in this research is properly referenced.

Abstract

Higher education institutions (HEIs) are constantly striving for better quality and effectiveness with a paucity of resources, while simultaneously expected to exhibit greater transparency and accountability in their procedures. Academic institutions are facing challenges of restricted funding and severe competition in the current dynamic environment which is creating the need for more effective and efficient utilization of human capital in possession. This study explores the impact of implementation of Performance Management (PMS) on organisational performance in Higher Education Institutions (HEI) of Pakistan. Several reasons make this sector particularly important for this examination: Firstly, Pakistan is a developing economy and in severe need of highly skilled manpower to develop a strong economy. Higher education institutions play pivotal role in this human development. Thus, effectiveness of performance of faculty members of these institutions is very important. Secondly, the implementation of performance management systems is likely to be one of the revolutionary changes in HEIs. Finally, the uses of PMS in HEIs will provide us with a better understanding of its impact on organisational performance.

Therefore, this study aimed to explore the impact of Performance management System in HEIs, and how this use of PMS contributes to the employees' performance and Organisational Performance. An interpretive approach is used to answer research questions and to explore the implementation of PMS in depth by using qualitative data collection methods. The data subjects were faculty members from business schools of the chosen HEIs. A thematic analysis has been done with the help of NVivo software to analyse the semi-structured interviews.

This research contributes to the body of knowledge in relation to the impact of performance management system on the organisational perfroamnce of HEIs in general and more specifically in context of Pakistan. Findings of this research has highlighted the critical issues regarding how performance is managed, evaluated and reported by the HEIs in order to control and organize the dynamics that influence the output of HEIs in Pakistan. Moreover, this study contributed that organisational culture have strong influence on the implementation of PMS in higher education institutions in Pakistan.

Chapter One: Introduction

This chapter introduces the background for this research, followed by the research rationale, research aim, questions, conceptual framework and expected contributions. Finally, it will explain the structure of the thesis that follows.

1.1 Background

Higher education institutions (HEIs) are constantly striving for better quality and effectiveness with a paucity of resources, while simultaneously expected to exhibit greater transparency and accountability in their procedures. Academic institutions are facing challenges of restricted funding and severe competition in the current dynamic environment which is creating the need for more effective and efficient utilization of human capital in possession. In the last decade, the climate of higher education has been described as a 'turbulent environment' (Kallio et al., 2015; Decramer, et al., 2013; Middlehurst, 2002). Several economic and political crises have had an impact on higher education institutions. Higher education institutions have been confronted with issues of expansion, decentralisation and financial pressures (Smeenk et al., 2009a; Altbach, 2015). Furthermore, these issues have been accompanied by societal demands of accountability, efficiency and effectiveness (Mok and Chan 2001; Pollitt and Bouckaert, 2004). The changing environment has pressured higher education institutions to seek ways to more actively manage their employees in order to meet with these requirements (Hazelkorn E (2015), Altbach. P (2015), and Decramer et al, 2012).

At the same time, 'managerialism' has permeated into the management of universities (Mathews, 2015; Ferlie, Musselin and Andresani 2008; and Deem 1998). As a response, many higher education institutions have attempted – either voluntary or under pressure – to adopt new management systems originally designed to meet the needs of business or private sector organisations (Smeenk et al. 2009b). Among these new management tools, employee performance management systems are adopted by many higher education institutions (Holland, 2016; Brennan and Shah 2000; Middlehurst 2004; Ferlie et al. 2008; Decramer et. Al., 2012). Performance management system is viewed as a tool to ensure optimum individual performance (Miller, 2016; Gladies & Kennedy, 2014). However, Aguinis (2013) also described some dynamic functions of PMS, as it deals with a continuing review of the performance of individuals and teams level, consistent feedback over the activities and aligning the job role with organizational strategy. Employee performance management is a 'continuous process of reviewing, measuring and developing the employee performance of

individuals and teams and aligning employee performance with the strategic goals of the organisation' (Aguinis and Pierce 2013).

Performance Management is emerging as a centre of attraction in the last decade. Latest studies have shown that regular implementation of performance management systems generates better performance while achieving organisational goals; which is the motivation for a large number of organisations to apply new and better performance management systems (PMS) (Iqbal et.al, 2012; Waal et.al, 2011; Waal & Coevert, 2007). Likewise, "Performance Management" is defined as a set of activities designed to enhance individual's performance for improvement in the effectiveness of organisations (Biron, Farndale, Paauwe (2011) and DeNisi, 2000). According to Fryer et al. (2009), performance management is an end collection of reporting, performance measurement and performance appraisal which describe the whole system based on these components. Similarly, Hawke (2012) quoted performance management as "*set of interrelated activities and strategies to improve the performance of individuals' teams and organisations*".

This current era of severe competition and redundancy in funds have directed higher education institutions to enable themselves to meet the requirements of their stakeholders; specifically, the accrediting bodies have strong influence to invalidate the eligibility for government funds (Smulowitz, 2015). Anjum et al (2011) have stressed that it is very important to manage the performance of academics in higher education institutions as it can define success and failure of any institution. Even though the available literature indicates that performance management systems are considered as a significant factor in organisational success (Rasch, 2004; Grote, 2002; Pettijohn et al., 2001; Starcher, 1996), yet performance management systems, especially in respect of academics in higher education, has not received required consideration from government and policymakers in the past (Alam, 2009).

The implication of Performance management systems in higher education institutions can sustain the quality of education and can manage accomplishments (Barani et al., 2012, Barber 2000; Fitzgerald, 2000). Educational institutions can achieve consistency and stability in their academic activities by introducing performance management systems (Barani et al, 2012 & Silcock 2002). Many studies such as Khan A. S & Anwar F. (2012); Payne, (2009); Shrestha, (2007); Raymond, (2006); Dessler, (2005), Turban, (2005); and Gioia, 1996) stressed that core of performance management system is to measure employees' efficiency and effectiveness which is a prime issue for productivity and growth of organisations. "*Terms*

such as 'efficiency', 'productivity', 'accountability' and 'profitability' appeared in the lexicon of universities" (Morris, 2006). Buckbinder & Newson, (1991) claimed that, the implementation of business practices in universities and its alignment with the business sector experience for the first time. Fletcher (2001) stated that since the introduction of performance appraisal in academia, its principle and capacity has evolved into a more integrated approach to managing staff through formalized Performance Management Systems.

While, the frameworks of performance management have been utilized successfully both in public and private sectors, but higher education institutions (HEIs) are still at the beginning stage to deploy such mechanisms (Smulowitz, (2015); Aguinis et al., 2011; Worthen and Sanders, 1991). Increasingly, higher education institutions (HEIs) have been examined critically, while some have been disdain for their inability to be more accountable to their stakeholders (Smulowitz, 2015; Barani et.al, 2012; Gumport, 2000; Ruben, 2007). The demand for accountability from stakeholders is increasing day by day while the allotment of funds is decreasing (Smulowitz, 2015; Boyce, 2003; Gioia and Thomas, 1996).

Although, there is considerable research in the area of performance management system in general; yet there is little empirical research in the area of performance management particularly in the context of Pakistan (Anjum et.al, 2011). There is an inadequacy of the literature showing performance management systems implementation in higher education institutions (Prawitowati & Lutfi., 2011). Specifically, in developing countries such as Pakistan very few studies have been conducted to explore the execution and implications of performance management systems in academic institutions in Pakistani (Aslam H. D., 2011 & Batool and Qureshi, 2007).

1.2 Rational of Study

The current research is intended to explore the impact of implementation of performance management on the performance of higher education institutions in Pakistan. The role of universities in underpinning economic growth through the provision of a higher level of skills and ground-breaking research has been much discussed and debated. With the passage of time, the importance of HEIs increased due to their productive and effective role in every aspect of life. The researcher belongs to academia of higher education in Pakistan, unlike developing countries, there is no such proper structure with regards to performance management system. There are very few studies have been carried out (Anjum et.al, 2011; Sarwar et. Al., 2010; Sheikh et.al., 2007) in order to explore the effects of performance

management in the context of Pakistani HEIs and reported that the implementation of performance management system and its applications for the academic purpose is still at a basic level, primarily performance reports and performance appraisals. Therefore, the current study is aimed to explore the perception of performance management systems, its impact on employee performance and finally impact of PMS on the organisational performance of HEIs in Pakistan.

a) Perception of PMS in Pakistani HEIs

The potential study is aimed to investigate the significant factors affecting performance system in universities in Pakistan. Firstly, this research will investigate the perception of academic staff about the performance management system and its processes like performance evaluation, views of appraisers and appraises, and perception about the institution's' practices of performance management and performance evaluation. Though Higher Education Commission (HEC) is putting efforts in the performance development of faculty members, still the execution and implication of HEC initiatives have not been researched extensively (Batool and Qureshi, 2007); the lack of investigation in this area invites researchers to explore this in detail

b) Impact of PMS on Employees' Performance in Pakistani HEIs

This study is aimed to explore the impact of PMS on employees' performance. Along with other factors, performance evaluation is considered major factor influencing the performance of faculty members (Aslam et. al, 2012). Hence, it is important to recognize how to examine the performance evaluation of faculty members of universities and how to improve them (Jajaliyoon N. & Taherdoost H., 2012). The writing of various researchers (Aslam, 2011; Miller, 1974; Seldin, 1980; Kahn, 1993; Stronge, 2006) have demonstrated many evaluation techniques like 'evaluation by high ups', 'students', 'peers', but *"combination of these methods generally used in different parts of the world to identify the performance gap and to provide opportunities to prevail over these gaps in university teaching faculties"* (Sheikh, 2007). So, the potential research will explore the factor affecting the performance management systems on faculty performance in Pakistani higher education institutions, which has not been done in the past.

d) Impact of PMS on Organisational Performance

"Performance management system should link employee activities with the organisation's goals" (Neha et al., 2012). Barani et al., (2012) described that PM will help to expand the

quality of education, examination results, and placement of different roles for students and better teaching output, good working atmosphere for teachers and academic personnel if implemented in a proper way. They further added, *"It doesn't require more fund and formality to establish, the most important concern in designing a performance management system is its fitness with the institute strategic objectives, vision and mission and the most important concern in providing performance related feedback is its fit with the institute culture."* Sole, F. (2009) stated that systems of performance management in public organisation is influenced by two factors; external and internal factors. *"Internal factors include leadership and internal management commitment, internal resources, employee engagement, and maturity of performance management systems, while external factors include citizens and elected officials, labour unions, legal requirements"* (Nur Neha et al., 2012). The phenomenon of performance management in Pakistan's higher education institutions has been considered in-depth by only a very few researchers. This research will investigate the impact of performance management on the organisational performance of Pakistani HEIs.

1.3 Research aim and objectives:

1.3.1 Aim

The general purpose of this research is to close a knowledge gap by generating new knowledge and understanding of the implementation of performance management systems in higher education institutions of Pakistan. Specifically, the aim of this study is to understand

> *"'How does **performance management system (PMS)** affect **organisational performance (OP)**?"*

1.3.2 Research objective

Complexities of performance management systems along with its effect on organisational performance raise several challenges in the adoption of performance management systems in higher education institutions of Pakistan. The current research has several objectives which contribute to the gaps identified in literature above, these objectives are:-

1- *To identify how **performance management is perceived** in HEIs in Pakistan.*

2- *To explore how performance management affects **employees' performance** in the HEIs of Pakistan.*

3- *To evaluate the impact of performance management system on **organisational performance** in HEIs in Pakistan.*

1.4   Research Questions

The research aim will be achieved through the following answers:

1- *How **is performance management system (PMS)** perceived by the **academic staff** in HEIs in Pakistan?*

2- *How does **performance management system (PMS) affect faculty performance** in HEIs in Pakistan?*

3- *How does **performance management system (PMS)** affect **organisational performance (OP)** of HEI in Pakistan?*

1.5   Context of Study

Higher education institutions (HEIs) have significant role in the development of society; these institutions have independent anatomy and complexity in their environment and structure. Consequently, their complex and autonomous nature make them more scrutiny and under pressure to engage with their internal and external stakeholders to address their concerns and anticipations. In order to help the effective contribution, this scrutiny provides a monitoring system and to ensure that these institutions manage and report their performance efficiently.

This study is focused on the higher education institutions of Pakistan. This is because, since the time of independence of Pakistan in 1947, various circles including educationists, policy makers, government, the general public has shown great concern for higher education system (Isani, 2001). There are several dimensions of issues of higher education (Isani, 2001), ranging from 'religio-cultural' lives of people to 'socio-economic' system ((ranking in human development, 2001). The government of Pakistan has formed University Grant Commission (UGC) in 1974 to deal with several challenges of the higher education system (GOP, 1974). The basic purpose of UGC was to uphold education standard in the country and to implement a uniform policy (Government of Pakistan, 1973, 1974. Subsequently, Higher education standard in Pakistan dropped substantially (GOP, 1976).). Although, the formulation of these commissions was not giving desired results; therefore the central Government of Pakistan started reorganization HE system to ensure a greater configuration with national priorities in 1994 (Perveen et.al, 2011). This major deterioration in higher education system gave into birth another managing body in 2002 named as Higher Education Commission (HEC). "HEC paved the way to revitalize invigorate, support, legalize, standardize, sponsor and made functional the endeavours undertaken by the various respective intuitions quiescent culture into mobile and active gestures" (World Bank, 1994).

The country had only one higher education institution at the time of independence, University of Punjab. A number of new higher education institutions came into being in next 20 years of independence to assist the social and economic development of the country. Higher Education Commission is responsible for the number of important activities including teachers development and learning, opportunities for scholarships, better compensation plans etc. Higher education commission is investing heavy funds in the development of academic staff and in return it demands sincerity with their work, loyalty to the organisation and perfection in their profession. On the other hand, a number of old and newly established institutions are continuously recruiting new employees; consequently, a mechanism is needed for departmental heads to encourage, develop and maintain discipline. To achieve this important purpose, HEC has implemented performance management systems to manage and evaluate employees' performance. Performance Management can provide the basis for key managerial decisions such as those related to the allocation of duties & responsibilities, promotion, pay, training and development needs and terminations (Anjum et al., 2011). Further details about the context of study (Pakistani Higher Institutions) will be discussed in chapter three.

1.6   Originality and contribution

By answering the questions, this research expects to contribute to the knowledge and practice of the research that is:

Academic:

This research has explored that organizational culture has strong influence on the successful implementation of PMS in the higher education institutions of Pakistan. Along with this primary contribution there are subsidiary ones:

- This research will contribute to the body of knowledge in relation to the impact of performance management system on the organisational perfroamnce of HEIs in general and more specifically in context of Pakistan.
- This research has highlighted the critical issues regarding how performance is managed, evaluated and reported by the HEIs in order to control and organize the dynamics that influence the output of HEIs in Pakistan.
- This study will contribute to the literature in relation to the impact of performance management system on employees' performance and organisational performance of higher education institutions in Pakistan.

Methodological:

The novelty of this research will also contribute towards the methodological considerations for research as this study has been carried out by using a qualitative methodology which provides a uniqueness in the context of Pakistan. The conventional method of research in Pakistan is quantitative/positivist; therefore this research will provide a new aspect to the methodological approach.

Practical:

This study will enhance the body of research on the managerial implication of the performance management system on the organisational performance.

- In Pakistan, higher education commission is a governance body which controls all the higher education institutions in the country and taking steps for the improved performance of HEIs in Pakistan. This research will facilitate HEC by explaining the dynamics of performance management and its implementation of and its implementation which can improve the performance of faculty members' and organisational perfromance of Pakistani universities.
- Similarly, the prospective outcome of this study will provide a roadmap to higher education commission in order to achieve enhanced performance of faculty members.
- This research will also help the ministry of education and other policymakers to introduce this roadmap to other educational institutions and universities in order to achieve best out of their workforce/faculty.

1.7   Scope and Limitations

The study has explored the performance management of higher education institutions in Pakistan only. The study concentrates the key information provided by interviewees and documentary evidence; which are the enrich source of data and provide in-depth insight into the performance management system of faculty members'. It then examines the views of a sample of faculty members' to determine if the supported views of their university in relation to their PM system, match the lived experiences of those who are the focus of that system, namely the faculty members'. For exploring this essential element of progress the research is limited in the different ways. A number of key participants, who are the main source of information (interviewees), is not large (Twelve) it raises a question of authenticity of research. But the further study will explain how it manages to sustain the factor of validity.

The core aim of this study is to investigate the progress, functionality and impact of PM systems on Pakistani faculty members'. By focusing on the aim of this study, it is not within the scope to survey all Pakistani faculty members' because numbers of institutions are too excessive. As a result, it was decided to take a justified convenience sample. Business faculties of targeted institutions were chosen and this could be seen to be a limitation because the subjective faculties' might have a better knowledge about the notion of PM system than other faculties. As a consequence different results may have been obtained if faculty members' from another faculty were chosen. Babbie (2009) stated the while making generalizations across the cohort based on a convenience sample could be questioned; convenience sampling has been shown to mirror the profile of the larger population. The information obtained from the interview will also be analysed in relation to the research questions to achieve the research aim, which is derived from in-depth consultation of literature on performance management systems. This analysis will develop a bridge between theory and practice of performance management.

1.8 Thesis Structure

Chapter One: Introduction

This chapter introduces the research background and significance. It also states the research aim and questions and expected contributions to knowledge and practice. The introduction provides an outline of the core of study, it explains the introductory phase of PM system in higher education institutions. Moving further, it leads to research setting before addressing the expected contributions of the research. Finally; it summaries the whole discussion by elaborating the facts about the scope and limitations of potential research.

Chapter Two: Literature Review

This chapter sets out a review of existing bodies of knowledge about performance management systems. This chapter is divided into three sections. The first section will provide an in-depth discussion on the human resource management and performance management. It will a produce an argument the performance appraisal and performance management and also summarize criticism on both. The second section of this chapter will describe underpinning theories of performance management. These theories will be discussed as theoretical support for the research. The final section of this chapter will discuss organisational culture and its impact on organisational performance.

Chapter Three: Research Context

This chapter will give an insight about the use of performance management in knowledge-based institutions i.e. universities. This chapter will describe the experience of developed countries such as United States, United Kingdom and Australia. These insights from all around the world will give a glimpse of the use of performance management in the higher education institutions of developed countries. This literature about performance management implementation will help to understand the same phenomenon in the context of a developing country i.e. Pakistan.

Chapter Four: Research Methodology

This chapter explores the methodological considerations made for this study and the methods considered for use within the study and the final selection made. Chapter four encompasses discussions on: underlying philosophical assumptions and justifications for the choice of an interpretive approach; quantitative & qualitative methodological approaches and justifications for the choice of a qualitative methodology; detailed discussions on the case study strategy and justifications for the choice of an interpretive (soft) case study strategy; inadequacies of other methods of qualitative research; defining the case and units of analysis; case selection; general researcher's role issues; methods of data collection.

Chapter Five: Data Analysis and Research Findings

This chapter presents an analysis of interviews conducted with faculty members of Pakistani HEIs.

Chapter Six: Discussion

This chapter discusses the findings compared to the literature review; through this, the three main research questions are examined in relation to both the primary and secondary data.

Chapter Seven: Conclusion, Contribution and Recommendations

This final chapter presents conclusions, knowledge contribution and practical contribution. It will lay out recommendations and examine the limitations of the current research while suggesting directions for future studies in this area.

Chapter Two: Literature Review

2.1   Introduction

As discussed in the previous chapter, the current research aims to explore the impact of performance management system on the performance of HEIs in Pakistan. This chapter outlines existing work related to the three research objectives outlined in previous chapter. Firstly, this chapter elaborates the meaning of the term 'performance' and its different dimension in the literature to determine the understanding of 'performance' for this research (Section 2.2). The understanding of performance and the transition of performance measurement to performance management in the literature of HRM is discussed in the Section 2.3 to establish the deeper understanding of the phenomenon under research. This leads to the augment the understanding of 'performance management system' (Section 2.4) along with the employees expectations from PMS in general and specifically in HEIs. This in-depth understanding of the theoretical and transitional aspects of PMS is further elaborated by narrating the arguments of the critiques of PMS in existing body of literature (section 2.5). The section 2.6 will discuss the performance management and its impact on organisational performance. After this detailed understanding of the Performance Management Systems and its utilisation in organisations generally and in HEIs specifically, the section 2.7 presents five important theories utilised as the essence of the performance management in the literature of to determine the theoretical foundation of the PMS in Pakistani HEIs. Based on these theories, the theoretical framework is presented in the section 2.8. The literature review has been extended after the data analysis of this research to gain the understanding of the aspects reported by interviewees affecting PMS and its impact on performance (Section 2.9).

Section 1

This section will present the understanding of performance, performance indicators and performance measures. This will facilitate to gain the familiarity with the different meaning and aspects of the term performance utilised in the literature.

2.2 Performance and Performance Dimensions

In literature there are numerous concepts of performance, what comprises performance it varies from organization to organization. But the main criteria of performance depend on the vision of organization and the alignment with the output of its stakeholders. Chamoni et al., (2006) stated that performance can be described as a collective contribution of output made by internal and external stakeholders toward the ultimate goal of an organization. According

to Szigeti and Davis (2005) term performance has a multi-dimensional phenomenon which involves multiple concepts and meanings and these characteristics make it more complex and ambiguous. Another definition describes this confusion in literature

> *"…much of the literature implies that performance is an objective phenomenon…in reality, however, performance is a social construct…securing agreement on what constitutes performance, especially successful performance, performance is a multi-faceted and subjective phenomenon…an acceptance of ambiguity, contingency, plurality, and controversy can be seen as signs of organizational health, not as signs of confusion, lack of clarity and poor performance…"*. (Thomas 2006, p. 19)

Melnyk, S. A et al, (2014) described the concept of performance on the basis of its two characteristics (a) the involvement of a valid and verified benchmark of output against which performance has to be targeted and (b) use double meaning languages, one supply of performance and other is demand for performance. Krause (2005) stated the concept of performance as the degree of acquiring organization ultimate goals or the prospective output of all stakeholder (internal and external) significant features of an organization. Nevertheless, different views and definitions of performance in literature describe different aspects.

O'Boyle (2012), stressed that the concept of performance has vague notion in literature and it illustrate the alternative norms for the measurement of performance. Studies Hamann, P. M et al., (2013) and Murphy et al. (1996) described eight dimensions as alternative norm of performance, which are given below;

No	Dimensions	Meaning/Measuring Standers
1	Profit	Gross Profit margin, Net Profit, Pre-tax Profit, Gain on Capital, Per share earning
2	Growth	**Increase/decrease in** Net Profit, Net Sales, Pre-tax Profit, Job generation, short term/long term loans, value of company
3	Efficiency	Return on Equity, Return on investment, Product cost, Return on Assets
4	Success/Failure	Out of business, Operating under court order, change in gross earnings
5	Liquidity	Cash flow, Number of staff, Total assets turnover, Fund growth ability, sales level

6	Market Share	Ratio b/w product sales and industry product sales
7	Leverage/Control	Ratio b/w Debt to equity
8	Other	Change in employee turnover

Source: Hamann, P. M et al., (2013) and Murphy et al. (1996)

Above definitions illustrate the different dimensions of the norm of performance described in literature, however the notion of performance management; in the context of higher education narrates completely diverse understandings (Ignat and Clipa 2012). Similarly, Monica Franco-Santos & Noeleen Doherty (2017) stated that this lack of consensus in the literature indicates the continuing need to gain greater insight about the concept of performance dimensions in the context of higher education.

2.2.1 Performance Measures

Measures also refer to the factors which influence the organizational performance, Hope (2006) stated that behavioral factors (leadership, commitment, creativity, learning, team work and quality) play critical role for the enhancement of organizational performance. Literature shows that there is a misperception between measures and performance indicators performance, Love and Holt (2000) ascertain the distinction among the concepts of performance measurement, performance measures and performance indicators,

Performance Indicators	Performance Measures
Performance indicators related to the whole populations (external and internal stakeholders.	Performance measures are related to client/customer populations.
Performance indicators refer to all groups regardless of service.	Performance measures refer to group of people who receive or intended to receive service.
Performance Indicators are substitute for the well-being of all stake holders, and essentially matters of approximation and conciliation.	Performance measures are about a known group (client/customer) who receive service and conditions for this group can be specifically measured.

Source: Adopted from Love and Holt (2000)

24

Gollan, & Wright, (2013) and Den Hartog, Boon, Verburg, & Croon, (2013) stated that employees' perceptions of performance practices are important because the implementation of these practices by the HR department or the line managers will affect outcomes, such as better job performance, only if the employees are aware of these practices. They further revealed that performance measures do not demonstrate the actual role, which is the key factor of the failure of performance measure.

Thomas, (2006) stated that performance indicators are less accurate than performance measures, measures describe a clear indication about the relationships between program activities, outputs and outcomes associated with them. Ibid nevertheless if precise performance measure cannot identify, performance indicators can be referred. Tangen (2005) stated that configuration of performance measures is a complex process and it is very important for the growth of an organization that it has appropriate set of performance measures. Scriven (2004) identify a successful criterion for the selection of performance measure which based on following a) Performance measures should be significant and accessible; b) Performance measures should be linked with organizational aim and strategic vision and finally c) Performance measures should be flexible, due to dynamic nature of organizations some time organizational objectives have to change, it should be easy to change the related measures.

This section has presented the meaning of 'performance' in the literature along with the understanding of performance measurers and indicators in general. It will help to understand the 'performance', its measures and indicators in the complex nature of HEIs generally and specifically in Pakistan.

Section 2
This section will establish the links of human resource management and the performance management literature. Firstly, the transition of nature of HRM will be discussed. Furthermore, the HRM and performance links will be highlighted. Lastly, the historical perspectives of the PMS and the HRM will be presented.

2.3 Human Resource Management and Performance Management
2.3.1 HRM – Control or Commitment
Patrick, H. A., & Sebastian, S. (2012) stated that human resources management is a set of activities, practices or applications that businesses use to ensure that they have effective personnel in term of human capital in place to fulfill the operational needs. Dunphy (1987)

described about the appearance of HRM during early 1980's, that it saw the function of personnel change from one that was mainly a 'housekeeping role' to become a central activity in most organisations (Guest 2008). Some studies (Guest1997, Cakar, Bititici & MacBryde 2003, McKenna & Beech 2008) described that development of HRM can be reviewed by many ways i.e., one way of reviewing its development is by mean of using three broad categories of general-level HRM; strategic, descriptive and prescriptive (or normative). Nevertheless, according to Cakar, Bititic & MacBryde (2003) even this extensive categorization still has a persistent element of confusion as different studies have different perception about the same HRM models.

Beer et al. (1984) and Fombrun et al. (1984) described two different approaches of HRM the Michigan approach and the Harvard approach. According to Legge (1995) The Michigan approach, refers to the 'hard' HRM model, it ascertain that the employees should be managed and controlled as a secondary resource and in term of quantitative approach, the core assurance is to meet the targets set by the organization. The Harvard approach is more concern about the stakeholders and it emphasis that before making the core organization decisions, stakeholder's interests should be considered. Harvard approach is quite moderate and described as more 'soft' HRM model, it provides a strong nurturing that resource by encouraging employee development and participation. These features postulate a unique contribution of the human resource toward the organization. Beer et al. (1984) further revealed that by Harvard approach, as it suggests the involvement of employee's interest, organisations will gain strong commitment from employees and unions. By the implementation of Harvard approach, working atmosphere will be friendlier with the elements of strong confidence among the stakeholders that will outcome the motivated employees by mean of their contribution toward the organization. The results will be individual well-being, organisational effectiveness and societal well-being (ibid 3).
About the ideology of Harvard approach there are many criticisms, as Guest (1997) argues that the Harvard approach is not an ideal for the practicing organization due to its 'descriptive' nature as it shows a strong interdependency. Some studies (Paauwe & Boon 2009 and McKenna & Beech 2008) described that Harvard approach is a strategic model as it evaluates the organisational strategy as a core element in the model.

Guest, (1997) further described that there is not any prescriptive approach for implementation as assuming that there is sufficient evidence to evolve a source for recommending best set of values indicated or practiced. In the mid of 1980's Walton's (1985) elucidated a high

commitment and control model, it also fits within this area. Similarly; Pfeffer's (1994, 1995) work which also described the specific HRM set of practices, that has direct impact on overall performance or an organization. Later, Marchington & Grugulis (2000) criticise Pfeffer's work as it fails to describe about the clear instruction that how, exactly, the HR practices impact on organizational or individual performance.

With an extensive approach Guest (2007) indicated that to the normative model, suggested that it will be precarious for any organization to focusing solely on internal characteristics without considering the strategic approaches and environmental factors. Strategic' categorisation is an extensive area which evolves many different conceptualizations of strategy and approaches. Fombrun et al. (1984) described the norm of 'traditional approach' to strategic human resource management (SHRM). It involves on the functional level of HRM, and indicated that there is a strong interdependency among organisational strategy, structure and HRM policies. Paauwe and Boon (2009) stated the quality of successful strategic HRM; it is most significant feature of HRM that it provides an important link between organisational strategy and HRM practices.

Many studies; Miles and Snow (1978) and Porter (1985) elaborated the importance about the notion of aligned organisational strategic policies with HRM practices. Similarly; Youndt et al. (1996) and Schuler and Jackson (1987) cited by (ibid 2009 2) also revealed that the organizational policies makers have to consider the organizational strategies while implementing the HRM practices. Huselid (1995) and Delery& Doty (1996) argued that empirical support for the notion of organisational 'fit' is limited and most empirical studies evolved the concept of 'best practice approach', Paauwe & Boon (2009 b) stated that reason for the of insubstantial empirical support, reveals that it's not about the 'organisational fit' versus 'best practice' it is about the attributes of measuring instruments used for testing the 'best fit'. Barrett and Barrett (2009), Browne (2010) and Boxall & Purcell, (2011) suggested the concept of High Performance Work Systems (HPWS) as best practice HRM model. The regime of HPWS refers to transform the work practices in order to increase involvement of employee in decision making, provision of incentives for their performance and finally the process of skills development of employees. De Cieri et al. (2007) stated that HRM and its practices have transformed the classic organizational regime in to a contemporary scenario, where it involves in all decision making processes which result in best possible utilization of available human resources and in turn, this will result in improved organisational productivity, efficiency and effectiveness. Similarly; Subramony (2009) stated that HRM practices are found to have positive meta-analytical effects on many types of performance outcomes.

2.3.2 Links between HRM and Performance

Guest & Bryson (2008) and Guest (2011) stated that from few decades, there has been a substantial research carried out about human resource management and its impact on organizational performance, but there has no any consensus upon the nature of HRM practices. Moreover; Nankervis & Stanton (2010) claimed that there is very little consensus about these researches and there are a lot of negation, theoretical differences, definitional problems and perceptual problems. Paauwe and Boselie (2008) revealed that there is no any general consensus about the 'fixed list' of what constitutes HRM practices or about the nature of HRM, which leads to make it more difficult to obtain consistent evidence. Knights and Clarke, (2014) elucidate that HRM activities could not be generalize as it has phenomenological influence on every organization underpinning their morphology. According to Arthur (1994) organisational characteristics, play a significant role in influential the focus of HR strategies and procedures. He further claimed that Strategic Human Resource Management (SHRM) habitually involved adopting the 'hard' approach for managing human resources. This character of SHRM differ it from HRM, in that the HRM refers to adopt a 'soft' approach and focuses on the effects of separate human resource activities on the individual and team level. The both sides of HRM go parallel to each other in order to make an ideal HRM practice, for instance in order to implement the notion of performance appraisal in which output is associated with punishment and reward (cash or other benefits) identify the 'hard' side of HRM which contrast to the 'soft' element of HRM that leads toward the development of individual and team.

McKenna and Beech (2008) claimed that, these perceptible negations can be seen because of there is difference about the assumptions that underline the notion of 'soft' HRM and 'hard' HRM in relation to how to manage and motivate employee. The unique enigma of 'soft' and 'hard' HRM pointed out by Arthur (1994) while criticising the Walton's (1985) commitment and control strategies to HRM. He elucidated the taxonomy of HRM by dividing it in to commitment systems and control systems, based on the characteristics and functions they perform. The function of control systems involves controlling the labour costs or reforms for the improvement of efficiency and basing rewards on measurable outcomes. Whereas, the commitment systems referred the employee participation in decision making, training in groups problem solving and socialising activities. Boselie et al (2009) criticised Arthur's (1994) study because of its limited scope for the manufacturing concerns only, he also revealed that there are some links among the types of strategy chosen, turnover and performance.

As there is no consensus about the components of HRM, similarly there is no unanimity about the general definition of PM system in literature. Nankervis and Stanton (2010) claimed that this problem is due to the diversity and multi dynamical functions controlled by PM system, such as rewarding and termination, outcome of the individual and team performance, job design, staffing etc. They further revealed that the lack of empirical studies to support or contradiction the links between individual and organisational performance is another cause of such confusion. Nankervis and Stanton (2010) described the association between PM practice and theory and also revealed PM system and its effectiveness, they described that there is strong evidence which shows the link between organisational performance and HRM practices which termed as High Commitment Work Systems or High-Performance Work Systems.

Macky and Boxall (2007) also pointed out about the similar linkage between In attempting to HRM practices and performance, further more he elucidated that the 'HRM practices involve to bring improvement in organisational performance with the help of HPWS. Contemporary HR practices which include integrated bundle, linkage of employee's performance appraisal lead the improvement in organizational performancet. MacDuffie's (1995) illustrated that close linkage of managrialism and supportive motivational HRM practices leads toward the high performance of organization. Wood, (2009) stated that the concept of HPWS has procured the attraction of many researchers; some of them like (Boxall & Purcell 2011) also criticise the notion of HPWS on two expects.

Firstly, according to them, HPWS does not describe 'black box' issues i.e. issues related to the chain of links between HR policies and organisational desired outcome. However; Huselid, (1995), Boxall & Macky (2007) demonstrated that there is strong evidence of the linkage which formed between improved organisational performance and HR practices through the association of HPWS. They also described the consequences of failure in the formation of such link which open a call for criticism on the procedure of HPWS. In due course Guest (2001) also identified that literature does not explain about the specification of HRM practices which may cause the influence on HPWS.

Ramsay et al. (2000), Macky & Boxall (2007) argued about the second criticism on HPWS, according to them there is no any clear indication about the mediating effects that influence the employee performance. Boxall and Purcell (2011) described the fact that, "*virtually all scholars who specify a causal chain between HR policies and organisational performance see employee attitudes and behaviour as the fulcrum or critical linking mechanism*". In this regards Stanton and Nankervis (2011) claimed that, "*the management of individual*

performance and their combined contributions to overall effectiveness, has become arguably the most important contemporary HRM function in all organisations". While organisations might squeeze the notion of 'high commitment' working practices, Greenwood (2002) explored the potential, for being like a "double edge sword" characterises by employees and as Legge (1995) described this fact that, even if the frontal expression of HRM is 'soft' but the reality is almost always 'hard'.

Notwithstanding; the growth in HRM related literature, Guest (2001) acknowledged that the still there are difficulties about the measurement of HR practices in term of methodology, facing researchers. He further suggested that there should be multiple sources of information, in order to measure the effectiveness of HR practices, specifically from employee's perspective. Guest (2011) cognized the fact that "*after hundreds of research studies, we are still not in position to assert with any confidence, that the good HRM practices have impact on organisational performance*".

2.3.3 Historical perspective from performance appraisal to performance management

Historical perspective of employee's performance is quite old; Murphy & Cleveland (1995) stated that the consideration about the norm of employee's performance can be imitated to the Wei dynasty (221–265 AD). The concept of traditional performance appraisal was quite simple, in term of both calculation and its implementation. Wiese and Buckley (1998) cited in Morris (2016), "*was intended to do little more than account for the time, resources and effort expended by employees in the production of output*". Whisler and Harper (1962) stated that the initial usage performance appraisal was primarily for administrative purposes only, he further argued that the, decisions of administrative nature were often associated with performance based information. Wiese & Buckley, (1998) ascertained the revolution of informal performance systems grow over the time and been replaced by more formal and complex system. Ghosh. S (2015) stated that performance appraisal is one of corner stone component which comprises by Performance management. Madaus, G. F., & O'Dwyer, L. M. (1999) highlighted the fact about the research of evolvement of performance system, according to history most of performance based research carried out in developed world, mostly USA, UK and Europ (Fletcher 2001). Houldsworth & Burkinshaw (2008) indicated that the first formal performance based monitoring systems was reported in UK during 1950s. Initially it was strongly criticised and named as Merit Ratings systems (MRS), the criticism on MR system was due to its Tayloristic nature. In early 1950s, many US based organisations start using PA for the administrative decision making perspective, but Wiese & Buckley, (1998) revealed that it was Management by objectives (MBO) which received recognition in the form of appraisal. MBO was based on organisational objectives and endeavoured to link

with organisational strategy. (Houldsworth & Burkinshaw (2008) revealed that the core function of MBO was the identification of manager's and purpose was manager's development. Armstrong & Baron, (2005) described that during the 1960s and 1970s MBO was replaced by another initial system named as results oriented performance appraisal systems (ROPAS).

Research about the development of an intellectual performance based system started between the 1950s and 1980s, Arvey & Murphy (1998) described that the focus start changing toward the cognitive approach of assessments and rates which leads to the development of a well systematic performance based system. In next decade, revolution brought many researches in and transformed the notion of performance appraisal. De Nisi (1997) and Arvey & Murphy 1998) illustrated there is substantial research available to explore the in-depth understanding about the workplace and factor associated with it. During 1980s, development of many different researches and theories in the field of organizational management completely transform the HRM and its practices (Guest 2011). He further described that in late 1990's; with the introduction of "soft and hard" approaches in the regime of HRM practices significantly change the concept of performance based system. Kaye (1999) argued that, this regime also stimulated the associated employees and made them more proactive.

Fletcher (2001) revealed that during 1990s research change its diversity from analytic approaches to social and motivational side with the perspective of performance management. In the same era, in developing countries like UK, the regime start transferring form there was performance appraisal towards performance management due to the implementation of Research Assessment Exercise (RAE) and Research Excellence Framework (REF). These both practices are implemented to measure the quality of research, however Teaching Excellence Framework (TEF) has been introduce for the measurement of quality of teaching.

The use of "excellence" is a form of grandiosity (Alvesson, 2013). While "excellence" may be an ill-defined concept, it is one that cannot be argued with; no-one aspires to mediocrity. There are clues as to where Jo Johnson expects to find "teaching excellence" in relation to TEF. There is a heavy reliance on "student satisfaction" and NSS (National Student Survey, n.d.) results in the White Paper (Department for Business, Innovation & Skills, 2016c) when referring to the measurement of "excellence". However, the NSS itself has come under criticism, being described as "bland", "methodologically worthless" and a "waste of government money" (Agrawal, Buckley-Irvine, & Clewlow, 2014). Universities, desperate to have high survey completion rates, effectively bribe students into completing the survey

(Tierney, 2013). It has even been suggested that the NSS is harmful to learning and teaching as it concentrates on "student satisfaction", which is facilitating

"an intellectual race to the bottom as lecturers are put under pressure to cut reading lists and shorten assessments. If students do not like reading whole books, then perhaps extracts will do. If they find essay-writing difficult, then lecturers should guide them step-by-step through what to write and how, rather than leaving them to work it out for themselves. If students do not like exams, then maybe a poster would suffice." (Williams, 2015)

According to Houldsworth and Burkinshaw (2008) and Ferlie, Musselin and Andresani (2008) these paradigms influence relationship among managers, supervisors and employees, in term of their responsibilities and duties. Houldsworth & Burkinshaw (2008) stated that globalisation and internationalization created tremendous pressure during the 1990s which leads toward the more effectiveness, productivity and efficiency for organizations for surviving and it assist toward the implementation of performance management system.

Houldsworth and Burkinshaw (2008) described that in 20ths century, PM is no longer located in the "*quasiscientific measurement and control paradigm*" but it is tilted towards the 'softer' approach of performance system. They further revealed that in order to be achievethe effective PM systems, it is essential that to motivate and encourage staff through the use of reward and other financial remunerations. Thorpe and Holloway (2008 p. 10) described the significance of articulating a comprehensive PM system which *"…links strategy formulation, performance measurement tools and information and [where] "second-order" feedback is demonstrated.*" Edler et al. (2012a), Haines and St-Onge (2012) emphasized the modern norm of PM which includes variety of human recourse management (HRM) practices in term of employee development and self-assessment.

This section has discussed the changes in the HRM, its influence on performance and the historical transition of performance measurement to performance management. This will facilitate to understand the performance management systems, which are discussed in the next section.

Section 3

This section will present the definitions of performance management systems in general. Then, it will present the employees' expectation and understanding of PMS in HEIs. Finally it will discuss the performance management systems employed in HEIs.

2.4 Performance Management System

Performance Management Systems is viewed as a tool to ensure optimum individual performance" (Miller, B. A. (2016) and Gladies & Kennedy, 2014). However Aguinis (2013) also described some dynamic functions of PMS, as it deals with a continue review of performance of individuals and teams level, consistent feedback over the activities and aligning the job role with organizational strategic. Employee performance management is a 'continuous process of reviewing, measuring and developing the employee performance of individuals and teams and aligning employee performance with the strategic goals of the organisation' (Aguinis and Pierce 2013).

The success and failure of an organisation is highly firm by efficient and effective deployment of available resources, such as human (staff members), financial, material, and information resources. Among these four resources, the human resource is the most important part and crucial of all resources for the survival of an organisation. Human Resource is considered as an extremely important and dynamic resource of an organisation. Effective management of human capital is vital for accomplishment of strategic aims of organisation which will determine swift and sustainable growth. Kroll (2012) and Moynihan (2010) have stated that in recent times organisations have utilized performance reforms; so factors leading to the implementation of performance management systems are of prime importance. The success of every organisation is originated on the individual employees' performance. Hence, the realisation of organisational strategy and attainment of its objectives is predominantly dependent on the efficient and effective management of employees' performance.

According to Lawler (2003), almost every organisation is achieving some important aims regarding their human capital by utilizing performance management system. He further explained that these objectives includes facilitating employees in developing their skills, formation of performance culture, assessing employees eligibility for promotions, determining poor performers and eliminating them, and assistance in business strategy implementation. Similarly, Cardy (2004) has described that organisational effectiveness can achieved by performance management. As this is considered as a vital process for achievement of objectives; performance management is considered as "Achilles Heel" for human capital management (Pulakos, 2009). Therefore, managers should consider performance management as their top priority (Lawler, 2008). Aguinis, (2005) described about "performance management system", it usually evolve the measurement of both employee's behaviors (what an employee does) and results (the result of employee's

behavior) in the context of organisation. To achieve the real the aim of "performance appraisal", organisations should carefully design appraisal system and implement accordingly. De Andres et al. (2010) stated PM system involve to develop ideal framework to assist the HR practices by mean of measuring and developing the individual and team performance. Some writer also termed it as a process of cognate common vision of organizational mission (Decramer 2013) or stress to give same importance to management and leadership in order to achieve organizational objectives (Bush and Middlewood 2013). According to Gomez-Mejia (2001), it is very important for a good PA process that organisation should have an idea that what has to be evaluated.

This process seems fairly simple at first glance. In practice, however, it can be quite complicated. For a successful PA system, recognition of right dimensions of progress play vital role because it influence on the overall morale of an employee. Omission of any important progress dimension can leave remarkable influence on employee's behaviour toward the achievement of organisational goal. Similarly, employees may perceive the whole PA process as illogical if a remote or trivial dimension is included in the implementation of PA. Measuring employee's performance is the next step in an efficient PA process. In order to reflect and evaluate employee performance, a numerous identified characteristics or dimensions included. For describing these characteristics use of numbers not much appropriate, instead of numbers common labels i.e. "Excellent, Good, Average and Poor" are more useable.

Managing performance is the final and the most important step in "performance appraisal". A successful and efficient "human performance management"; in a firm needs a lot more than a formal reporting and yearly assessment. For a complete and comprehensive PA process not only includes casual day to day interaction between managers and workers but it also requires official interviews.

2.4.1 Employees' expectations and Notion of PM System in HEIs
Momentum of improved performance in higher education sector has been a keen subject for research since the introduction of new public management (NPM) in practice. De Andres et al. (2010) and Biron et al. (2011) described the concept of PM as a process of empowerment and participative management, managing by values and measuring the faculty members; Andrew T. Graham (2015) stated the modern concept of 'performance management' in academic perspective is mainly expected to work across four main realms: research, teaching, scholarly activity and administration duties. These all four dimensions have to be linked and can be measurable in term of figures. Wilkinson et al., (2004) described that successful result

of performance management models in HEIs can only be achieved when strategic goals of institution are plunge down to the level of the individual employee.

PM system provides integrated phenomena in which managers and employees perform their duties according to the preset goals expectations, review results, and consideration of performance, in order to achieve the ultimate aim of organizational success. Williams, Rayner and Allinson (2012) emphasized that success of PM system depends on the competence and commitment of leaders toward their organization and to what extent it can be linked to make changes in the organizational support for employees. Javadi, S. (2013) described the characteristics as a successful PMS is a system which provides precise, authentic, accurate, significant and appropriate information at the right time for the organization.

Haines and St-Onge (2012) argued for a successful implementation of PM system in HEIs; both sectors (managerial and academic faculty) need a guidance for the formulation of performance plans, methods and techniques for caring out performance reviews and alignment of these techniques with ultimate institutional goal. These elements provide a confidence to member of staff and contribute high levels of individual performance and boost the organizational effectiveness. Soss et al. (2011) asserted that the modern approach of PM system in HE sector improve the managerial skills of coaching, counseling, rating the performance and providing the feedback which help the subordinate staff to have fully awareness about their expected responsibilities and duties. Edler et al. (2012) proposed that an efficient PM system must be sustained by a strong consultation mechanism that invigorates feedback, dialogue, and participation.

Similarly; Failure to link job descriptions to departmental strategic plans and those of the institution lead to weaknesses and under-performance as job description clearly describes activities and desired performance required of an employee. Different authors have raised various causes of PMS implementation failure as De Waal (2007) highlights lack of rewards for good performance, Walker et al. (2010) low political commitment by top officials, absence of training, Stanton and Nankervis (2011) cultural issues, international weaknesses, highly technical and practical management systems.

Ngcamu, (2012) described another reason of PM system failure, according to him PMS project leaders, who are mostly external consultants, encounter resistance from university stakeholders including employees or employee organizations and managers; Fullan & Scott (2009) asserted that misalignment problem such as the failure of individual position descriptions, performance plans, accountability, and reward and staff development systems to

focus on the capabilities and priorities for effective delivery contribute negatively to the core activities of the institution.

2.4.2 Performance Management System and HEIs

This is an ongoing debate that whether the PM system is essential for the improvement of HEIs or not, literature has revealed both sides of arguments. Siegel and Summermatter (2008) and Jensen and Meckling (1998) stated that performance measurement and management in term of education sector is a complex, multi-dimensional and ambiguous concept. Kleinhenz and Ingvarson (2004), Jennings and Lomas (2003), Rowe (2003) and (Gregory 2001) described PM system nothing but just "*the common sense perception that the quality of teachers' knowledge and skill is the most important controllable factor for the success*". While, Kleinhenz and Ingvarson (2004) stated that the debilitate schemes of performance management and are not suitable for the complexity nature of higher education institutions. They further added that the improvement of performance skills would be necessary to improve performance of HEIs. Jennings and Lomas (2003) identified confusion about the implementation of performance management system in HEIs, they revealed it is not quite clear that whether models of accountability and efficiency should be a base for or, whether the professional expansion should be its base. There are no such perfect measures for performance exist, most organizations use substitute indicators i.e. quantitative measures that approximate and other alternative measure depending on the nature of organization. For instance; to the measurement of teaching quality HEIs uses student satisfaction level as an alternative performance indicator or to measure the quality of research, publication of research in highly rated journals provide a proxy measuring standard. As William Edwards Deming (1993) stated "*you can't manage what you don't measure*" or "*what gets measured gets managed*" which is another cause of confusion and debate, Kennerley and Mason (2007) describe performance management system as a proxy indicator and its components create more conflate and dilemma in HEIs performance.

Additionally; Analoui (1998) described PM system as a "close system" in which top management acts as commanding part whose main concern is in continuity of order and ability to implement autonomous control over the work place and work situation as the whole. As Neely (1999) stated that the norm of performance management system in place is a set of instructions to resonates with organizational top management. Mostly PM system attempt is nothing except an endeavor to assess and encounter the employees' performance merely based on predetermined managerial criteria (Analoui, 1999). Välimaa and Hoffman (2008) stated that performance management in developing countries faces many complications and

hurdles that are associated to turbulence in their environment, their limited resources and cultural characteristics.

The other counterpart emphasis that although in the context of HE performance management refers to the execution of instructions set by top management but Ferreira and Otley (2009); Malmi and Brown (2008) and Patrick, B and French, E (2011) stated that PM system is to support decision making process but with the purpose of improving productivity and efficiency rather than controlling the system. Many researches Wang and Wang (2008) and Crowell, Hantula and McArthur (2011) have shown that employee PM could improve overall organization performance. Other authors Broadbent and Laughlin (2009); Franco-Santos et al (2012) highlighted that the main aim of a good performance management system is to determine by the aims and objectives the organization is pursuing, the underlying assumptions of the creators of the system, the purpose the system is aiming to achieve the distinctive and unconventional characteristics of the organization.

This section has presented the understanding of the employees' expectations and understandings of PMS in HEIs. The literature has presented the advantages and the disadvantages of the PMS in general and in HEIs specifically. The next section will discuss briefly the criticism on the phenomenon of old school performance measurement and the performance management system.

Section 4

This section will present criticism on the PMS. The literature has reported criticism on the performance appraisals and also on the performance management systems. This section is presented to provide an in-depth insights from the existing literature. This will facilitate to understand the utilisation of PMS in HEIs. This section will also present the links found in literature related to organisational performance and the performance management.

2.5 PA and PM in the lenses of Critique

2.5.1 Criticism of performance appraisal

Although, the notion of performance appraisal wildly famous but also faced a lot of criticism, Grint 1993; Williams 1998; Fletcher 2001) suggested that despite all the usefulness and befits of PA, it is questionable on both theoretical and empirical grounds. Considering the employees perspective, Newton and Findlay (1996) cited in Morris (2006) described, "*Found that PA rarely benefits individual employees, primarily because it is predominantly concerned with surveillance and control, and is perceived as such by employees, resulting in a dampening effect on morale and performance*". Same voice was raised by Scholtes (1999),

Winstanley and Stuart-Smith (1996) and Townley (1990, 1992) in their studies, on the other hand Viljoen and Dann (2000) described that the due to the tremendous grown in the notion of PA, now it can be implemented by management in order to achieve its goal quite easily.

Early studies like Meyer, Kay& French, 1965; Pearce & Porter, 1986) pointed out the element of staff motivation as a core benefit of performance appraisal. Grint (1993) calimed that some time performance appraisal fail to perform its core activity of staff motivation, this is because PA incapable to ascertain the facts about the evaluation for which it was articulated. Many researchers criticised Performance appraisal around the globe on the basis of different grounds, for instance Smither (1988) revealed several biases which create difficulties and blame the performance appraisal as an unfair standard for decision making; such as, Morris, (2006) reported "*female workers usually receive lower ratings when appraised by men; common ethnicity between appraiser and appraised tended to lead to higher than usual scores for the latter; and older workers tended to score lower than younger workers regardless of performance*". Similarly, Swan (1991) also elucidated "*common errors in the operation of performance appraisal such as inadequately defined measurement standards, inadequately trained appraisers, inadequate performance documentation and inadequate time for discussion*".

Some critiques i.e. (Bowles & Coates 1993) argued that in order to assess the quality of work managers require special skills and efficiency, which most of the time not exist, in such scenarios core aim of appraisal demolish and start replacing the element of motivation with destructive approach among employees. They also revealed that gaining the trust of employees over the performance appraisal equally as hard as training the managers to deal with a fair assessment. In developed world, Coens and Jenkins (2000) pointed out that U.S and other part of developed world almost 90% of both employees and line managers show their dissatisfaction toward the fairness of PA. In Europe and UK, studies revealed similar results of dissatisfaction from both stakeholders and raising their voices to modify or completely revise the appraisal system used by their organisations (IoPM 1992). Grint (1993) raised very important point in order to criticise the traditional PA, he revealed that complexities and ramification involve for assessing the various variables is a complicated procedure, it also cause the reason of wrong assessment. In addition, Komaki, J. (1998) described multiple factors which provide strong argument for criticising the notion of performance appraisal, he believed complexity of procedure, unwilling managers, unsatisfied employees, wrong implemented criteria, assessment of HR managers are the main reasons to

criticise this system. Bratton & Gold (1999) described the outcome of such flawed system, after the implementation of PA managers do not like doing it, employees see no interest in it, and HR managers feel their performance always evaluated.

There are many flaws in PA even at strategic level, Khoury & Analoui (2004) highlighted that many of performance appraisal failings due to management's failure because the managers could not manage it efficiently. Gill, B. (1998) stated that "*Others have reported that performance appraisal is almost ineffective in achieving organisational goals, either because PA is rarely undertaken properly*" (Longenecker & Gioia 1988; Engelmann & Roesch 1996), "*is prone to misconstrue the truth about what is being appraised*" (Bergmann, Scarpello & Hills 1998, Grint 1993), "*or is ineffective because the people concerned have to work together after the appraisal is completed*".

Many studies (Tziner et al. 1986, Grint 1993, Bergmann, Scarpello & Hills 1999 and Bai, X., & Bennington, L. 2005) have pointed out the political feature of PA, as this evaluation use to support decisions already made by management and other non-performance factors (biasness, relations, gender etc) which "influence managers assessment of staff". Smith & Goddard (2008) stated that, "*performance management is about organisational control with an established set of objectives.*" Paradigm of performance appraisal criticised equally both in the setting of developed and developing world, Hahn and Stanton (2011) described that PM practices in the context of Asian countries have similarities and differences on the bases of cultural value but criticism was made more frequently due to the element of favour-ism which is more prominent in developing countries.

Fletcher (2001) illustrated that theoretical base criticisms on performance appraisal also deployed due to the influence by cultures, Morris, (2006) described this notion "*Equity Theory applied to performance appraisal focuses on the fairness of appraisal outcomes, whereby individuals compare what they do with what others do, and how the allocation of rewards is adjudicated*" It suggests that if a discrepancy is perceived, whether real or imagined, then the individual concerned will adjust their behaviour to meet what is believed to be an appropriate level*" This analysis has elucidated that there might is a thin association between employee's behaviour and expected outcome of PA.
Geary (1992) also suggested the same argument "*there is a fundamental ambiguity with appraisal and reward strategies, and this is the product of two competing utopias: the utopia of equality and the utopia of equity*". Moreover; he claimed "*the former is where there is*

equal pay for work of equal value, and the latter is where people are paid in accordance with
their work effort and performance...thus, by definition, inequality is an inevitable outcome of
the pursuit of equity, and inequity is an inevitable outcome of the pursuit of equality".

2.5.2 Criticism of Performance Management

According to Fletcher (2001), "*In many cases performance appraisal has evolved to become*
part of a wider approach to integrating human resource management strategies, namely
performance management". Similarly; Connell and Nolan (2004) revealed that performance
management "*is a strategic approach to integrating human resource activities and business*
policies". Hendry et al., (1997) claimed the main reason behind the absence of a
comprehensive, integrative and well articulated PM system is due to the lack of organisational
knowledge about the integral preparation and recourses in place.

While Compton (2005) described that the concept of PM misunderstood by many
organisations by taking it as a integral part of performance appraisal and implementing it
without any well organised planning and without considering the its link with organisational
goals. Brudan (2010) stated that PM provides assistance to quality management, underpinning
to strategic management and the creation of a knowledge sharing atmosphere in an
organization. Whereas Busiand Butitici (2006) contradicts by pointing the threefold
difficulties: 1. This is an integral approach which requires prior knowledge about the
seriousness of problem and its consequences; 2. it is not easy to acquire the knowledge to gain
the access to the all various components of PM system and 3. Finally; the interior results of all
the standards are different and cannot be generalise. Notwithstanding these apprehensions,
Nankervis & Compton (2006) described that there is a strong evidences that PM system
provide a critical assistance to the HR practices toward the strategic development of
organisation. Smith (2008), described that "*the dissatisfaction focus on the application of the*
performance appraisal tool and the often judgemental process of performance review".
Deluca (1993) has stated that the main focus of traditional performance appraisals were on
high performing employees, to penalize the low performers, uncertainties in appraisal's
outcomes; such organisation's affairs that lead to distress the targeted employee's
performance. Moreover; Segal (2000) illustrated that utilization of predominantly defective
appraisals were emphasizing on already motivated individual employees which causes
depression in teamwork, ambiguities in setting and pertaining criteria of appraisal,
spotlighting on edges (exceptionally high or low performers), concentration of appraisal on
accomplishment of short-term goals, biasness of results of appraisal and formation of emotive

agony in workers. Many studies criticise the notion of performance management on many different bases, following table will provide a summarize form of this criticism;

Studies	Reasons	Studies	Reasons
Connell and Nolan (2004), Deluca (1993), Segal (2000)	Complicated procedure, no clear role, extra work for managers	Lega, F., & Vendramini, E. (2008), Moynihan, D. P. (2008).	Potential cost, ambiguous focus, broader landscape, complexity
Nankervis & Compton (2006)	lack of clarity about responsibilities, no clear instructions	Delery, J. E., & Doty, D. H. (1996)	Extra pressure, lack of stakeholder's involvement

Table 2.1 Criticism of PM system Source: developed by Researcher

This section has presented the criticism on PMS. This has outlined the pros and cons of this phenomenon. After analysing the performance management, the following section will discuss the organisational performance and performance management.

2.6 Organizational Performance & Performance Management

Organisational Performance or organisational performance consist on output of different departments, in some cases this output shows in the form of tangible products (profit) and in some cases it produce intangible results such as brand value.   Richard et al. (2009), organisational performance evolves around the outcomes of three specific areas of an organisation:

a) Financial performance (profits, return on assets, return on investment, etc.);
b) Product market performance (sales, market share) and
c) Shareholder return (economic value added).

Shrestha, (2005) described that in the competitive corporative world, it is essential for education institutions to improve the overall productivity and show an efficient progress for their survival. Especially; the departments which have direct influence on 'organisational performance' such as operations and finance management, strategic and planning, and organisational progress. The importance of performance in educational institutions described by Chew, Y. T. (2005) **that the element of** 'performance' for institutions is as essential as their existence, regardless of their size and location. Additionally, Kessler & Purcell (2004) argued that in competitive environment big institutions want to get bigger and small institutions want to get big and this trend stimulates an atmosphere of producing results. To achieve the required results every institution has to grow at least a bit every year.

Cable and Parsons 2001, Feldman (2003) described the importance of hiring capable people at key department for the growth of institutions but in order to keep these efficient people working, institutions passage of time, have to keep raising the salaries and this rise will also increase the costs of employment. These two cost areas almost always increase over time, even if no other institutional expenses rise. Smart and St. John, (1996) stated that "*it is not always possible to pass along these increased costs to customers and clients in the form of higher fee. Consequently, performance and growth must occur if the institutions wish to keep up*". Dilanthi Amaratunga and David Baldry (2000) stated that 'organisational performance' has the prospective to deliver with a numerous of benefits and assistance for the small education institutions, including an improved survival rate, better profits (for profit making institutions), superior efficiencies from economies of scale, improved and better power, a greater capability to survive in market fluctuations, and strong reputation and prestige for institutional staff. It is seen generally as an 'organisational performance' consider as sign of success and progress that's why many small institutions desire performance.

Smart and Hamm, (2003) pointed out that the 'organisational performance' can be used as gauge of efficiency and productivity for small institutions and also provides a useful and essential analyser for many practicing managers. They further stated that, measuring performance in education is very important. They further demonstrated that for educational institutions, in order to deliver quality graduates through the coursework they offer, institutions should know how to do this precisely.

Dilanthi Amaratunga, David Baldry, Marjan Sarshar, (2000) described the essential role of academic institutions that, the most vital and crucial activity that an education institution should do, it should be the appraisal of its performance. In case of Universities and Colleges evaluation of performance become more critical because it affect the reputation of the institution. Fides Matzdorf, Louise Smith, Helen Agahi, (2003) described that, this is because the worth of education being presented by these institutions is of dynamic significance because it is the quality that is implanted in the students that they can produce valued outcomes in the corporate world. They further revealed that the practice of measuring performance is critical for the higher education institutions, hence the employees of education industry should corroborate this. However, the indicators of organisational performance may vary to the different institutions. The organisation may use different parameters to measure its performance. As most of the business organisations have the ultimate goal to experience profitability, so the measurement of their performance will be done in terms of financial data including revenue and net income. However, educational institutions are non-profit

organisations so their performance can be measured by the total number of students' enrolled, total number of employees, number of market driven programs, physical expansion of the institution, success of their programs, increased market share, and financial sustainability among other parameters. Finally, the performance and success of an organization will be assessed by their achievements in relation to the goals it has established for itself (Richard et al., 2009).

Section 5
This section will present five prominent theories in the field of performance management. Literature has reported a number of theories as a foundation for PMS. The organisations craft their performance management system according to their requirements on the basis of any of these theories. This section will present these theories to understand the foundations of PMS of Pakistani HEIs.

2.7 Underpinning Theories of Performance Management Systems

According to the performance management literature, organisations adopt different approaches to manage their employees and organisational performance. This section will review the literature for underpinning theories of performance management systems to better understand the reason behind a specific approach of performance management. This will create a theoretical support for the discussion of findings of performance management systems in relation to the literature to determine the theoretical perspective of performance management in HEIs in Pakistan.

2.7.1   Resource-Based View Theory (RBV)
 The proposition of resource-based view theory describes how organisations are actually operated (Lockett *et al*., 2009). The theory was initially presented by Penrose (1959); set forth by Wernerfelt (1984), subsequently popularized by Barney (1991) and well debated by number of authors (Priem &Butler, 2001; Barney, 2001). The doctrine of resource based view theory stated that resources could be tangible and intangible (Wernerfelt, 1984). "*Tangible resources represent the fixed and current assets of an organisation which has a fixed long-run capacity*" (Wernerfelt, 1984) for example physical and financial resources of an organisation. However, "*Intangible resources includes intellectual property such as patents, trademarks, copy rights along with brand and company reputation, company networks and data bases*" (Hall, 1999).

Barney (1991) argued that an organisation possesses a number of resources, which are "*valuable, rare, inimitable and non-substitutable*" (VRIN). He further added that, these are the major conditions (VRIN) that lead to an organisation's sustainable (above-average profitability) competitive edge. A number of authors (Amit and Schoemaker, 1993; Barney, 1991; and Wernerfelt, 1984) have stated that the resources in the possession of the firm have substantial influence on the goals and strategies of the business. Similarly, Newbert (2007) has identified that resources and the performance of an organisation have a positive relationship. He further stated that combination of resources and competencies/capabilities could be a vivid explanation of any performance differences rather than just resources.

The resource based view perspective builds on the premise that superior profitability stems from inside the organisation. This follows Combs and Ketchen (1999) argument that "*the crucial requirements of the RBV are that the relevant resources, whatever their nature (i.e. resources, competences or dynamic capabilities), are specific to the firm and not capable of easy imitation by rivals*" (Barney 1991). These resources are the foundation stone of maintaining competitive advantage which is realized from the bundle of resources possessed by the organisation.

These resources must meet the "*valuable, rare, inimitable and non-substitutable*" (VRIN) conditions and not from the resources' supplies that are external to the organisation (Barney, 1991; Dierickx & Cool, 1989; Rumelt, 1984; Wernefelt, 1984). According to Bowman and Ambrossini (2003) a resource is beneficial only if it produce profit which can be used by the organisation. This is possible with consideration of factors such as shifts in demand of products and services, competitor imitation or substitution to ensure continuous flow of revenue (Peteraf, 1993). A rare resource that is possessed by an organisation that generates superior profits must not be common to competitors otherwise it becomes an entry asset and non-profit generating asset (Bowman & Ambrossini, 2000).

The longevity of profit accruing to a resource depends on how difficult it is for other organisations to replicate it (Bowman & Ambrossini, 2003). A resource that could not be interchanged by another resource that could deliver the similar result is said to be non-substitutable (Bowman & Ambrossini, 2000). Thereafter, it is possible for competitors to establish how a resource could easily be imitated and come up with mitigation strategies. Bowman and Ambrosini (2003) asserted that resources, which prove to be "*valuable, rare, inimitable and non-substitutable*" contribute to competitive advantage of the organisation by delivering products and/services perceived good quality by customers or use processes that lower unit costs. If managers of public universities do not realize the importance of

understanding and applying the resource based view theory in order to mobilize and deploy available resources, performance management practices will remain inappropriately implemented. The next section reviews the dynamic capability theory and its possible contributions to performance management practices.

2.7.2 Dynamic Capability Theory

According to Mintzberg *et al*. (1998), Bowman and Ambrosini (2003), "the *RBV theory is related to the dynamic capability theory with the focus on the sustenance and development of the internal capabilities of the firm that are source of superior profitability*". Ambrossini and Bowman (2009) also stated that dynamic capability is gaining more concentration as this is the only viewpoint which stresses on the processes of firm's change, maintain and create competitive advantage and take value. These are the important concerns for academics and practitioners. Most of the organisations focus on the issues which are directly related to change like cognition, innovation and organisation learning.

Wang and Ahmed (2007) advised that "*there are three main component factors of dynamic capabilities that together explain firms' mechanisms of linking internal resource advantage to external marketplace-based competitive advantage*". Firstly, an organisation should capable to recognize and invest on the evolving prospects by utilizing its adaptive capability (Chkravaarthy, 1982; Hooley, Lynch, & Jobber (1992); Miles & Snow, 1978). In other words, "*the firm should adapt its product-market scope to respond to external opportunities; to scan the market; monitor customers and competitors and allocate resources to marketing activities; and to respond to changing market conditions in a speedy manner*" (Oktemgil & Gordon, 1997). Secondly, with absorptive capability (Cohen & Levinthal, 1990) an organisation should recognize the importance of having latest information about external environment, to integrate it, and utilize it to commercial ends. Thirdly, having innovative ability (Wang & Ahmed, 2004) "*a firm should develop new products and/or markets, through aligning strategic innovative orientation with innovative behaviors and processes*". All these factors require a deeper understanding of the kind of performance management practices that should be in place for public universities to achieve successful organisational performance.

Wang and Ahmed (2007) identified the major issues essential for the conceptualization of the dynamic capability and its relevancy to performance management practices. Dynamic competencies are described as the organisation's behavioral orientation that "*continuously assimilate, reconfigure, renew and recreate its resources and capabilities and most importantly, upgrade and reconstruct its core capabilities in response to the changing environment to attain and sustain competitive advantage*" (Wang & Ahmed, 2007).

45

Wang and Ahmed (2007) further added that dynamic abilities processes not simply means that they are explicit combination of resources that are more easily transferred within the organisation or across other organisations. Organisations have their specific capabilities; developed over a long period of time through complicated collaboration among the resources of the organisation (Amit & Shoemaker, 1993). "*Capabilities are the organisation's ability to deploy resources, usually in combination with both explicit processes and tacit elements such as knowledge and leadership*" (Wang & Ahmed, 2007). According to Newbert (2005), dynamic capabilities are transferable to the individual level. As cited in Felin and Foss (2005), Barnard (1968) has also stated basic strategic factor of the organisation are the individual employees. So, by placing individual employees at focal point, the concentration of capabilities-based work should move to explaining how practices are created and emerged from actions of individual employees, and how they progress with the consequent interaction between collective and individual. In general, the challenge is absolutely behavioral and structurally-oriented, which have not clearly defined the origins and micro-foundations of routines and capabilities.

According to Bowman and Ambrosini (2009) "*dynamic capability concerns itself with the organisation's ability to renew its resources in line with changes in the environm*ent". As cited in Bowman and Ambrosini (2003), Makadok (2001) asserted that these dynamic capabilities are produced in the organisation rather than being purchased in the market; most likely by following focused routines (Eisenhardt & Martin, 2000) and so can resist imitation by competitors. Thus, administrators would utilize these dynamic competencies to formulate constant amendments in the allotment of resources and introduce novel approaches (Eisenhardt & Martin, 2000). This is a process that public universities achieve through planning by involving employees in setting goals and targets. The previous discussion provides performance management practices attributable to the dynamic capabilities and the proceeding section will cover the goal setting theory.

2.7.3   Goal Setting Theory

According to Perry, Mesch, and Paarlberg (2006), "*goal-setting theory posits that conscious and well-specified goals that are defined as the object or aim of an action to attain a particular standard of performance positively affect employee behaviours*". Locke and Latham (1990, 2002) argued that when one employee perceives his/her actions effective in achieving goals and objectives; then they experiences satisfaction. However, if the action is perceived ineffective if it is failed to attain the goal; then one experiences dissatisfaction. Through routine decision making, as well as more abstract values and ambitions that drive an

individual's "personal projects" (Little, 2014). Often, both types of goals are largely intuitive, woven into a person's everyday patterns of thinking and behaviour. Bolles (1975) argued that *"people do not simply respond to stimuli but also act on beliefs, express attitudes and strive towards goals"*. The theory of social cognitive (Bandura, 1986) states that "*a high degree of dissatisfaction occurs when people lack the confidence that a valued goal can be attained, it could lead to self-belittlement and even depression*". A goal can be defined as a purpose or goal of an action, for instance, to achieve a certain level of ability, normally within a restricted time period (Locke & Latham, 2002).

Exploration on goal-setting theory has established that people automatically use their relevant prior knowledge and skills while following new goals and objectives. If they don't have any relevant skills and knowledge related to this specific goal in hand, then people try to utilize the expertise they have used in the past for the same kind of target. If a new goal is assigned to the people who don't have any past experience of doing such task then they will engage in purposeful planning to create policies which will facilitate them to achieve their objectives (Smith, Locke, & Barry, 1990).

2.7.4 Stewardship theory

The Stewardships theory evolved from the fields of sociology and psychology and it is generally termed as alternative agency theory. The anecdote of stewardship theory suggests that people are willing to be guided by public values and ready to protect long term betterment and welfare of others by compromising their personal; interest (Hernandez (2012); Segal and Leher (2012); Dicke (2002); Davis et al ,1997). The stewardship theory contradicts with the notion of agency theory which refer people as 'opportunistic agents' (William 1975); but emphasize that people act as stewards whose interests are linked with the organisational objectives and aims (Davis et al, 1997). This thought is further supported by Segal & Lehrer (2012) by stating that there are two parties (employees and management) aimed to achieve performance at work context and will continuously reassess their position to act as a steward or as an opportunistic agent. Above all, every human being have his/her own personal preference. But the preferences may be changes, enhanced or eliminated due to the influence of the situational factors (Axelrod, 1984). Eventually people may behave as opportunities agent or as a steward based on the situational perspective. People make choices to behave in a certain way in a certain situation. This leads to believe the idea that "some good people sometimes do bad things" (Segal and Leher, 2012); Bandura, 1990).

The proponents of stewardship theory suggests that the alignment of the goals between two parties at work affects the performance of the organisation. This mutual benefit of the parties can lead to a sustainable performance by taking following measures like (i) by communicating clear and understandable mission of the organisation, (ii) cultivating a culture of ongoing performance improvement; (iii) giving a weightage to the intrinsic rewards rather just relying on extrinsic rewards; (iv) by employing effective recruitment and selection process to bring in the best suitable employee for the role; (v) by promoting procedural fairness to firm people's belief on long-term benefit of other people etc.

Apart from all goodness in the preaching of the stewardship theory; researchers have thrown criticism ion this approach well by stating that the underlying assumptions of this theory doesn't seems to be work at different odds as the human nature is naturally an inherent opportunistic agent(Williamson, 1975). The opponents argue that most of the studies which have utilised the stewardship theory have been conducted in the non-profit organisation or in public sector organisations (Van Slyke (2007); Marvel and Marvel, 2008); where the workers most likely require stewardship values to work in this sector. Nonetheless, there is scarcity of studies investigating the implementation of stewardship theory and its impact as central approach for performance management.

2.7.5   Agency Theory

Agency theory has established the knowledgeable foundation for the "new public management reforms" (Kettl 1997) and remains the leading theoretical framework linked with performance management (Heinrich and Marschke 2010). As cited in Rodríguez et al., (2012), *"Agency relations as aspects of performance management practices in most organisations are viewed as simply legal fictions which serve as a nexus for a set of contracting relationships among individuals, that is, the principal (employer) and agent (employee)"* (Jensen & Meckling, 1976). A number of studies (Moynihan et al., 2012; Jensen and Meckling, 1976; Jensen and Smith, 1985) have stated that the *"agency theory is concerned with exchanges in which one party (the principal) delegates responsibility for a specific set of actions to another party (the agent)"*. The agency theory's central supposition that a human being is self-interested by nature; therefore, the agents and principals will most likely have different attitude and interests toward risk and accordingly have different preferences in decision-making (Moynihan et al., 2012; Boxall & Gilbert, 2007).

According to Rodríguez et al., (2012) and Punnett et al., (2007), *"self-interest can be described in a utility function that contains two arguments: wealth (monetary and non-*

monetary incentives) and leisure". Bonner *at al.* (2000) argued that incentives as extrinsic motivators such as salary; bonuses and career aspects are associated with performance. With individuals presumed to have preference to increased wealth and increased leisure (Punnett et al., 2007), the agency theory posits that people will diminish or utilize no effort on a task if it is not contributing to their wellbeing. "*Those incentives play a fundamental role in motivation and the control of performance because individuals have utility for increases in wealth*" (Rodríguez et al., 2012; Bonner & Sprinkler, 2002). The agency theory has attempted to bring to light the importance of putting in place proper performance management practices in public higher education institutions to improve their organisational performance. However, Alchian and Woodward (1988) argued that there is an absence of appropriate and correct information flow from the agents (employees) that is often intended for the principals (employers) in organisations. These inadequacies in information supplied from agents prohibit principals to explain how the agents supposed to behave in all circumstances. Also, that the agents find it difficult to make decisions in the best interests of the principals. "*This imbalance in the distribution of information between principals and agents is referred to as information asymmetry*" (Rutherford & Buchholtz, 2007).

As cited in Moynihan et al., (2012), Jensen and Meckling (1976) have stated that "*inconsistency in the information supplied to the principal and incomprehensive contracts leads to agency threats of adverse selection and moral hazard*". This thought is also advocated by Hendry (2002) that adverse selection leads to the selection of incompetent employees. Similarly, Lubatkin et al (2005) have stated that "*the moral hazard is the risk of contracting individuals who withhold effort or misappropriate firm resources*". In order to overcome these problems Eisenhardt (1989a) has stressed on the need of controlling the activities of agents and to implement incentive programs like performance-based rewards. However, Norton (1988) suggested that the principals lack the entrepreneurial capacity, in other words, they have insufficient time for making controlling systems and to utilize them for supervision, which is observed as incompetence on the principal's side.

According to Fama and Jensen (1983), "*the costs of obtaining information in order to monitor agents, and the costs of negotiating and implementing incentive mechanisms, constitute the agency costs in a given employer-employee relationship*". Such costs could be minimized with the employee know-how in the Resource Based View Theory (Barney, 1991). Although, as cited in Moynihan (2012); Breham and Gated (1997) have presented a later version of agency theory by introducing the supposition that "*agents were not self-interested and that*

principals could effectively manage them by appealing to shared beliefs about the value of the services".

In the above section, the prominent theories of performance management have been discussed. This study is not focusing on a specific theory to use as a theoretical lens. The responses from the interviewees will be analysed according to the characteristics of these theories given in the table 2.1. This table has summarised the above discussed theories and will be used in the chapter six for the discussion of the primary data to underpin any specific theory of performance management in the context of Pakistani higher education institution.

Underpinning Theories of performance management systems				
Theory	**Assumption**	**Focus**	**Time Horizon**	**Role of Information**
Resource-Based View Theory	To determine the strategic resources available to a firm. These resources can be exploited by the firm in order to achieve sustainable competitive advantage.	The organisation tightly controls how well the work is done and loosely controls who does the work and on whom or what.	Oriented to the delivery of results in the long term.	Control and utilize the resources of the organisation for the achievement of competitive advantage
Dynamic Capability Theory	the firm's ability to integrate, build, and reconfigure internal and external competences to address rapidly changing environments	To adapt, absorb and innovate for survival – The dynamic capability perspective is about developing distinctive capabilities such as use of information and communication technology (ICT) and organisational culture in delivering quality services, service delivery and cutting costs.	Oriented to the delivery of results in the short term.	Control and utilize the resources of the organisation and respond to the changing environment rapidly

Goal Setting Theory	Refers to the effects of setting goals on subsequent performance. To set difficult but achievable goals	The organisation set goals difficult yet achievable with for their employees to improve performance	Oriented to the delivery of results in the short term.	Control/monitor and provide incentives.
Stewardship Theory	Individuals are service oriented. There is alignment between what the individual and what the institution want. Individuals are intrinsically motivated.	The organisation loosely controls how well the work is done but tightly controls who does the work and on whom.	Oriented to the delivery of results in the long term.	Learn and improve performance.
Agency Theory	Individuals are self-interested, opportunistic. There is misalignment of goals between what the individual and what the institution want. Individuals are extrinsically motivated.	The organisation tightly controls how well the work is done and loosely controls who does the work and on whom.	Oriented to the delivery of results in the short term.	Control/monitor and provide incentives.

2.8 Conceptual Framework

In the previous sections, literature related to the performance management and its influence on the organisational performance has been explored, specifically in the context of HEIs. The previous section in this chapter has described the underpinning theories of performance management. The analytical framework used in this study is showing the relationship of performance management system implementation and organisational performance in the higher education institution. This has been developed by the researcher in the light of the research questions derived from literature review and the underpinning theories of performance. This study will use this framework as lens for theoretical and empirical analysis. This will be used to structure the discussion chapter. This framework is not depicting any model/framework in existing literature. This is a refined summary of the theoretical aspect of the PMS, research questions of the current research. This framework will be further utilised for determination of theoretical foundation (if any) of PMS in Pakistani HEIs.
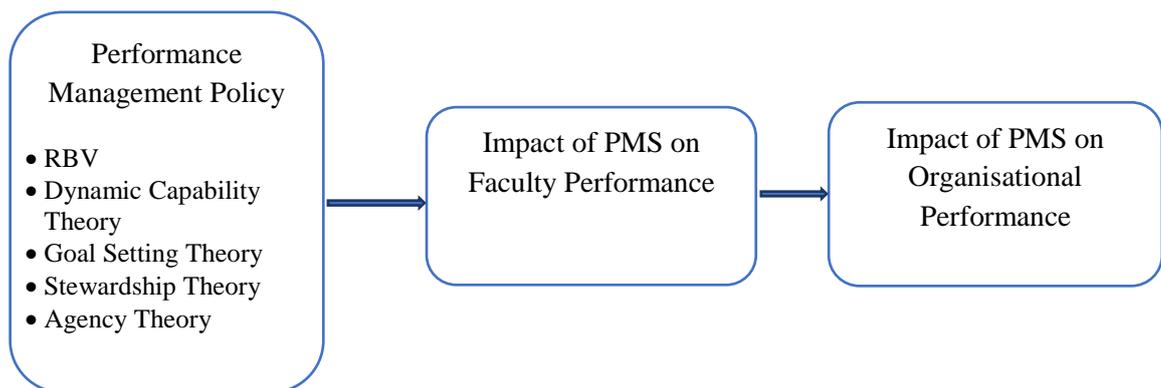
Figure 2.1 - Analytical Framework developed by Researcher

Section 6

This section will present the extension of the literature review after the data analysis to explore the aspects raised by the interviewees. The interviewees have pointed that culture has a strong influence on the effectiveness of PMS in the HEIs. Hence, this section is added here to understand the culture, organisational culture and its impact on the utilisation of performance management systems in HEIs.

Extension to the Literature Review after data Analysis

The next section of this chapter will review the literature after getting insights from the findings of this study. The findings have exhibited the influence of the culture on the implementation of performance management in higher education institutions of Pakistan. Hence the organisational culture, its link with organisational performance and the implementation of performance management will be discussed in the next section.

2.9 Impact of National Culture on implementation of Corporate Governance Practices and Firm Performance

A number of studies have provided a mixed opinions stating whether the better performance of the firm is based on the good governance or not (Romano, 2008; Core et al., 2006; Durnev and Kim, 2005; lapper and Love, 2004; La Porta et al, 2002). There a universal perspective which states that the firms and businesses all around the globe who implement good governance shout outperform the businesses which doesn't implement such performance management technique. There is no one size fits all kind of good governance. Every firm and business have to look for the best suitable practices for them to manage their performance.

2.9.1 Organizational Culture and Institution's Performance

Culture is the most researched area in the literature. A huge number of authors have written about culture. Similarly, the great entrepreneurs have taken the advantage of the culture to achieve huge success in the businesses. Conversely, literature has also described the misunderstanding about the values of the organisations has impacted on lost profits and failed projects. Similarly, Prosci (2010) has stated that powerful impact of the values systems of the organisations.

According to Ng'ang'a & Nyongesa, (2012), the culture of the organisation answers the following questions:

> *"What is important to our organisation? How are decisions made? Who is in charge? How does an employee relate to other employees and groups within our organisation? What behaviours are rewarded and recognized? What is compensation based upon?"* (p. 215)

Every organisation, industry, and the country have the different answers to these questions. The understanding of the underlying norms and values is critical, as the performance of the organisation is directly affected by these values. This also determines the required work and effort to achieve the organisational goals (Ng'ang'a & Nyongesa, 2012). Likewise, Schein (2002) has argued that the understanding of the culture is critical, because the decisions taken without having the familiarity with the operative culture of the organisation may cause

undesirable and unanticipated consequences. He further added that literature has underestimated the impact of organisational culture on the performance of the organisation.

The summarisation of the criterion which often differentiate the good institutions from bad ones, can be termed as 'corporate culture' Azhar (2003). He further added that usuallyu disctinctive culture is possessed by properly managed organisations, which is somehow the reason of the successful implementation of their strategies. Every organisation a distinctive culture which has layers of several sub-cultures demonstrating the strong impact of the behaviour of subordinates and managers (Azher, 2003). Similarly, Ng'ang'a & Nyongesa (2012), have asserted that

> "*The Organisational Culture can be one of the most important means of improving organisational performance*." (P. 216)

The culture of the organisations has emerged as an important trait of the organisations. Although, its nature is intangible, still it plays a significant role in the organisations and have strong impact on the performance of the employees and the organisation. Though, it doesn't ensure success for the organisations, but the organisations possessing strong culture have usually accomplished more than their competitors.

2.9.2 Organisational Culture

emmelgam, Glisson and James (2006) stated that culture and climate formed a mixture of behaviour of staff members of an organisation and their work attitudes, which ultimately, influence the performance and success of organisation. Many authors i.e. (Hoy, 1990; Rentsch, 1990; Johnson and McIntye, 1998 and Hemmelgarn, Glisson, & Dukes, 2001) stressed that culture and climate configure the characteristics, features, and concentrate to form a connection between the service provider and recipient of the service. On the other hand Cooke and Szumal, (1993): Verbeke, et al,. (1998) defined the *"culture as way things are done around here"* which identifies to the communal standers, faiths and social prospects that influence the attitude and formulate a strong and valued communication among the staff of an organisation. Mallak, Lyth, Olson, Ulshafer, (2003), Glisson & James, (2002) descroned

> "*that behavioural norms and expectations that exist within an organisation (Organisational culture) explain, in part, differences in the quality of care across organisations and the extent to which service providers report high levels of commitment and satisfaction with their work*".

Similarly, Schneider (1990), described that the 'organisational culture' is considered as a mutual observation of what the organisation is like in the forms of strategies, procedures, performs and techniques. It also involves that what is significant and what activities are anticipated and also established on shared opinions of staff members within organisational units. There is a difference between organisational and climate organisational culture, as Schneider (1990) has defined *"organisational climate as employees' perceptions of the events, practices, and procedures and the kinds of behaviours that are rewarded, supported, and expected in a setting"*. Lippitt *et al*., 1985; Ott, 1989) stated that 'organisational climate' refers the communal approach of employees toward the valued activities related to the organisation.

Many studies Moos, (1987); Lawler *et al*., (1974); Abbey & Dickson, (1983); Schein (2004) prove that individual and group behaviour within an organisation affected by organisational climate. According to Hemmelgam, Glisson and James (2006), organisational culture and climate has strong influence on decisions making process, especially related to innovation adoption specifically related to information and communication technology (ICT) and the level of adoption. In addition, that new presented innovation into organisations can provoke obstruction thorough organisational standards. However, Dressler and Jaskyte (2005) identified, that the less contemporary and innovative organisational cultures were associated to fewer novelties and innovations within these organisations by considering a sample of human service organisations. Rogers, (1995) explained the diffusion of innovation (DOI) literature and similarly, Nadler & Tushman, (1977) and Rousseau, (1977) introduced the sociotechnical models for technologic implementation; these models described that a successful implementation and adoption of any technology cannot be possible without the consideration of culture and climate. Nadler and Tushman (1977), described that the complex relationship between an organisation's core technology and social perspective within that organisation provide strong basics for the influence of culture and climate.

Additionally, Hemmelgarn, Glisson, & James, (2006) stressed that a strong and effective employee relationships exist in those organisations, where employees have very rare of role disputes, work and role encumber, and emotional exhaustion, they further revealed that these elements are the main indicators of organisational climate.

2.9.3   Performance Systems and organisational Culture

In attempting to explain the success or failure of management strategy it is essential to consider the concept of culture. This concept has developed from efforts to understand whole societies, although many of these societies were small. The term culture has come to be

applied to almost any size of social group ranging from nations to corporations down to departments and teams within corporations.

a) Culture

Payne (1991) defined *"the pattern of all those arrangements, material or behavioural, which have been adopted by a society (corporation, group, team) as the traditional ways of solving the problems of its members; culture includes all the institutionalised ways and implicit cultural beliefs, norms, values and premises which underlie and govern behaviour. "* He further expressed that the substantially 'cultures' refer to control over the faiths and attitude of people. While Csikszentmihaly (1991: 11) defined 'culture' as: *"One of the major functions of every culture has been to shield its members from chaos, to reassure them of their importance and ultimate success".*

Drucker (1992: 151) describes the tenacity of culture. He cites as examples the persistence of the Japanese and German cultures despite them suffering the worst war defeats in recorded history including having their values, institutions and cultures discredited by the occupying powers. He argues that changes in organisations are often necessary to enable survival in increasingly competitive markets. He describes that *"changing behaviour works only if it can be based on the existing culture".* Foster (1987) believes culture to be both explicit and implicit. He notes that the institution's missions or values may be written down but underlying these explicit values are the assumptions of people in the organisation. These assumptions are often transparent and noticeable only in the daily communication or consultation of employees. In his point of view culture is a vast, complex, subtle and pervasive.

Fletcher (1984: 22) considers appraisal within the context of social and organisation cultures. He recognises the influence of numerous social factors upon appraisals and concludes that "the goal of objectivity in appraisal seems further away as we increasingly appreciate the range and magnitude of the influences acting on our judgements". He again emphasises that people's perceptions of what is real and valid rests on a consensus of shared beliefs and considers performance appraisal to be no exception to the rule.

b) Organisational culture

Organisational culture is more complex and enigmatic term, according to Azhar, (2003) it is consist of a set of significant assumptions, which members of an organisation share commonly, and are mostly implicit and unexpressed in nature.

Beliefs and values are the two main types of these assumptions. About these assumptions Azhar (2003) stated that *"beliefs are assumptions about reality and are derived and*

reinforced by experience and values are assumptions about ideals that are desirable and worth striving for. When beliefs and values are shared in an organisation, they create a corporate culture".

Robbins (1986) described organisational culture in more generic and sustained norm. According to him, a uniform and common perception held by the organisation which has shared characteristics, it assists to assimilate the individuals, groups and organisation systems, an organisation can be distinguish on the basis of its culture and it is descriptive in nature. It means term 'organisational culture' uses to describe to a set of program which comprises the individuality and distinctiveness of that particular organisation and distinguishes it from others.

Black & Richard, (2003) defined the term 'Organisational' *as the specific collection of values and norms that are shared by people and groups in an organisation and that control the way they interact with each other and with stakeholders outside the organisation".* Organisational values consist of notions and common perspectives of members of an organisation, about what type of objectives they should pursue. It also assists toward the suitable standards and instructions of member's behaviour in order to fulfil these objectives. From organisational standards develop organisational benchmarks or prospects that suggest applicable kinds of behaviour by employees in specific circumstances and regulator the behaviour of organisation's staff towards each other.

Schein (2004) outlines 'organisational culture' as

> *"a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way they perceive, think, and feel in relation to those problems".*

In depth 'organisational culture' is an intellectual and cognitive procedure which has strong impact on the overall system of an organisation, "the collective programming of the mind" (Hofstede, 1998) and "the basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously" (Schein, 1999). According to Detert, Schroeder & Mauriel, (2000), the organisational culture may consist in the concentrations of organisational stakeholders and members; it is demonstrated in tangible form.

In order to understand and simplify the complicated structure of 'organisational culture', many authors and researchers described the fundamental elements which formulate the organisational culture. Hofstede, Neuijen, and Sanders (1990) described the complex structure

of 'organisational culture' in the shape of an onion, which consist of progression of coatings and layers and the nucleus of onion enclose by 'values'. It means most important element that formulates the main interpretations of 'organisational culture' is named as communal values of organisational members. Trice and Beyer (1993) identified 'values' as a basic ideology for undergirding a culture and in term of 'organisational culture' values shared by organisational members consider as a major part of the substance of organisational culture. Hofstede, et al., (1990) stressed that the examination of the values that are constrain within an organisational culture can be carried out.

2.9.3 Corporate culture and factors affecting on its growth

Corporate culture/ organisational culture is a complex term which influenced by several key factors, these factors play vital role in the growth of organisational culture/ corporate culture. Chatman and Cha (1994) demonstrated these factors as primary pillars for organisational culture and named as;

a) History: It refers to the rationale and grounds on which the organisation is based, it also involve the age, knowledge, ideology and values of the senior management as well as the owner of the organisation. They further elaborate that the philosophy of owner/managers will have strong influence on the culture of an organisation.

b) Core activity of organisation:

Primary function and core activities of any organisation have a strong impact on the culture formation. It has a comprehensive and broad picture which involves the type of customers, reputation of organisation, type of competitors, products quality and finally nature of business.

c) Technology in placed

Technology used by organisation also has strong impact on the growth of organisational culture. Nature and basic function of the organisation interconnected with the type of the technology used by organisation and ultimately it influenced the structure and culture of organisation.

d)Strategy:

Ultimate goals and objectives of an organisation and its different departments, involve for shaping the overall structure of its culture. Every organisation formulates a core strategy to achieve its objective and these policies and strategies have impact on the organisational

culture. But simultaneously 'organisational culture' also has influence on the formation of strategies of organisation.

d) Size:

Size of any organisation or institution has dynamic effect on the growth of organisational culture, organisations with large volume have more systemise structure and formalise culture. Large business intensity means organisation might go for formation of separate departments and it cannot workable without having a qualified staff and other resources. A prompt growth, or decrease, in size of an institution has vital effect on the growth of organisational culture.

e) Location:

Physical location also play very important role on the growth of institutional culture, for instance if an institution is situated in a rural area with limited population will not be busy as an institution which is situated in a busy city. Location also has a strong influence on the nature of products and services (courses) offered by an institution because due to the strength of customers (students) institutions have to introduce new products and services (courses). This will ultimately effect on the growth of 'organisational culture'.

f) Owners/Managers:

Nassimbeni, (2001) and Knight, (2000) argued that the characteristics of the owners/managers may promote or discourage attitudes towards 'organisation culture' and the implementation of novel ideas. Manueli et al. (2007) narrated that business strategies and plans are made by key decision makers (owner/managers or leadership), and they have strong influence for formulating the 'organisational culture'. Nevertheless, all members of staff help for shaping the governing the culture of an institution, regardless of what top management feels it should be. Grandon and Pearson (2004) carried out a study and result identified that owner/manager or leadership has significant influence in the formation of institutional culture.

This section has presented the understanding of culture and its influence on performance of employees and the organisation. Also, the influence of organisational culture on performance management systems has been highlighted.

2.10 Chapter Summary

This literature review chapter has discussed the literature regarding to the performance, performance measurement, and performance management and also criticism on performance management Moreover, literature has been reviewed related to the theories in relation with the performance management system with special attention to the performance management in a HE context. Finally, the cultural impact have been discussed as an extension to the literature

review after receiving insights from findings. The organisational culture, link between the performance management and the organisational culture has been discussed.

The phenomenon of the performance management systems is relatively new; especially in the context of HEIs. Whereas, in Pakistani context, there is dire need to investigate performance management in the HEIs. As discusses in the chapter one, this study will investigate the performance management system in Pakistani HEIs, impact of PMs on faculty performance and its impact on the organisational performance of HEIs.

Chapter Three: Research Context

This chapter focuses on the role of 'performance management system' (PMS) in Higher Education Institutions around the globe and more specifically it will through the light on PMS implementation as policy in the context of Pakistani higher education institutions. Additionally, it will describe briefly about Pakistan's geography, history, education systems, political system, and other related issues with the aim of informing readers who are unfamiliar with Pakistan and specifically its higher education. It will also enlighten the foundation to understand the growth and impact of organizational performance.

3.1 Introduction

Higher Education Institutions (HEIs) help to produce knowledge, skills and values that strengthen a sophisticated and civilized society. Basic characters of HEIs to precipitate and propagate new ideas, innovation mobilization, trigger creativity, knowledge creation, cultural reforms, and economy's growth. Browne, J. (2010) stated that HEIs create bridge between the past and future; the local and the global; and play vital role for the transformation of society and individual. Schlesinger (2013) argues that universities and academics play an important role in the development of public policy, as they can offer a 'dispassionate' contribution to debates as persons or institutions not directly or indirectly benefiting from the outcomes of policy decisions. Hughes and Kitson (2012) stated that innovation and knowledge provide strong economic growth and global competitiveness. Deiaco et al (2012) argued that HEIs play critical role in the development of communities by stimulating regional employment, development and economic prosperity. But higher education sector around the globe is currently undergoing changes that will impact on the way students learn in the future. Education policies and strategies worldwide, underline the importance of higher education for the development and sustaining economic growth. Corresponding to the rise of higher education on the political agenda there have been huge increases in the numbers of students going on to university education in developing countries like Pakistan.

Higher education plays a major role in the contribution of economic development of any country especially in a developing country like Pakistan, where there has been a greater need for competent professionals that are able to contribute to the development process. To produce skilled workforce, Higher Education Institutions have to develop and maintain quality standards of their education. The standards of educations heavily relied on the faculty members of HEIs. Performance management of faculty members should be conducted and

managed effectively in order to contribute to the development of faculty members and their institutions in a way that is consistent with the goals of higher education in Pakistan. Ngcamu, B. S. (2013a) described that Higher Education Institutions in developing countries are confronting challenges for implementing performance management systems, due to the complex nature of HEIs structure and poor communication between stakeholders (management and academic staff) which leads to create resistance towards the system. Umashankar and Dutta, (2007) described that the stakeholders of PM system consist of a long quay including students, staff, alumni, parents, government, faculty, users, donors, and community which also leads to poor or lack of communication. Moreover; Walwy (2008) stated that performance management of HEIs is a complex and contentious technique, as it has to deal with multiple dynamics, including the difficult environmental issues in which these institutions operate, the long time frame over which their affects have be considered and the multiplicity of their aspirations. Performance management system, not only provides an evaluation graph of faculty member but it also helps to maintain track record for 'evaluating employees' performance at regular intervals. Bernthal, Rogers & Smith (2003) stated that performance management system also provides assistance for unique mechanism of development and on-going feedback for the growth of HEIs. PM system facilitates a platform where managers and employees can make settlement of goals together and ensure that performance stays in alignment with goals and changing work conditions.

3.2 Types of HEIs

Higher Education Institutions comprises a multiple range of institutions (need to rethink), which includes colleges, specialist institutions and universities. These institutions have high levels of autonomy in term of making decisions and taking actions. They offer an ever wider range of subjects, increasingly flexible study routes and a broad range of qualifications. Matching what they provide to what students want and the skills needed by employers is an important challenge.

3.2.1 Universities

"*Universities play a pivotal role in the social and economic progress of any country because all the religious scholars, social reformers, industrialist, professionals like doctors, engineers, lawyers and economists get their inspiration and knowledge from the universities, who serve the society by enriching its values and developing its resources*" (Strydom, & Lategan, 1998; UNESCO, 2002 ; Trow, 2005). The progresses of knowledge economies based on higher involvement in higher education. "*Governments in the developed economies have recognized this and have sought to increase participation rates*" (Srikanthan & Dalrymple, 2005; UNESCO, 2004). Michaela & Antony (2007) have stated that worldwide

privatization, expansion, and diversification in the system of higher education has endangered the quality of higher education. Higher education institutions (HEIs) have to establish practices of quality assurance to retort to global competition.

What a university is or should be has been a question since the beginning of higher education. Zomer and Benneworth, (2011) stated that the higher education create transformation of change in the characteristics of knowledge and information about the society in which we are living. Graham 2008, and Delanty, (2002) discussed the academic cultures and its different stages of revolution which stated in table 3.1.

Four Academic Revolutions	Modernity model	Cognitive model	Social conversions of modernism
Humboltian university (late 18s - 19s century)	clarification and the cultural project of modernism	General knowledge and the unity of teaching and research, autonomy of knowledge/academic freedom	Cultural rationalization, secularization, cultural autonomy
Civic university (19s century - 1960s)	Industrial modernism and the social project of modernity	Disciplinary specialization, separation of primary and applied research	Societal differentiation/ modernization, rise of the national 'governmental' state
Mass university (late twentieth century)	Late/advanced modernism and the political project of modernity	Knowledge as metamorphic, entry of the cognitive structures of the life-world	Democratisation, radical politics, multiculturalism, post-industrial society
Virtual university (twenty-first century)	Post- modernism and the technological and economic projects	Multidisciplinarity, reflexivity, uncertainty, diversity, market values	Globalization, decline of the national state, post- Fordism, neoliberalism

Table: 3.1 Source: Delanty (2002: 33)

According to Graham (2008); a) **Humboltian University** is linked to classification and cultural project, sometimes it also held up as the ideal in knowledge situation, where universities produce knowledge independently and academics follow their research interests without any restriction from institutional bodies. b) **Civic university** refers to industrialization of society, which denotes the era where academic disciplines become specialist in their respective field. c) **Mass university** characterized by enormous increases in number of

student and increasing participation of diminished clusters in higher education, and finally d) **Virtual university** Delanty (2002) stated that it represents post-modernism in the dynamics of higher education which characterizes that the universities must be reflexive and according to the need of students. In general, universities do not proceed as profit making organizations; their main contribution comes in the form of support for society. However HEIs or universities still require efficiency and progress to confront the challenges nationally and globally. Following figure 3.1 shows the simple procedure which carried out by universities.

Figure: 3.1 Simple procedures performed by Universities
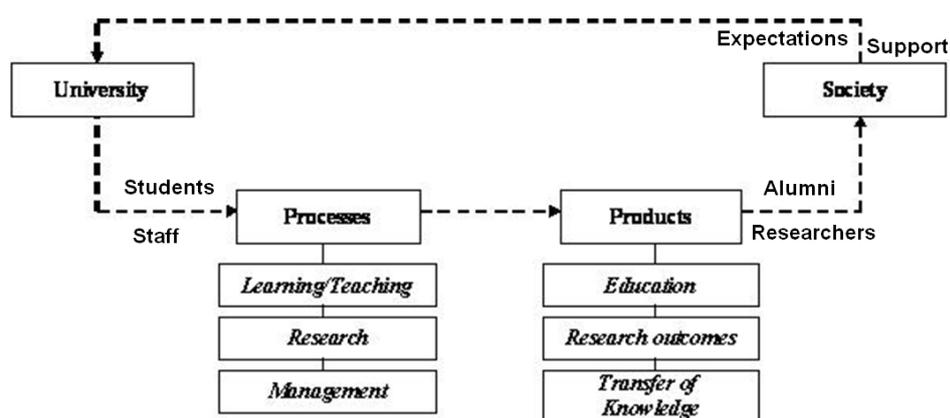
Figure 3.1 Source: Developed by Author

3.2.2 General Structure of Universities

In past, universities were operating as an independent anatomy in isolation from rest of society; with the origination of national and international competition this process has now changed (Feigold, 2006). Due to increase in numbers with the same or fewer resources universities and their staff have to take additional responsibilities (Altbach, 2011). Generally the universities have similarities up to some extent but many differences in relation to common private sector companies and their structures. Like the CEO or Chief Executive of a company, in universities it is Vice Chancellor, who is the head and responsible of all the operations carried out in university. The main responsibilities of Vice Chancellor (VC) are providing leadership and management from the top of a hierarchical structure.

However, unlike private or public companies; in universities those who performing managerial roles often resist being called managers. As Allen and Layer, (1995) described that Vice Chancellor of University of Glamorgan has stated that he *"stumbled unintentionally into senior management"* but since remarkable changes and advancements have emerged in contemporary universities VCs have to perform like senior managers. Nevertheless, chancellor is a non-executive head of the organization, whose role can vary from a figurehead

to contributing to macro policy, whilst the university council and its board are responsible for policy, management and development.

3.3 Profile of Subjective country

3.3.1 Geography of Pakistan

Pakistan covers 796,095 km2, it located in South Asia having border with two growing economies powers China and India. Pakistan's total land border is 6,774 kilometres long out of which it has nearly 523 kilometres long border with China on north side of country. In east side Pakistan has border with India which is almost 2,912 kilometres long, Afghanistan and Iran are on west side of country with 2,430 kilometres long and 909 kilometres long respectively. While on south side of Pakistan Arabian Sea is situated, which is almost coastline of 1,046-kilometres. Fig 3.2 illustrates Pakistan and its neighbouring countries.

Figure 3.2 Pakistani Map with neighbouring countries

3.3.2 History and population of Pakistan

Pakistan came into being in August 1947 from the British ruled sub-continent on the bases of religion. The location of Pakistan was named as Indus Valley Civilization in prehistoric time (c. 2500–1700 BC). This region has been controlled by a number of assailants including Greeks, Turks, Aryans, Persian, Arabs, and many more. The prime religion is Islam, which was introduced in 711. This land was included in the Mughal Empire in 1526, who have been

the rulers of the Indian sub-continent for centuries. Then British rulers become the name of power in 1857. Hindus hold the control of social, political and economic advantage during the British rule which caused dissatisfaction among Muslims. This dissatisfaction ultimately lead Muslims to demand for a separate state through the formation of All India Muslim League in 1906 by the Muhammad Ali Jannah (1876-1949).

According to Pakistani Bureau Statistic estimated figure in January 2016, Pakistani population is Appx 190, 916 866 (one hundred and ninety million). This shows an increase of 2.10% which means (3 932 286 people) compared to previous year. According to government figures in year 2015 the net increase in population was positive, which means the number of births were higher than number of deaths. As per Pakistan Demographic Profile (PDP) in Pakistan gender ratio is much higher than global gender ratio, here the total population of males 1.033 as compare to 1.000 (1033 males per 1000 females). Figure 3.3 demonstrate the population growth of Pakistan.

Figure 3.3: Pakistani Population growth rate
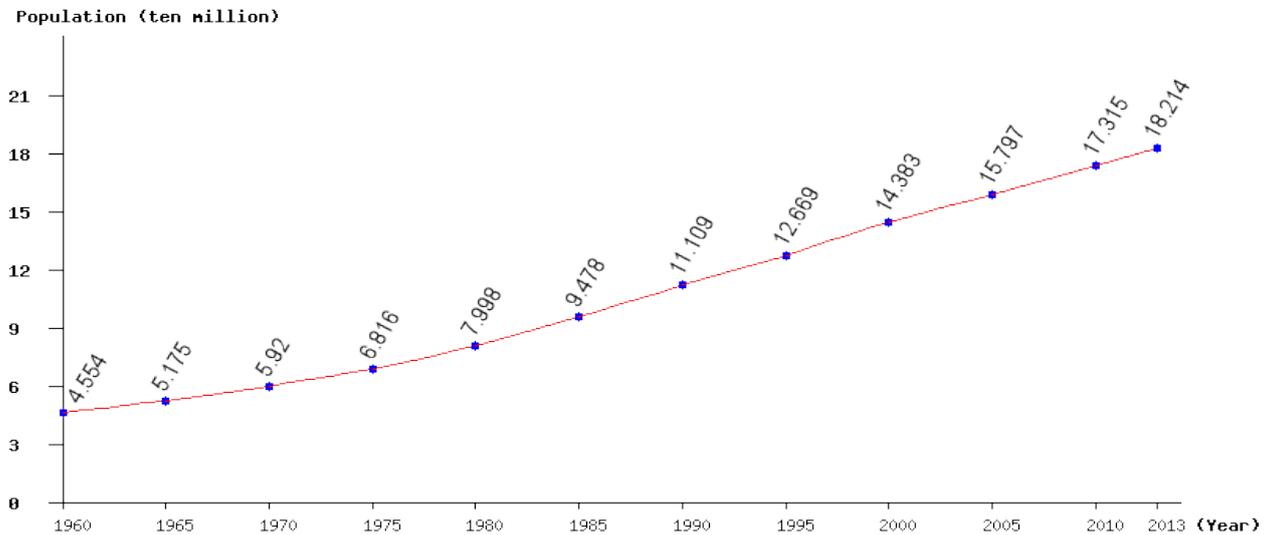
Figure 3.3 Source: Pakistani Bureau Statistic (http://www.pbs.gov.pk/content/population)

According to UNESCO report high load of Pakistani population, around 64% is living in rural area with poor resources and lack of basic necessities of life. On the basis of administrative frame work country is divided into eight units i.e. provinces and regions.

Provinces /Regions	Area (km2)	Population
Punjab	205,344	96,545,293
Sind	140,914	42,187,865
Khyber Pakhtunkhwa (KPK)	74,521	23,770,386
Balochistan	347,190	90,637,67
Azad Kashmir (AJK)	11,639	3,676,426
Gilgit Baldistan (GB)	72,520	1,228,650
FATA	27,220	4,205,620
ICT	906	1,420,983

Table: 3.1 Population distributions by Province Source: National population Statists

3.3.3 Education System

Pakistan has provincial based education system; each province has its own central body that is responsible for the education system. All these provincial bodies work in same pattern and follow the instructions of one central ministry of education (MoE). Aziz, M,. et al (2014) stated that in Pakistan a 12 years system of school prevailed and it consist of eight years of elementary education normally called as primary and middle school. Followed by two years of secondary education, which known as 10th stander or Matriculation Certificate (SSC) and then two years for higher secondary/intermediate education. This intermediate stander formed a foundation for the professional education i.e. engineering, medical, commerce and social sciences.

Nation Education Management of Pakistan (NEMP), total education system of country is consisting of 260,903 institutions which include 180,846 public and 80,057 private institutions. Total 41,018,384 students accommodated with the help of 1,535,461 academic staff members.
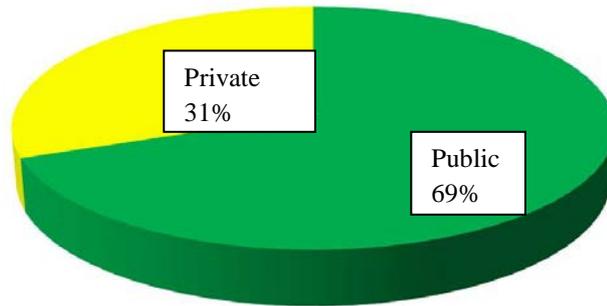
Figure 3.4: Distribution of Institutions by Sector

Students have to appear in external examinations after 10th stander and intermediate which conducted by 26 public examination bodies which are controlled by education ministry. Intermediate level exams which also known as Secondary School Certificate(SSC) provide an exit to the students for engineering, medical, commerce and social sciences studies in universities. Figure 3.5 describe over all education system of Pakistan.
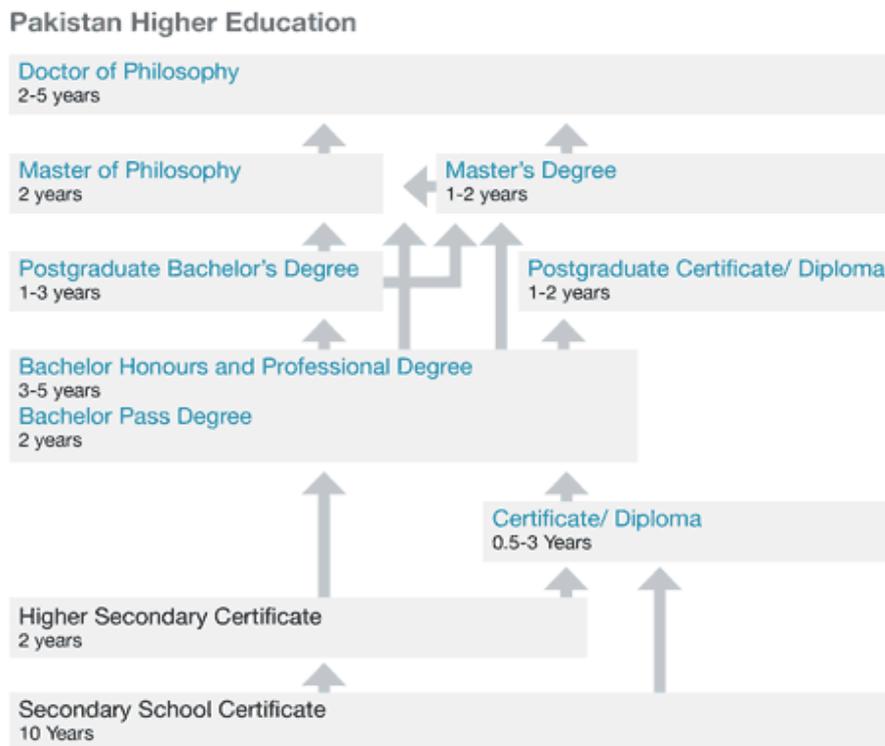
Figure 3.5 Source: Developed by the researcher

3.3.4 History of Pakistani Higher Education System

Since the time of independence of Pakistan, various circles including educationists, policy makers, government, general public has shown great concern for higher education system (Isani, 2001). There are several dimensions of issues of higher education (Isani, 2001), ranging from 'religio-cultural' lives of people to 'socio-economic' system ((ranking in human development, 2001). The country had only one higher education institution at the time of independence, University of Punjab. A number of new higher education institutions came into being in next 20 years of independence to assist the social and economic development of the country.

The government of Pakistan has formed University Grant Commission (UGC) in 1974 to deal with several challenges of higher education system (GOP, 1974). The basic purpose of UGC was to uphold education standard in country and to implement a uniform policy (Government of Pakistan, 1973, 1974). Conversely, University Grant Commission stayed as an ineffective body due to the absence of financial powers (UGC, 2000). Subsequently, Higher education standard in Pakistan dropped substantially (GOP, 1976). This major deterioration in higher education system gave into birth another managing body in 2002 named as Higher Education Commission (HEC). Higher Education Commission is responsible for the number of important activities including teachers development and learning, opportunities of scholarships, better compensation plans etc. Higher education commission is investing heavy funds in the development of academic staff and in return it demands sincerity with their work, loyalty to the organization and perfection in their profession. On the other hand, a number of old and newly established institutions are continuously recruiting new employees; consequently a mechanism is needed for departmental heads for, encouraging, developing and to maintain discipline. To achieve this important purpose, HEC has implemented performance management systems to manage and evaluate employees' performance. "Performance Management can provide the basis for key managerial decisions such as those related to the allocation of duties & responsibilities, promotion, pay, training and development needs and terminations" (Anjum et al., 2011).

"*HEC paved the way to revitalize invigorate, support, legalize, standardize, sponsor and made functional the endeavours undertaken by the various respective intuitions quiescent culture into mobile and active gestures*" (World Bank, 1994).

Government of Pakistan has enhanced the funding of Higher Education Commission (HEC) to facilitate the implementation of its progressive program such as; performance management, improving quality and increased significance of higher education according to the obligation and requirement of the nation (Batool & Qureshi, 2007). These reforms have been associated with an enhanced emphasis on good governance and aerodynamic policies to support quality in teaching and research by faculty member with a proportionate improvement in the salary structure. By mean of these funding each university and degree awarding institution is encouraged to establish a comprehensive plan and strategy for execution in order to ensure that each development project is connected with the overall growth policy of the university (Batool & Qureshi, 2007).

As mentioned on the official website of HEC (http://www.hec.gov.pk/) five-year agenda for reform was described in the HEC Medium Term Development Framework (MTDF). The report identified that performance management, access, quality and relevance are the main challenges faced by the HEC (Batool & Qureshi, 2007). In order to overcome these challenges an inclusive strategy was planned that identified the essential strategic aims for reform such as; (i) Faculty Development by mean of performance management, (ii) developing Access, (iii) Ability in Learning and Research, and (iv) Relevance to National interest. These strategic dynamics are supported by a mixture of well-arranged crosscutting proposition for developing Governance, Leadership, and Management and enhancing Quality Assessment.

Government of Pakistan has made the major investment in faculty development programs to improve the enormous shortage of qualified faculty in existing institutions as well as for the rapid growth. In the Medium Term Development Framework of 2011-15, HEC has developed a regulated process of selecting the best scholars in the country with the help of trained faculty members, these trained staff members have chosen by mean of performance management system (www.hec.gov.pk). To make this selection process more authentic and appropriate, before awarded foreign scholarships these scholars further were interviews by teams of foreign experts from the host countries selected by the scholars for their further studies. HEC has taking these steps to develop academics of the higher education institutions. As HEC is investing heavy funds in training and development of human capital of universities in Pakistan, It has also provided rules for performance management of academics. These will be discussed in later part of this chapter.

Pakistani higher education consists on three-tier degree structure (bachelor's, master's and doctoral-level studies). Along with these degrees, there are some diplomas and certification programs also provide options both the undergraduate and graduate levels. Higher education starts from Bachelor degrees (university level), traditionally it is two years of full-time study such as Bachelor of Arts, Commerce, Science etc. Unlike many European countries duration of Bachelor degree is two years but Bachelor (honours) involve three years full time study. Professional bachelor's and Upgraded Bachelor (recently introduced) are relatively four years programs which considered equivalent to master degree. Generally duration of Master's degrees two years of full time study following a bachelor's degree, but it become one year of full-time study if followed by bachelor's (honours) degree. However, the duration of Master's degrees in any professional fields involve three to four semesters of full-time study. Master of Philosophy ((MPhil) involves two years full time study if followed by master's degree and four years full time study if followed by bachelor. Doctor of Philosophy (PhD) a minimum three years full time research study if followed by Master's degree or two years after the completion of MPhil.

With regards to the higher education institutions, in Pakistan there are two types of institutions authorized to award academic degrees; universities and other degree-awarding institutions (technical institutions). The main focus of these institutions is on degree level education and research but they also offer both undergraduate and graduate programs. Provincial Boards of Technical Education (PBTE) in each province is responsible for rewarding technical certificates and HEC recognized the universities for rewarding degrees.

3.3.5 Governance Pattern of the Universities in Pakistan

University of the Punjab has prime importance among the universities of Pakistan. As it was the first institution established in this region. This university has been established by British Government in 1882 following the pattern of University of London. Most of the universities in Pakistan have followed rules and regulations of the Punjab University (Isani & virk, 2005). In the governance of the Universities in Pakistan, the Chancellor is the highest authority, however, the President of Pakistan is the Chancellor of the universities working under the federal government. The meetings of University Senate and the Convocations are chaired by the Chancellor. The Chancellor, assisted by the Pro-Chancellor, who is, by constitution, the provincial Minister of Education. The Vice-Chancellor is the executive head of the University and administers the financial, administrative and academic matters of the university. She/He can allocate and utilize her/his powers, when and where needed, with the help and advice various University authorities.

There is another uppermost authoritative body in the public sector universities of Pakistan, which is called "Senate". The main tenacities of Senate includes formulation and approval of laws of the university, approve and allocate funds. In some cases, it also facilitate in the selection of candidates for university heads. This body usually hold meetings annually or bi-annually to fulfil its responsibilities.

Besides the Senate, there is another authority and executive body function in the universities in Pakistan named as Syndicate which consist of 12-25 members. The Syndicate works like a governing board and it also performs similar tasks as board does. In some cases it also regulates assets of the university, development of budgets, and selection of staff appointments etc. According to Saint, (2009a) almost all the members of Syndicate are appointed by the Head of the state including the members from outside of the academics. *"According to the World Bank Report, it can be observed that Pakistan has a high level accountability of boards, but it is of a negative kind. This negativity is a reflection of the high governmental control on the appointment of board members of public sector universities. The Board of Governors have a low degree of autonomy"* (Saint, 2009b).

This indicates significant control of the government in the administration of typical public sector university (Saint, 2009c). During last two decades, the number of private universities has increased in Pakistan. However, this growth of private institutions offers additional variety to the students, but dark side of it also make some universities with questionable status. Saint, (2009) further stated that *"the private university boards have known to mimic their public university counterparts. What this means is that if there is a small number of members on the board of a public university, there will be a small board in a private university as well in a particular country"*.

The administrative boards of private universities more independent in relation to the boards of public sector institutions which made private universities more systemise and a better system of governance (Malik, 2010). He further illustrated a distinction between the boards of the two sectors. In the private sector, the founder or the possessor of the institution selects members of the board, unlikely by allowing governmental officials to take decisions like public sector institutions.

A leading private university of Pakistan named as "Lahore University of Management Sciences" (LUMS) has a fully functional board of governors. The website of the university has described the responsibilities of the board of trustees as:

"The Board of Trustees, the policy-making body of the University, comprises leading members of the business community, academia and representatives of the government."

The prime duties of the Board includes setting of the broad policy guidelines, are to set broad policy guidelines and to review the University operations which functions on no profit/loss.

The domineering public sector universities and the bodies of the government has dominated the system of higher education in Pakistan in the past. But during the last decade, a number of private universities has been established by the collaboration of corporate entities. World Bank (2002) has stated that the

"Private universities have proven to be a blessing for students and the overall system of education in the country".

The Lahore University of Management Sciences (LUMS) and Agha Khan University (AKU) are the example of the altruistic gesture of private organizations. The ambition behind the establishment of the AKU was to ameliorate the quality of life of unprivileged people of Pakistan through extensive research in health sciences, education and other fields. Whereas, the formulation of LUMS was aimed to overcome the low quality problems bureaucratic public universities and to ensure the produce the well-trained business graduates (W0orld Bank, 2000).

These two esteemed universities of private sector demonstrate the excellence of private academic institutions of Pakistan. These funding for these institutions allocated well on time due to the availability of required resources and good terms with governmental bodies. Conversely, there are some other private universities in Pakistan which were not successful to operate for their ambitions. The credible and competitive universities can achieve the recognition from HEC (World Bank, 2000).

3.4 The Quality Assurance in Pakistani Higher Education

During the last decade, there is a considerable growth of higher education institutions in Pakistan (HEC). HEC has been a dynamo in the preferment of higher education in Pakistan. However, the issue in relation to '*quality assurance*' in the institutions of higher education has not been accounted seriously along with the growth in this sector (Batool & Qureshi, 2007). They further added that the critical aspect which needs to be considered is the requirement of framework and processes to ensure the quality in higher education institutions Shah, (2010) indicated that requirement for this quality assurance, there is a need to change the attitudes and mind-set of the people in-charge to maximize the quality of higher education. Blackmur, (2007) identified that the Governments can universities to achieve the given objectives. For instance, if government take a decision that universities must produce

quality research, then government should also provide standard to evaluate the quality of the research. Performance Management is an excellent mechanism used for the assurance of quality of the academics (Moosa, 2006).

According to Gilani (2006) a Task Force (TF) member, *"the reform efforts for higher education in Pakistan lost track due to two important factors. The first is the issue of the way the state operates and decisions are made in a top-down hierarchical manner with no transparency and accountability, the second issue was of course of the weak leadership of the universities"*. He further stated that, the Task Force had proposed an autonomous body should be established. That's why, the Higher education Commission was established in 2004. But, the higher education commission is also functioning like other bureaucratic bodies of the country.

Since 2004 the HEC of Pakistan has initiated a numerous ameliorate to ensure quality in the public and private sector universities. Performance Management has been considered as medium for achieving quality. The framework of these reforms consists of faculty development and performance management of academics along with structural changes in governance and management of higher education institutions. By taking all these initiatives, HEC want improve the research and teaching quality in the higher education institutions and the learning centres.

Jadoon & Jabeen, (2006) argued that ensuring quality is a reform in higher education institution which needs to be incorporated in the policy making and the implementation of these policies. HEC has developed a committee for Quality Assurance in 2006 after understating the importance of quality in higher education sector.

> *"The HEC has created a division for Quality Assurance to ensure that the policies for implementing quality programs are in place and being followed by universities"*. *(HEC Quality Assurance Division, 2011).*

Quality Assurance Division has further initiated performance management to achieve better quality and increased organisational performance of HEIs.

3.5 Stakeholders of Higher Education and Quality Assurance

Kohler (2006) has presented a framework about the interests of different stakeholders regards to the quality assurance. This analysis helps to understand the norm that how better governance in universities can lead to better quality assurance of institutions. Kohler (2006b) further revealed that, *"quality assurance in universities usually emphases on few dynamics*

such as selection and appointment of faculty members, different programs which being offer, the overall level of the higher education institution, the regulation of quality processes that are being used and finally the overall system assessment".

There are two pathways to appoint a faculty members in Pakistani universities depending the sector of the university i.e. public or private. To appoint a faculty member, HEC has provided a comprehensive criteria determining the eligibility of candidate. This criteria has to be followed by both sectors. However, there is debate still in process to measure the quality of faculty that either that should be the research or merely the academic teaching.

The quality can be measured by the evaluation and recognition of the programs offered by that university. In Pakistan, "*the regulator of higher education has an accreditation division where it is determined the affiliations of suitable foreign programs with programs in both the public and private sector universities*" (Accreditation Division of HEC, 2011).

Academics/Teacher plays very significant role for the development of the nation. If the teacher is performing according to standards then outcome would be the qualified and developed students. For the future decision making and for the long term policies, management and evaluation of teacher's performance is mandatory. Berk (2005) emphasised the fact that most future decisions are taken on the basis of performance management and evaluation. These decisions are may be of two types "formative" which is used to improve the quality standards and "summative" which is used to take decisions about motivation by increment in pay, promotion and job status.

Kovel and Hassel (n.d) accentuate that by management and then evaluation of teacher's performance, we can differentiate effective and ineffective teachers when the individuals are working together than organisation try to measure the effectiveness and contribution of individuals towards their work. Similarly Davis (1995) cited in Anjum et al (2011) described that performance management is a process that involves both the supervisor and the employee, who identify common goals, which helps them to achieve the higher objectives of the institution.

Performance management has a positive impact on the performance of employees as they know their performance is being observed and checked on regular basis. They will perform all the tasks and duties according to the required standards. As Tomlinson (2000) cited in Beavis (2003) argues that through underlining the performance, better decisions can be taken which

then plays a vital role in motivation of teachers by rewarding them for their performance. That will then result the best and improved work performance by the employees.

On the negative side, Heathfield (n.d) said that such employee whose performance is being observed over and over again becomes defensive. Whenever his performance is rated less than the level employee personally perceives his contribution, the manager is viewed as punitive and austere. Disagreement about contribution and performance ratings can create a conflict and tensed environment that may festers for months. Marshall (2009) explained by the managing academics performance flowing changes will occur. There will be continuous learning of academics/faculty; there will be regular liaison about the process of setting performance goals and evaluation and how to overcome their weaknesses. That gives them responsibility to improve their work.

It can also help to improve the performance by recognizing strengths and identifying weaknesses. And determine the best use of their strengths and triumph over the weaknesses for the success of organisation. These strengths and weakness can also help to point out those problems which may create a hurdle on the way of employee's success. If an organisation fails to pin point these problems it may cause inefficient work. Some employers may think they don't need a formal performance management and appraisal system as they discuss employee's problems and performances on the regular basis. Though, due to the absence of an established appraisal criteria, this will be largely dependent on the approach and the attitude of the individual manager. This may lead to the biasness in the appraisal as some will provide on-going feedback to the employees about their performance and whilst others may not do the same and neglect their responsibility. A formal performance management system can create a responsibility and a sense of consistency by ensuring that employees and managers will meet professionally on regular basis to discuss performance and potential. Such formal performance systems gives improved performance from employees.

Human resource planning is a very critical issue that can also gather information from management and appraisal system to assist successful planning and to determine suitability of employees for promotion, for particular types of employment and training. In addition to planning they can also improve communications by providing employees an opportunity to talk about their ideas and expectations and to be expressing how they are progressing. This process improves the quality of working life if the mutual understanding between managers and employees increased. Oppositely Gray (2002) cited in Islam and Rasad (2005) written

that Performance appraisals don't produce more competent, loyal workers because the practice is inherently flawed.

The performance management and appraisal system basically developed for enhancement of communication between worker and their boss, and obviously if it is used appropriately in organisation then they can conquer the goals of organisation. Employee receives rating on their performance and organisation gives reward in term of annual leave, employee who gets low rated on performance. HEC has also advised higher education institutions of Pakistan to follow performance management practices (Batool and Qureshi, 2007)

This is basically a system that developed on the regular basis for assessment of an employee's performance, capability and knowledge. Performance Management System provides opportunity for overall view of the performance. Similarly Lansbury cited in Islam and Rasad (2005) stressed that its process of identify, judge, measure work performance of the employee in organisation due to this they achieve goals and collect feedback from this process.

Mohrman cited in Hannay (1995) Performance management system improves the quality of faculty and accountability of classroom performance. It's also play an important role in successful achievement that they got from vision, mission, and goals. Under the performance management system employee's records of past and actual performance are kept afterwards organisation reconcile the results of appraisal. It's a set of activity through work, targets are identified and after this employees get rewarded from the organisation. An efficient performance management system results enhanced productivity and organisation's goals given the highest priority. Similarly Armstrong and Baron cited in Junejo (2010) asserted that it's a strategy use for increasing and improving performance of the employee through their rate of contribution of their performance.

Tziner and Kopelaman cited in Anjum et al (2011) explained that this performance management system provide performance assessment to employee of organisation and improves the commitment between employee and organisation. Similarly, Aguinis and Lansbury cited in Anjum et al (2011) Performance evaluation is a process through which abilities of employees judged, rating and after this organisation can be improved in this process completion of goals of organisation can be measured, Its measure individual level performance of employee not on salary base system.

The performance, ability and identification for career needs are the main objectives of performance management system in any organisation. It is also used in determining the list of competent staff who would receive financial reward on the basis of their performance. It is very beneficial as it gives opportunities to management and employee to find out where they lacking behind and what can be done for better outcome of performance. It helps to build their own strengths and enable worker to perform more acrimoniously. Performance management system improves employee strength and identifies weakness and assesses how they can use their strengths for benefit of organisation and how they can overcome weakness. It also facilitate to manager to overcome their weakness that can be destructive for organisation and de-motivating for employees. Once employees are confident that appraisal system is for their benefit, they discuss everything with their managers and fellow staff, that eventually enhances the performance and improve their confidence level.

Faculty performance management and evaluation concept as mentioned in above studies is basically a relation between administrator, teachers, students, education system and their environments. Academics that are considered by students to be chronic, competent and trustworthy are more expected to receive positive feedback from the students. One must put into account the fact that each is independent. It is mostly perceived that the teacher who is more competent, as not trustworthy or dynamic, only because lack of knowledge of the subjects matter (Goldhabout, 1999). The common advantages of relationship are described below:

Competence includes the technique and methods of teaching that is truly important for the students. Descriptive adjectives contain experienced, qualified, up to date and experienced.

Trustworthiness refers to that teacher who has the best attention of the students at heart. A teacher who is trustworthy, he promotes the positive and constructive relation between teacher and student. For example, when students participate in the class, teacher sincerely cares about the interests of the students. Ha also take care of cultural and gender issues in the classroom. Descriptive adjectives contain: honest, friendly and safe.

Dynamism refers to the interest and keenness of the teacher in the classroom. It is also includes the communication skills of the presenter. A dynamic teacher is one who is more likely to be animated, vocally clear and confident. She or he should have the ability to change environment of the class by providing different techniques of teaching. Descriptive adjectives contain: energetic, bold, emphatic and active (Goldhabour, 1999)

In the light of factors given above the main responsibility of teacher is awareness and understanding that affect the learning of students. The second, step is to determining how students really perceive in terms of these three factors. Teacher should be prepared to perform their duties accordingly. Reform oriented practices are measured by self-reporting through large scales surveys and through instructional log in which teachers are advised or get instructions to provide most up to dated and detailed record of their teaching.

The other responsibility is teacher interviews in which they supplements to other measure to teacher effective teaching. Flowers & Hancock (2003) they developed an interview protocol to examine professional standards and students learning. The procedure was professionally structured and contains precise queries about instructional activities and intentions, behaviour of teachers by evaluator during interview. The study rated reliability and content validity. Report on decentralization in education of Pakistan's education system, its policies and strategies Shah (2003) concluded that current education delivery system is not fulfilling the needs and aspirations of the society. He further added that implementation performance management systems in higher education institutions will produce positive results in the performance of academics and will strengthen the teacher-student relationship.

This thought is also supported in the academy of educational planning and management, ministry of Pakistan. The local government ordinance on 14th August 2001; decision making authorities and administration moved from on the village level, union council, district levels with making policy. These steps have been taken for better management of education system at local and national level simultaneously. It is responsibility of federal government to formulate the national policies under devaluation of power. The issues regarding education, equity and equality should be handled by superior authorities. Sarwar (2010) argued that the student teaching is an exclusive opportunity for experience and today's Pakistani education needs to improve available opportunities need. He talks about colleges and universities in his study as a priority.

The teacher's training and education in Pakistan has no specific authority or platform to provide proper guideline to produce a quality class of highly trained and competent teachers, the most needed factor of education cycle. Bhat & Gainhar (2006) founded that the teacher's quality of education is the most important factor in determining the education system's efficiency. The teachers who are trained and had more preparation for their job are more confident and successful with pupils than those who have had little or none (Darling &

Hammond 2000). Furthermore, the Darling &Hammond stated that the programs with extended clinical preparation interwoven with the coursework during learning and teaching produce teachers are more effective. Stay in teaching (2000)

Research has also revealed that in Pakistan, the quality of teacher education is seriously neglecting both in content and methodology. According to Sheikh (2000) in Pakistan, many of the teachers even at low level have lack of adequate content purpose of studies. To motivate and encouraging the students for higher academic engagement and competition is very important to implement performance management system. Last but not least excellent classroom management is also an issue. Sarwar and Hussain (n.d) in their study outcome emphasis on the ability to promote a positive, reinforcing, cooperative environment and teaching skills and stresses on literature and heavy emphasis on reading and writing the match between demands and student competence; and the connections across curriculum.

All of these qualities stated above cannot be effectively emphasized and cannot be implemented without having proper performance management system. It clears that student teaching training is very essential. Student teaching gives an opportunity to teachers to get their learning goals without the responsibilities requirements faced by full time teachers while, pre-service teachers can reassure their career choice. It is factual that teaching can and should be a valuable learning experience; however, to make it effective and working everybody involve in the process must be aware of and understand the challenging issues that can arise during the student teaching experience. Exploring the problems and challenges faced by the newly appointed faculty members, cooperating classroom teachers and management authorities is the main aim of this study in largest province of Pakistan. Today's world has two countries, Developed and Undeveloped and the difference is the capacity of educational and scientific attainment and applicable in economic progress. Pakistani higher education system is also following the practices used and tested in world. HEC is taking initiatives to infuse effective techniques for performance management of the academics in higher education institutions in Pakistan (www.hec.gov.pk).

Currently, Pakistani higher education system is in developing phase. Higher education commission and ministry of education are taking steps to improve the quality of education in the country. As the quality of higher education is mainly based on the performance of human capital of HEIS, so HEC is bringing reforms in performance management and evaluation of

the academics in the universities (Batool et al, 2010). They further stated that HEC has provided guidelines to the HEIs to follow in managing performance of their academics.

3.6   Chapter summary

This chapter has provided a detailed picture of higher education system in Pakistan. It has discussed governance patterns of HEIs in Pakistan, regulator of higher education in Pakistan, and stakeholders of higher education. The importance of quality and measure taken to achieve this quality has been discussed. The discussion follows on the importance of performance management system implementation in Pakistan. Towards, the end of the chapter, the guidelines of HEC for performance management and evaluation has been discussed. This discussion has set the importance of this study in the context of Pakistan, as there is lack of empirical research about the performance management implementation in higher education institutions in Pakistan. This research will bridge this gap by acquiring support from the studies in the rest of the world and will attempt to explore impact of performance management system on the organisational performance of Pakistani higher education institutions. The next chapter will describe the method and techniques used for this investigation.

Chapter No. 4: Research Methodology

4.1 Introduction

The previous chapter has outlined the research context of the higher education institutions in Pakistan. This chapter will elaborate the selection of appropriate research philosophy along with methodological considerations made for this study which facilitated to accomplish the outcome of this research.

There should be a concrete research design to conduct a good research. According to the Creswell's (2013) interpretation of research design norm is as follows:

> "*A flexible set of guidelines that connect theoretical paradigms, first, to strategies of inquiry, and second to methods for collecting empirical material*" (Denzin & Lincoln, 2000: p. 22).

This chapter will outline the methodical approached considered for this study, followed by the methods chosen for data collection and present the process of the data analysis in detail.

4.2 Underlying philosophical assumptions

"The word 'philosophy' is derived from the Greek word, the love of wisdom" (Cavalier, 1990, p12). The perception which synthesis and summarise the core of philosophy. *"The assumptions that are relevant to the research philosophy are: what knowledge is (ontology); how we know it (epistemology); what values go into it (axiology); how we write about it (rhetoric) and the process of studying it (methodology)"* (e.g. Bryman, 2008; Locke et al., 2010; Silverman, 2011). These assumptions offered the researcher a framework of thinking and they underpinned the research design based on three philosophical paradigms: critical research, positivism and interpretivism (Oates, 2006). Prior to select a philosophical stance for this research, this section briefly explains these three paradigms.

4.2.1 The positivist paradigm

"*Positivism began with Auguste Comte in the nineteenth century*" (Lather, 2006,p 37). Comte stressed that the reality is only observable and external phenomenon, and the significance of knowledge can only be measured by objectivity of methods. Thus, his believe matches with the essence of science. Kolakowski (1993) has stated that the hypothesis or proposals of the descriptive and rational concepts forms a theory. Similarly, Orlikowski & Baroudi (1991) have stated the characteristics of "*positivist research includes formal propositions,*

quantifiable measures of variables, hypothesis testing, and the drawing of inferences about a phenomenon from the sample to a stated population". The preaching of positivist approach has been broadly accepted in the field of natural sciences where experimentation is done under the laboratory condition. Conversely, for the studies of human behaviour, this positivist approach has not been considered as an appropriate method of investigation (Galliers & Land, 1987) because positivist approach is best suitable for the studies which take place under the laboratory conditions. While the human beings and their behaviours are dealt by the social science research – which clearly not takes place in a laboratory condition. Therefore, by considering all these facts, other research paradigms have been considered by the researcher.

4.2.2   The Interpretivist Paradigm

Contrary to the positivist approach, an interpretivist paradigm refers to a vital premise about contrasting and static norms of social reality.

"Interpretive research assumes that reality is socially constructed and the researcher becomes the vehicle by which this reality is revealed" (Walsham, 1995a, 1995b,p 75). *"This approach is consistent with the construction of the social world characterised by interaction between the researcher and the participants"* (Mingers, 2001, p242).

"Interpretive studies generally attempt to understand phenomena through the meanings that people assign to them" (Myers, 1997).

"The researcher's understanding play a vital role in this kind of study bringing such subjectivity to the fore, backed with quality arguments rather than statistical exactness"(Garcia & Quek, 1997).

The researchers who believes on interpretivism described that interpretive researchers believes that the social reality whether it is already existed or constructed socially can only be accessed by language and shared meanings. Similarly, Mack (2010) argues *that*

"one of the limitations to interpretive research is that it abandons the scientific procedures of verification and therefore results cannot be generalized to other situations".

The strongest criticism of interpretivism is that "*it neglected to acknowledge the political and ideological influences on knowledge and social reality*" (Mack, 2010, p8).

4.2.3   Critical Paradigm

The critical research paradigm advocates belief of interpretivism, that social reality is recreated by people. Furthermore, they state that

"social reality also possesses objective properties that tend to dominate our experiences and ways of seeing the world, such as the prevailing systems of economic, political and cultural authority" (Oates, 2006, p620).

Some proponents of critical research paradigm criticize interpretivist researchers as they fail to analyse the influence of power which affect the ways of studying our world. According to Mack (2010) "critical theory is criticized for its elitism". He further adds *that there is a lack of evidence that illustrates what happens when you become emancipated and gain a critical consciousness"*.

4.3 Current Research Philosophy - Justifications for an interpretive approach

Having briefly described the three philosophical paradigms, the next stage is to decide the philosophical paradigm to be selected. A rationale is given as to why this philosophical paradigm was finally selected.

- This research aims to understand how the use of performance management system and its impact on organisational performance of higher education institutions. Due to the fact that this research deals with human beings and examines the social context, the researcher cannot remain absolutely objective during the entire research process; therefore this study is motivated towards an interpretive position.

- The interpretive approach is undertaken, as this research places a strong emphasis on exploration and deep understanding of people's views and personal experiences on the phenomena under investigation.

- Abandons the scientific procedures of verification and it encourages the study of a small number of cases that do not apply to the whole population refers another limitation of the interpretive approach. Therefore, many positivists raise an argument on the overall benefit of interpretivist research. However, others have argued that "*the detail and effort involved in interpretive inquiry allows researchers to gain insight into particular events as well as a range of perspectives that may not have come to light without that scrutiny*" (e.g. Macdonald et al., 2000). "*Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the situation emerges*" (Kaplan & Maxwell, 1994). According to Walsham (1993:p15) from an interpretive position, "the validity of an extrapolation from one case or cases depends not on the representativeness of such cases in a statistical sense, but on the plausibility and cogency of the logical reasoning used in describing the results from the cases, and in drawing conclusions from them". In order to secure validity and reliability in this research and to minimise the chance of

biased findings, the data for this research is collected from three higher education institutions in Pakistan.

- One more criticism about interpretivism approach is that the ontological assumption in not objective rather it is subjective. According to Rosenblatt & Fischer (1993:p.170) "all research is subjective and researchers are inextricably part of the research process, which leads to the position that researchers must not only study the subjectivity of others, but must acknowledge and give a full account of their own subjectivity in the research process". Mack (2010) has stated that by selecting a research paradigm the researcher is being subjectively oriented towards one technique of doing research. However, according to Mack (2010) "interpretivists still take an objective stance when analysing the data they collect". Interpretivists carefully analyse the data by eliminating their assumptions, so collected data tell them about the happenings in environment instead of researcher's personal perceptions.

- The biggest criticism about interpretivism approach is that it abandoned to recognize the ideological and political impact on social reality and knowledge. Researchers in the critical research paradigm assert that this concern is addressed in the critical paradigm. For example, Jonsson (1991) argues for approaches based on the philosophical underpinnings of critical theory, since interpretive researchers do not recognize the inherent conflict and contradiction in social relations. There is some debate in the literature regarding the status of Hebermas'critical theory vis-à-vis interpretivism. According to Walsham (1993) not all researchers who class their work as interpretive would agree with the substance of Jonsson's (1991) statement that interpretive researchers do not recognize the inherent conflict and contradiction in social relations, but nevertheless it is clear that critical theory places a strong emphasis on values and the emancipation of the individual, rather than on description and understanding as is the case with mainstream interpretive approaches. According to Walsham (1993) the interpretive methods can be taken in its broadest sense to include the concerns and issues, such as power and control and human emancipation, raised by critical theory.

4.4 Research Approaches

To address the research question, consideration was given to both quantitative and qualitative methodological approaches. The merits and challenges of quantitative and qualitative approaches are examined in this section prior to final selection. A review of literature reveals that, both quantitative and qualitative methodological approaches have their own strengths

and limitations. It is very important to select the methodological approach which is preferable and which one would be most suited to achieve the goals of this research.

4.4.1 Quantitative approaches

Borg & Gall (1996) have stated that "*Quantitative research as inquiry that is grounded in the assumption that features of the social environment constitute an objective reality that is relatively constant across time and settings*". Quantitative method of research refers characteristics of this realism by accumulating statistical data on observable behaviours of samples and by subjecting these data to statistical analysis.

4.4.2 Qualitative approaches

In contrast, qualitative enquiry is concerned with the collating and interpretation of nonnumeric, narrative data (Polft & Hungler 1993). Phenomena are generally studied in their natural settings with the investigator's aim being one of interpreting the meanings people ascribe to them (Denzin & Lincoln 1994). In particular, they address a key weakness within quantitative approaches, whereby the research takes place in an artificial context (Gill & Johnson 1997). Through their endeavours, qualitative researchers focused to develop a verity of descriptions and emerge the new theory. According to Yin (1994) the intention is to develop theoretical, rather than statistical, generalizations. This approach is particularly appropriate when investigating a topic where knowledge is presently underdeveloped or possibly biased (Morse & Field 1996). Qualitative research has been labelled hypothesis generating, (Robson, 1993), meaning that its end point may be new theory that others may then test out in other settings. *"A well-collected qualitative data focus on naturally occurring, ordinary events in natural settings, so that we have a strong handle on what real life is like"(*Miles & Huberman, 1994).

4.5 Justifications for a qualitative methodology

After the careful consideration of strengths and weaknesses of each approach, researcher chose the qualitative methodology to carry out this study. The choice of the qualitative approach to methodology is justified for six reasons:

- ➢ A qualitative approach is appropriate to the research questions. A qualitative approach to methodology is undertaken, as this study focuses on a core phenomenon where in-depth understanding is an essential component of the process and a small sample is more useful to deeply explore and understand the impact of performance management on the performance of higher education institutions in Pakistan.

- ➢ Qualitative research could provide several practical issues such as the availability of resources, ease of access to the setting and ethical concerns. Furthermore, (Morse &

Field (1996) stated that the qualitative method have a propensity to be quite time-consuming. These issues were considered manageable in view of study costs, personal skills developed, and time available to undertake the study and commitment to addressing access and ethical issues fully.

➢ The participating higher education institutions in this research expressed commitment to engage in extensive fieldwork and maintaining access to the research setting.

➢ The maturity of the concept being investigated is also important as, when much is known about a topic, it is probably sufficiently developed to be researched with quantitative methods (Morse & Field 1996). A review of literature in Chapter 2 revealed that, little is known about the impact of performance in higher education institutions, which lends itself to an exploratory, qualitative design with the aim of gaining a better understanding of the phenomenon under investigation.

➢ Researcher's practice orientation was another factor. My own professional orientation lends itself more to qualitative enquiry.

4.6 Case study strategy

The origins of case study research can be traced to two 19th century scholars – Bronislaw Malinowski and Frederic LePlay. LePlay published over three hundred detailed family study monographs which synthesized elements of a case study approach (Hamel et al., 1993). Case study was further developed at the Chicago School of Sociology at the turn of the century through examination of topics of deviance, poverty, and delinquency under the direction of Robert Parks (Hamel et al., 1993). Some studies about sociology and criminology carried out by using seminal case studies, and these approaches have been popularized in the social science for their dynamics, thick depiction of phenomenon in specific contexts. An ethnography study; Street Corner Society carried out Whyte (1955) is an example of a classic case study that illustrated the subculture of a Chicago neighbourhood. Studies (Berg, 2004; Reinharz, 1992) suggested that the case study research was subsequently taken up by other disciplines especially in pedagogical research but nevertheless it also facilitate in other disciplines i.e. business administration, social work, law, and other social sciences.

4.6.1 Defining the case study research

The method Case study research is defined as *"a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence"* (Robson, 2002, p201; Yin, 1994). *"The case study strategy will be of particular interest to the researcher, if the researcher wishes to gain a rich understanding of the context of the research and the process being enacted"* (Morris &

Wood, 1991, p21). "*Since the case study design is conducted in a natural setting with the intention to comprehend the nature of current processes in a previously little-studied area*" (Benbasat, Goldstein, & Mead, 1987), "*it permits the researcher to develop a holistic understanding of the phenomenon under investigation*"(Creswell, 2007; Eisenhardt, 1989). Instead of searching answers to questions like how many or how much, the design of case study is helpful for answering questions like 'how' and 'why' questions (Benbasat, Goldstein, & Mead, 1987; Yin, 1994).

4.6.2 Justifications for interpretive case study strategy

The choice of a qualitative approach was, however, not sufficient. What was needed was an approach to deeply explore and understand faculty members' personal experiences on how the implication of performance management system impacts on the organisational performance of higher education institutions. This led to selection of soft case study approach. All methods of qualitative research can be used to explore, describe and explain a phenomenon. Each approach has its own logic of collecting and analysing empirical evidence. Other methods of qualitative research were explored in detail prior to final selection. The choice of soft case study strategy is justified for four reasons:

- ➢ The research question of this study is of 'how' type. "It has been well argued in the existing literature that case studies are mostly appropriate when research questions are of 'how' and 'why' type"(Yin, 1994). Yin (1994) justifies this by the fact that questions relating to explanatory research are aiming at analysing operational links rather than frequencies or incidence. Accepting this explanation, the case study strategy was chosen to answer the research question.

- ➢ The researcher doesn't have control over behavioural events in this research, which is a characteristic of case studies. The research is taking place in the real-world situation.

- ➢ The aim of this research is to explore and understand a contemporary phenomenon. A review of literature in Chapter 2 revealed that, little is known about the impact of performance management system on organisational performance of higher education institutions.

- ➢ The case study approach is focused on "gaining understanding; generalization is the movement from a concrete situation to the social totality beyond the individual case" (Walsham 1993; 1995a). Case study approach is closely considered to establish its appropriateness for meeting the needs of this exploratory enquiry. An in-depth exploration and understanding is an essential component of this research. Small qualitative studies can achieve better personal understating of the subject under

consideration and the results can potentially contribute to the body of literature to both practitioners and scholars in the area of choice and decision making research in higher education.

The major criticism of case study method was raised that it does not focus on the non-representativeness issues and it requires to raise statistical generalizability from the work, and concern over the lack of obstinacy in case study research. Non-representativeness and lack of statistical generalizability happening from the work, the advocates of the use of case studies present a variety of arguments. According to Znaniecki (1934), the statistical method can increase the reliability and precision of knowledge but can only give us the superficial features of the phenomena. Nevertheless, it cannot bring us knowledge of the crucial notions of phenomena. The value of research with a high level of reliability but low level of validity is doubtful. The case study has a low level of reliability in the sense that the scale is small. However, it provides us with an understanding of the essential features of phenomena. "*From an interpretive position, the validity of an extrapolation from an individual case or cases depends not on the representativeness of such cases in a statistical sense, but on the plausibility and cogency of the logical reasoning used in describing the results from the cases, and in drawing conclusions from them*" (Walsham, 2003). "*Common misunderstanding of the logic behind theoretical sampling as opposed to statistical sampling, and theoretical generalisation as opposed to statistical generalisation, can lead to unjustified criticisms of case study based research*"(Andrade, 2009). "Simply adopting the criteria proposed to overcome the aforementioned criticisms of case study, construct validity, internal validity, external validity, and reliability" (Yin, 1994) may not be appropriate under an interpretive approach. In the case of concern over the lack of rigor in case study research, triangulation of data sources is applied in this research.

4.6.3 Inadequacies of other methods of qualitative research

Prior to deciding upon a case study strategy other qualitative approaches were considered and found to be ill-fitting. The three most closely considered were ethnography, action research and grounded theory.

4.6.3.1 Case study vs. ethnography

"*Ethnographies usually require the researcher to spend a long period of time in the—field and emphasize detailed, observational evidence*" (Yin, 1994; Myers, 1997). However, "the longer duration of ethnography research was not the researcher's primary concern as for most people; the best time to do ethnographic research is during one's doctoral studies" (Myers, 2008). Observation is the best technique of data collection uses in ethnography, it carried out

by observing the participant in a specific setting, as an ethnographer records observations without having any type of analysis by becoming a part of the group. In this research the prime data collection method is in-depth interviews in order to explore and understand research participants' experiences regarding performance management systems. "The main sources of information on case studies are interviews that are complemented by documents such as reports, minutes of meetings, etc" (Myers, 1997). The main sources which support the Ethnographic methods, these sources are supported by doing participatory observation. Orlikowski (1991) carried out a study which involved data from a large multinational software consulting firm over eight months has utilized ethnographic research method to study. The data collection mainly involved through participant observation, which then supported by interviews, documents, and informal social contact with the participants. In a similar study carried out by Walsham (1993) employed case study method, the study was about building society in the United Kingdom. The prime data collection method was in-depth interviews with a number of participants of organisation. Same as case study one of the main criticism of ethnography research is the lack of generalizability. An ethnographer generally studies just one culture or one organisation. The arguments made in support of generalization from case studies apply to ethnographical studies as well. "Just as it is possible to generalize from one case study to theory" (Walsham, 1995, Yin, 1994), so it is possible to generalize from one ethnography to theory.

4.6.3.2 Case study vs. action research

Action research was at first an attractive approach. It is one of the oldest methods of research as action research was found in Lewin's work back in 1946. Lewin (1946) considered that the gap between practice and theory can bridged via action research (Dickens & Watkins, 1999). "Lewin emphasized change and investigation of change as key contributions of action research" (Hendry, 1996). But action research lacked an emphasis on the researchers' capacity to control processes and results and also the liberty to choose and pick issues. Also the collaboration between the action researcher and the participants reduces potential of ending an action research project if it is focusing on changes through the process. "In order to enhance the acceptability of action research it should rely on the case-study method to enhance the acceptability of action research as a form of research" (Cunningham, 1993). Also, "many action researchers adopt the specific guidelines for doing research which the proponents of case-study research offer"(Blichfeldt, 2006). "Same as case study, there is also the difficulty of generalizing results from action research" (McKay & Marshall, 2001). However, "case study researchers do not experience this difficulty to the same extent, because case researchers have better possibilities for choosing the contexts that facilitate analytical

generalization, i.e., abstractions based on the empirical material. Both case-study research and action research embraces varieties which could exemplify inductive and deductive, or positivistic and interpretive forms of research" (Blichfeldt, 2006). Action research and Case-study research both are focused on attaining a deep understanding of specific phenomenon in real-world settings (Caveye, 1996). "Action research has been criticized for its lack of methodological rigor" (Cohen & Manion,1980), "its lack of distinction from consulting"(Avison, 1993) and "its tendency to produce either research with little action or action with little research"(Dickens & Watkins, 1999, p.131). "Though action research is recognized as a feasible research strategy, "(Dick, 2003); but most of this, occurs outside the published literature so resultantly academics and general public couldn't notice them. Grønhaug & Olsson (1999) "There are actually only a few action researchers which have made major contributions to the scientific community"(Grønhaug & Olsson, 1999). Blichfeldt (2006) argues that "within the social sciences, the case study method, on the other hand, seems to have successfully positioned itself to a greater extent than action research". Blichfeldt (2006) stated that "further difference between action research and case study relates to researchers 'stance on how and to whom they disseminate their results". Although researchers using case study sometimes take it as their responsibility to share their research findings to the participants of the study, but these findings are mainly focused on the academic community. Conversely, it is responsibility of action researchers to disseminate their findings to the people with whom they worked to identify and to solve a specific practical problem. By relying on a specific group of target people, sometimes action researchers sometimes overlook the other appropriate audiences. This has generated the fact *"action researchers have forgotten 'to report in detail their research activities and how they have arrived step by step at their interpretations and actions, which usually means that the knowledge creation of action research is partially neglected in the literature‖"(*Grønhaug & Olsson, 1999). Coghlan (2002) claims "*action research is fundamentally about telling a story as it happens*". "Apart from storytelling, case researchers also try to enrich and expand our understanding of phenomena beyond the level at which individual stories are constructed" (Blichfeldt, 2006). "Action researchers leave it to the reader to decide what can be taken from the story" (Coghlan, 2002, p. 64), case researchers work to attain analytical generalizations of their work.

4.6.3.3 Case study vs. grounded theory

Grounded theory strategy lacked an emphasis on preliminary literature review. In this research, preliminary literature review on the impact of performance management systems on organisational performance of higher education institutions helped the researcher to identify

the problem and to formulate the research questions. The grounded theory method gained importance and acknowledgment gradually from the seminal work of Glaser & Strauss (1967). The grounded theory is defined as "inductive theory discovery methodology that allows the researcher to develop a theoretical account of the general features of the topic while simultaneously grounding the account in empirical observations of data" (Martin & Turner, 1986). "The grounded theory method offers a logically consistent set of data collection and analysis procedures aimed to develop theory" (Charmaz, 2001). *These procedures permit the identification of patterns in data; by analysing these patterns researchers can derive theory that is empirically valid*" (Glaser & Strauss, 1967; Martin & Turner, 1986). Different researchers have contradictions about the philosophical location of Grounded Theory. "Some view it as a positivist/objectivist method", due to the language used by Glaser & Strauss (1967) in their book titled The Discovery of Grounded Theory'. "Terms like emergence and discovery suggest an objective realist perspective, accepting only one true reality"(Locke, 2001). Under grounded theory method, the literature is conducted after the appearance of substantive theory. "It is then, and not before, that data from the extant literature contributes to the study" (Eisenhardt, 1989). The method of reviewing literature and identifying any gap in the literature is different in grounded theory method. *"Grounded theory's very strong dicta are; a) do not do a literature review in the substantive area and related areas where the research is done, and b) when the grounded theory is nearly completed during sorting and writing up, then the literature search in the substantive area can be accomplished and woven into the theory as more data for constant comparison"*(Glaser, 1998).

4.7 Case and unit of analysis definitions

In this research more specific form of case study to be used, embedded design, called as multi-case study. According to Yin (1994) there are several categories which are shown in the following Table:

Single Case-Study (SCS)	Holistic Design (HD)
Multi Case-Study (MCS)	Embedded Design (ED)

Source: Four Types of Case Study Designs, Yin (1994)

Yin, (1994) revealed that these categories combined in to two groups, the first group comprised on SCS and MCS. While second group consist by emerging of either the first pair, which refers to the unit, or units, of analysis to be enclosed, and distinguishes between holistic and embedded (more than one focus) design. The case study approach thus contains four types of designs: 1) SCS, holistic design; 2) SCS, embedded design; 3) MCS, holistic design; 4) MCS, embedded design.

By considering the first pair of categories, it was necessary to carry out an assessment whether the case study should encompass one university or several universities. Looking at more higher education institutions, for a longer period of time, would present a wider and a more saturated perspective on the phenomenon under investigation, thus supporting an argument for conducting a case study of several cases. The case study method to be used in this research is the multiple case studies. "*Multiple cases are suggested to increase the methodological rigor of the study through strengthening the precision, the validity and stability of the findings*" (Miles & Huberman, 1994), mainly, "*because evidence from multiple cases is often considered more compelling*" (Yin, 1994, p165). "*A single case study will face limitation in its generalizability and some likely biases, like misjudging the representativeness of a single event*"(Tversky & Kahneman, 1986, p255), "*exaggerating the salience of a datum because of its ready availability, or biasing estimates because of unconscious anchoring*"(Jaikumar & Bohn, 1986).

In relation to the second consideration, there was a need to decide about whether the research problem should focus on an embedded units or holistic unit of analysis. Within the multi-case study may be incorporated subunits of analysis, so that the study approach contains multiple research focus (Yin 1984). This leads to the possibility for extensive analysis. On the other hand if too much attention is given to the subunits and the researcher's focus slides from the primary unit of analysis, the orientation of the cases study will have shifted, thereby changing the nature of the findings. An embedded approach is a more complex case study research, in which the case study addresses several units of analysis. Thus, this study examines three different universities, and compares and contrasts their three subunits. Such a subunits offer the possibility for extensive analysis which results in an in-depth understanding of the phenomena under investigation.

4.8 Case selection
In this research the theoretical replication approach is adopted to predict contrasting results. "*When the study involves more than one case, the strategy for case selection changes because the focus shifts from that being the purpose of the study is to the issue of external validity of*

the case inquiry"(Shakir, 2002). "External validation, in terms of the limited generalizability of the findings can be established through the replication logic of the multiple case study design" (Yin, 1994; Creswell, 2007, p238). In comparison with experiments and surveys, Case studies, depends on analytical generalization rather than statistical. *"While statistical generalization is achieved when results from a correct sample are generalized to a larger universe, analytical generalization is the generalization of a particular set of results to some broader theory"* (Yin, 1994, p54). Consequently, the multiple case studies selected for the purpose this replication logic. *"The two approaches for establishing the replication logic in a multiple case design are the literal replication and theoretical replication"*(Cavaye, 1996, p232; Yin, 1994). The following lists these two approaches and relates each to the purpose it best serves.

Table 4.1: Selection strategies for multi case designs, Shakir (2002)

Literal replication	Theoretical replication
• Prediction of same results by selected cases • Disgustingly different theories approach when competing with each other • Potently number of cases could be three or four	• Prediction of contrasting results by selected cases • Disgustingly slightly different theories approach when competing with each other • It could be two (or three) sets of three to four cases to pursue two (or three) patterns of theoretical replications

According to Shakir (2002) literal imitation entitles selecting cases having alike settings and having an expectation to achieve similar results. The theoretical replication approach is utilized if the cases exists in different settings and will produce different results.

4.8.1 Case Study Justification
The higher education institutions in Pakistan, has been chosen for this study. Higher education has a significant importance in the development of economy and society (Amber

et.al. 2016). The investment in the development of human capital paves the road of economic development of any country.

While, the higher education institutions depends upon both research (non-teaching) and teaching (non-research) staff working in the organisations, yet majority of responsibility comes upon academic staff members who are the main stakeholder for the knowledge creation and student's learning and development. Therefore this need of faculties' performance demands a systematic, fair, genuine, smart, effective, appropriate, and motivating Performance Management System. Due to this reason, Performance Management has become the key tool used by top management to improve the education system.

4.8.2 Selection of the sampled organisations and universities:

The current research is aimed to explore the Impact of Performance Management System on the organisational performance of HEIs in the context of Pakistan. This research is focused on the three public sector HEIs in the province of Punjab, Pakistan. This is most populous province in Pakistan and also have the highest literacy rate of 61.7% as per government figures, whereas the remaining three provinces Sindh, KPK and Blochistan have 61.2%, 57% and 48.9% respectively. Concurrently, according to HEC higher education institutions based in Punjab have a well-structured system of performance management in place. In order to maintain the ethical aspect of this research, these institutions has been assigned anonymous coding to complete the research process e.g. HEI-1, HEI-2, and HEI-3. Another reason for selecting these organizations for the research was theirs position in annual league table categorised by HEC based on their performance including research, teaching and external funding. HEI-3 was placed at 51 position in the league table of 2014, but surprisingly it ranked at position 11th in the league table during year 2015. This was a strong evidence of excellent performance enhance by any HE in the short period of time, this huge jump of HEI-3 has stimulated the researcher to inquire about the enablers behind this extraordinary performance of this institution. The other two organisation including HEI-1 and HEI-2 were relatively good performers in the ranking table during the period of 2014-2016. As mentioned in Chapter 3, all of these public sector HEIS follow the rules and regulations given by HEC, so these intuitions implemented performance management according to the HEC guidelines.

4.9 The researcher's role

In this section the researcher describes her experiences as a qualitative researcher. I am also a faculty member in one of the public universities in Pakistan. I had been through the process of appraising and have the experience of performance management system process in 2007-2009. In this research, I became both an insider researcher and as well as an outsider. I work

as an insider researcher when I decided to conduct research with other faculty members in Pakistan, and became an outsider researcher with respect to my research with those other universities using performance management system for their human resource.

With regards to my role as an insider researcher, I realized, during my course of action, sometimes I shared opinions, perspectives, and experiences with my participants, and at other times I did not. It is not that I at times feel myself as an outsider rather than an insider. As not all populations are identical, so differences are to be expected and this difference helped me to explore many new things which have not been addressed before.

"The issue of researcher membership in the group or area being studied is relevant to all approaches of qualitative methodology as the researcher plays such a direct and intimate role in both data collection and analysis"(Dwyer & Buckle (2009). There are a numerous issues and concerns around the role undertaken by researchers, dependent on whether they are viewed as outsider researchers or insider. *"Insider research refers to when researchers conduct research with populations of which they are also members"(*Kanuha, 2000, p440) so that *"the researcher shares an identity, language, and experiential base with the study participants"*(Asselin, 2003, p102). Outside research refers to when researcher does not belong to the group under study (Breen, 2007). Insider researchers generally have insight into the context and politics, know who to approach for easier access and may anticipate problems better than an outsider researcher (Robson 2002). Trust and rapport are likely to exist already between participants and researcher (Morse & Field 1996). While, the external position of an outsider researcher is considered to offer a different perspective through which to capture participants' experiences (Merry et al, 2011). "Outside researchers are perceived as unbiased and their findings are more likely accepted by the public"(Spicer et al.,2004).

4.10 Methods of data collection

4.10.1 Semi-structured interview
As this study is aimed to explore the experience and opinion of the faculty members, hence the choice of semi-structured interviews is most appropriate tool for data collection. The interviews are considered as the basis of information in the case studies (Myers, 1997). Similarly, Yin (1994) has stated that

"Interviews are essential sources of case study evidence because most case studies are about human affairs or behavioural events".

This study will use semi-structured interviews as a prime method of data collection. Patton (1990) has stated that the things which cannot be observed directly can be discovered by

interviews. The interviews can elicit information people's feeling, opinions, hope and experiences (May, 1993). The interviews have been identified in three categories known as semi-structured interviews, structured interviews and unstructured interviews (Oates, 2006).

He further added that *"Both semi-structured and unstructured interviews allow interviewees to speak their minds and so are used where the primary purpose is discovery, rather than checking" (*Oates, 2006:p188).

Therefore, semi-structured interviews have been utilised for in-depth studies, particularly the studies exploring the people's opinions and feelings. Hence this research has used semi-structured interviews for data collection. As the May (1993) have stated that semi-structured interview permits using prompts and probes to encourage participant to provide more explanation to their thoughts.

4.10.2 Secondary data

Numerous resources have been used to collect secondary data for this research. This secondary data not only facilitated in the greater understanding of performance management systems, but it has also helped to analyse the primary data collected through semi-structured interviews. The utilisation of secondary data does not propose that the primary data collection methods selected are inadequate. of participant's accounts and historical information that is unavailable from other sources.

4.11 Sampling

Sampling has been defined as

> *"…the process of selecting a subset or sample unit from a larger group or population of interest"* (Tashakkori & Teddlie, 2010).

Miles et al., (2014) described that the process of sampling is not only about random selection of participants for interviews, but it also include decisions regarding the special settings where the study is going to take place and social processes. Saunders et al. (2016) stated that the process of sampling not only facilitate the researcher to chose the participants but also provide a good substitute, especially when it is difficult for the researcher to interview whole population due to lack of time and budget. Some studies (Ritchie, Lewis, & Elam, 2003; Saunders et al., 2016) described that there are two main sampling techniques *probability sampling* and *non-probability sampling*. They further revealed that the probability sampling is usually support the quantitative research, while the qualitative researchers associated with non-probability sampling technique. Furthermore, Ritchie et al. (2003) stated that generally the sample size of qualitative is slightly smaller than quantitative research.

Saunders et al. (2009, 2016) elucidated that the non-probability sampling can be classified into five different categories such as snowball, quota, self-selection, purposive, and convenience. Bryman, (2012); Miles et al., (2014) and Patton, (2002) stated that the purposeful sampling is the most used sampling technique in qualitative research. It also called criterion based or judgement sampling as it based on the judgment of researcher. Nonetheless, it cannot be generalized due to the variation among the participants, but it forms a practical argument when selecting individuals who has the knowledge about the problem. Furthermore, Remenyi et al. (1998) argued that this technique is *"extensively used in the exploratory research stage"*.

Potential research is carried out in the context of Pakistani HEIS, it is essential that interviewees should have knowledge and experience of Higher Education Institutions in Pakistan in order to achieve the research aim. This fact support the reason for selection of non-probability sampling as Easterby-Smith et al., (2004) stated that in non-probability sampling the knowledge about the problem is most essential element. As it was essential to interview academic staffs who are informed with more experience of Pakistani higher education institutions convenience sampling, whereas the other remaining sampling techniques included snowball, quota, self-selection, purposive were not appropriate in the context of this study.

Target population also called as "study population" or "sampling" Oliver C. Robinson (2014) described as the totality of persons or participant from which cases may legitimately be sampled in an interview study. It is also elaborated by Tashakkori and Teddlie (2010) as the process of selecting a subset and subgroups from a large group of population until to get suitable size of participants who has knowledge about the problem.

This research is carried out in the context of Pakistani HEIS, it is essential that interviewees should have knowledge and experience of Higher Education Institutions in Pakistan in order to achieve the research aim. This fact support the reason for selection of non-probability sampling as Easterby-Smith et al., (2004) stated that in non-probability sampling the knowledge about the problem is most essential element.

The current research is aiming to explore the Impact of Performance Management System on the organisational performance HEIs in the context of Pakistan, as stated in the introduction chapter. This research is focused on the three public sector HEIs in the province of Punjab, Pakistan. This is most populous province in Pakistan and also has the highest literacy rate of 61.7% as per government figures, whereas the remaining three provinces Sindh, KPK and

Blochistan have 61.2%, 57% and 48.9% respectively. Concurrently, according to HEC higher education institutions based in Punjab have a well-structured system of performance management in place.

In order to maintain the ethical aspect of this research, these institutions have been assigned anonymous coding to complete the research process e.g. HEI-1, HEI-2, and HEI-3. Another reason for selecting these organizations for the research was their position in annual league table categorised by HEC based on their performance including research, teaching and external funding. HEI-3 was placed at 50s position in the league table of 2014, but surprisingly it ranked at position top 20 in the league table during year 2015. This was a strong evidence of excellent performance enhance by any HE in the short period of time, this huge jump of HEI-3 has stimulated the researcher to inquire about the enablers behind this positive performance of this institution. The other two organisation including HEI-1 and HEI-2 were relatively good performers in the ranking table during the period of 2014-2016. As mentioned in Chapter Three, all of these public sector HEIs follow the rules and regulations given by HEC, so these intuitions implemented performance management according to the HEC guidelines.

As the interviewees are the residents of a developing country, HEIs of Pakistan cannot be compared with HEIs of any other developed counties i.e. UK or European HEIs in terms of infrastructure, work practices and performance management system. With regards of performance management, it is in practice but not at very advance level. In order to achieve the ultimate aim of this study; researcher has selected HEIs from different areas of Punjab (the largest province of Pakistan) where performance management system are in regular use.

4.12 Data Access

The interviewees for this study were contacted in the three chosen institutions. The official participant recruitment procedures were followed by sending emails to the potential participants explaining the purpose of research followed by the interview questions (see appendix 4). The formal ethical procedure following the research approval from the University of Salford has been followed (See Appendix 1). Researcher has approached the gatekeepers of each selected HEI in order to recruit the participants by providing the complete information about the aims and objectives of this research along with participant's information sheet. The gatekeepers, who are HR members of the HEIs, further contacted the academic workforce of selected HEI to distribute the provided information and the researcher contact details. The interviewees were selected from all levels of hierarchy of academic staff

in the chosen HEIs. All the selected HEIs have the same hierarchy of academic staff including, Lecturers, Assistant Professors, Associate Professors, Professors and the Head of the Departments (HOD). Some professors are working in the capacity of HODs so they have been interviewed as the head of the department and the other professors have been categorized as 'Professor' as detailed in table No 4.13. This is the final number of interviews included in the analysis and excludes all the rejected cases. The objective was to get detailed

The breakdown of Interviewees from the chosen universities:

HIEs	HODs	Professors	Associate Professors	Assistant Professor	Lecturers
HEI 1	1	1	1	1	1
HEI 2	1	1	1	1	1
HEI 3	1	1	1	1	1

4.13 Pilot Study

Conducting a pilot study before the final research allows the researcher to design and execute a full flagged project as methodologically rigorous a way as possible (Tarrant et al, 2014). It not only helps to reduce the cost and time but also provides assistance for overcoming the risks of errors. It helped to test the research instrument and anticipated about the correctness of research designed and methodology, which was design for the potential study.

Pilot study was for this project was carried out during summer 2014 (June – September) which included the three interviews taken from the lecturers of the chosen organisations. Initially the interview questionnaire had twenty seven questions. During the pilot study, the data captured was compared and contrasted with the literature. This provided an opportunity to refine and evaluate the individual interview questions in order to achieve the relevant information for this research.

After the careful analysis of the result produced by pilot study, 5 questions were taken out from the initial interview questions. Additionally, eight questions were rephrased in order to make the questioning process easier for the participants to respond. This helped to focus on the research aims and objectives. These amendments helped to articulate the final version of

the interview question, in order to obtain the solution of actual problem addressed by this study.

4.14 Data Analysis

Seidman (2013) stated that in order to achieve the accurate outcome for analysis it is essential that collected data must be prepared prior to analysis. He further revealed that it is significant for tracking interview data at all stages of the research.

Second step is involved to conduct the accomplished through the instigation of collected data analysis. Qualitative analysis framework was implemented for this research, which support the argument of Miles & Huberman (1994) & Miles et al. (2014). They argued that there are three different approaches for analysing the qualitative data which includes *"data reduction, data display and conclusion drawing/verification"* (Miles et al., (2014, p10) as the figure 4.1 shows the overlapping of data is frequent in qualitative research.
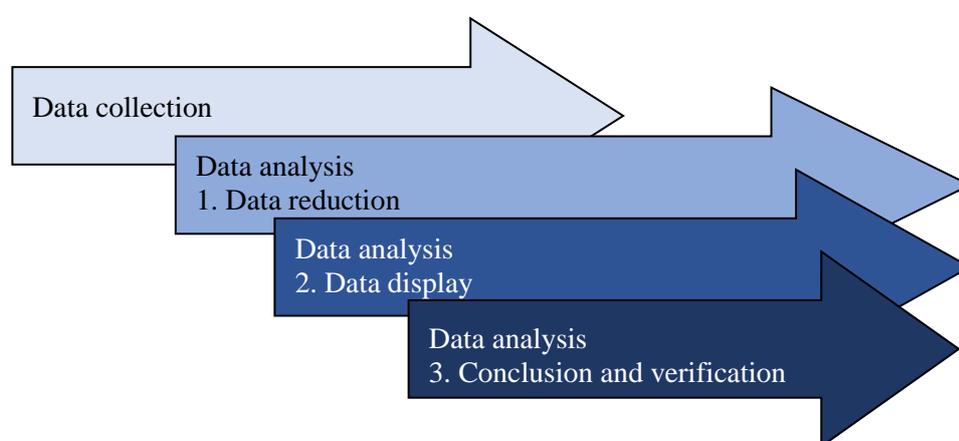
Figure 4. 1: Overlapping stages in qualitative data analysis

Source: Adopted form Collis & Hussey, (2014)

Data reduction: It can be defined as;

> "*the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions*" (Miles et al., 2014: p. 12).

Data reduction phase begins prior to data collection phase; it includes the selection of the apposite data collection tools and an appropriate conceptual framework which support the research. This phase persist throughout the process of data collection by different means,

which include coding of data until the final report is completed, writing and summarising the analysis. Data reduction provides assistance for paraphrasing or through submitting in a larger pattern. This phase also helps to emerge specific themes from the data collected, in the context of this research the interview transcripts were read numerous times to articulate the similar and different themes. These themes were organised into different nodes by considering the interviewee perspectives following by the articulation of themes.

During the process of transcribing the data, five interviews have been discarded from the main study due to insufficient information in the responses of interviewees. They didn't answer many questions properly and most of the answers were just 'yes' and 'No' which didn't allow for in depth critical analysis. This also suggested that people were not interested in sharing their opinion and experiences. The data which was discarded during the process of data reduction was from all three chosen organisations. Most of the discarded interviews were from the lecturers working in the HEIs.

Data display: The second phase deals with the representation of data, it should be synthesised and compacted form, to prevent the loose of information well prepared for process of conclusion.

Classic qualitative data is generally exhibited as extended text. Miles et al. (2014) stated the different formats of qualitative data, which includes matrices, graphs, charts, and networks. They further revealed that these formats facilitate the obtained data for compiling data in an organised and compact form, prior from moving to the next analysis step of drawing justified conclusions. The further procedure was facilitated by the use of NVivo software (see the Chapter 5 for details). In addition to models and charts, Tree node, free nodes were developed in order to summarise information and present a visualise image of the data.

Conclusion drawing/verification: the third and final stage is most significant phase, aiming to focus on driving conclusion and verification. It comprises the credentials of emerging meanings and suggesting the conclusions derived from collated data. Some studies (Maxwell, 2012; Miles et al., 2014a) also argued, in addition to this, the phase also cover the process of testing for credibility and validity. Miles et al. (2014b), added that the final conclusion might not be achieved in anticipation of the data collection process is finalised.

Several studies (Maxwell, 2012; Miles et al., 2014; Miles & Huberman, 1994; Seidman, 2013) argued that the following steps have been used for the analysis process;

- Participants (Faculty members) were approached by emails through the gatekeeper

- On receiving the response from participants, participant information sheet and other information exchanged

- Consent forms were filled out in a safe place.

- Accurate labelling of recordings was made.

- Transcribing the interviews along with notes taken during the interview process.

- Verification and Reconciliation of interview transcripts were made.

- Verified interview scripts were read thoroughly with care, same process was repeated several times before starting the analysis process.

- In order to develop an idea about the codes and themes, memos and notes were taken while reading.

- Assistance of NVivo software was used to arrange data into nodes.

4.15 Ethical approval

No one would have reservation that the ethical approval is an essential element of any qualitative research. This obligation in not there because of any potential to harm (and benefit) could cause to participants but the main reason behind this norm is due to the involvement of transaction in which personal information is entrusted by one to another confidentially and anonymously (Daz Greenop 2010). All the institutions have a clear policy and instructions in place regarding this process.

As this research involves the considerations of human perceptions ethical issues must be taken into considered prior to commencing data collection. In order to fulfil this obligation I applied for the ethical approval by providing all the required information and filling all the relevant forms. For fulfilling the required procedure in placed University of Salford (UoS) Ethical approval for this work was obtained prior data was collected (Appendix 1). Before conducting the interviews each participant was updated regarding the ethical approval. Participant information sheet, which states research aim and objective along with the rationale of research and other relevant information for participants, was given out prior to the interview. It helps the participants to gain the knowledge about the project and have full awareness before signing the consent form. Behind selection of participants was given out before starting interviews. It also assists the participants regarding their rights to privacy and data confidentiality.

Furthermore, the consent forms (Appendix 2) were signed by interviewees before proceeding further. It includes the clear instructions for the participants regarding their rights of withdrawal, as their participation is voluntary and most importantly their anonymity will not

be disclosed to any unauthorised person. It also describe briefly about the precaution and measures which took place in order to save their anonymity which includes coding replacing their personal details, data storage and access of stored data.

The process of analysis started during the interview itself where answers of the question were processed on the go and the follow up questions were asked where more information was needed from the respondent. The second level of the analysis was taking place during the process of research notes and the creation of transcripts. The third stage was done when the data were fed through the NVivo software and the free nodes (Node sheet) were created. The analytical tools from NVivo software were utilised to interrogate data and to identify the patterns in responses. These were also illustrated by graphs in the analysis chapter. The last stage was the creation of tree nodes and the discussion of these nodes in the analysis chapter referring to using the hermenutic cycles by referring data to the theoretical framework as identified through the literature. Transcripts of the interviews are added in appendix (No).

4.16   Chapter summary

This chapter has outlined the method and techniques used for this study. The data has been collected by interviewing academics of business schools in the higher education institutions of Pakistan. Currently, researcher is in the process of writing the findings and analysing the responses from interviewees. After completion of this process, two more chapters of findings and discussion will be included to complete the thesis.

Chapter Five: Data Analysis

5.1 Introduction

This chapter will present the primary findings of the interviews conducted with the faculty members of the selected universities in Pakistan. These findings of this study will be discussed in the relation to the literature in the next chapter (Chapter Six).

The aim of this research is to explore the impact of performance management on the organizational performance of HEIs in Pakistan, it was necessary to interview the faculty members of the higher education institutions in Pakistan. As mentioned in the previous chapter, semi-structured interviews were conducted with faculty members of the business schools of the chosen universities. The questions were focused on the performance management and its impact on the faculty performance and the organizational performance of the Pakistani HEIs (Appendix 03).

The main study

Twenty interviews have been conducted from the faculty members of the Pakistani HEIs. All the twenty interviews were not used for the final evaluation of this study. Some interviews were discarded as part of the quality assurance utilised for this research. These interviews were discarded due to the incomplete information shared or the information shared by the participant was not useful – for instance, they replied with yes or no or not willing to share their experiences. Sometimes the interviewees were not willing to share their experiences or were afraid of saying something against the system. According to this, five interviews were discarded. Interviews were transcribed after each interview and important notes of the responses of the interviewees were taken.

To analyse the transcribed interview documents, NVivo software was used for coding and developing themes. The learning process of NVivo was started with a two-day workshop organised by the University. Moreover, the online tutorial was very helpful to improve the knowledge and to become familiar with the processes.

According to Pope & Mays (2002) cited in Zamawe (2015), that a lot of time and labour work is needed to do a systematic and rigorous analysis of qualitative data manually. The researchers should be familiar with the option of the Computer Assisted Qualitative Data Analysis Software (CAQDAS) like NVivo Zamawe (2015) to abate this workload.

The process of data collection was started after obtaining the ethical approval (Appendix 2). The data collection was started in April 2015 and finished in February 2016. The table below (Table 5.1) depicts the number of faculty members interviewed from the selected universities. The faculty members are from the business schools of the chosen institutions. The business school faculty is selected to participate in the study due to their familiarity with the concept of performance management as they are teaching subjects like performance management, organizational management etc. To secure the anonymity of the interviewees were assigned codes according to their roles as lecturer 1, lecturer 2 for lecturers and the HOD 1 and HOD 2 for the head of the departments. All the interviews have been transcribed on the Microsoft word file to import them to the NVivo. Interviews were transcribed without correction of poor grammar, deletion of repeated words or completion of incomplete sentences in order to transcribe true conversation to the best possible capability (Bazeley, 2007). Figure 5.1 exemplifies the NVivo explorer screenshot following interviews transcription. The left panel shows the interview folders. Interviews folder has the transcript for all the interviews of the faculty members.
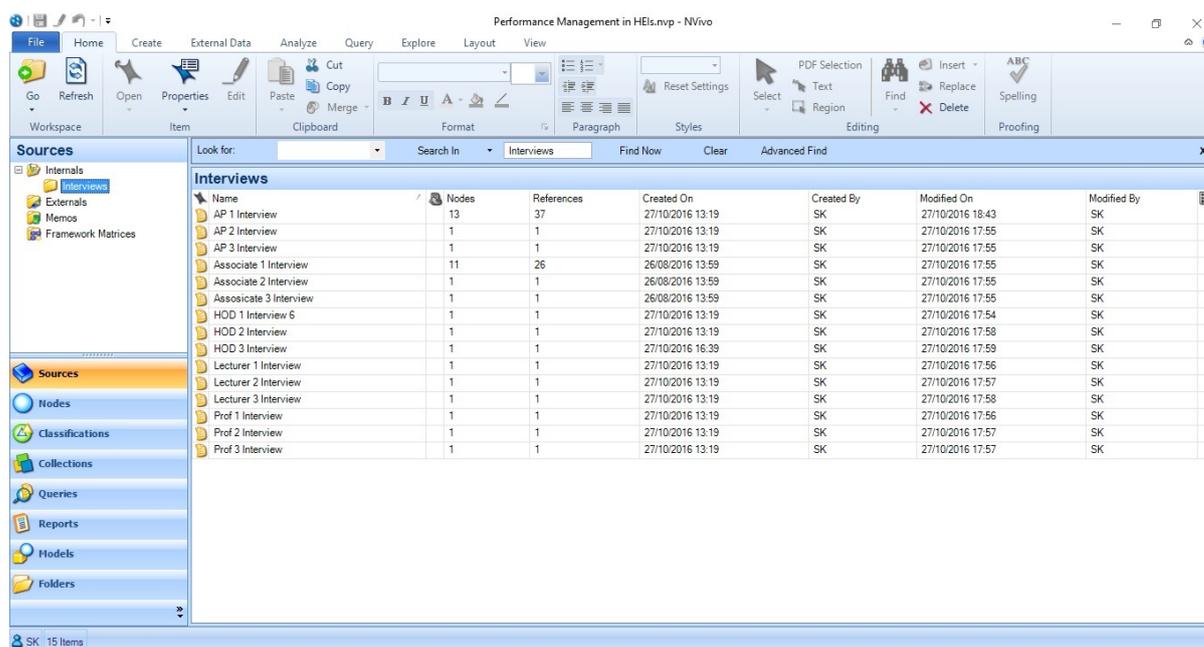
Figure 5.1: Screenshot of NVivo explorer after transcribing all interviews

	Interviewee's Position/ Designation	Codes Assigned	Background of the interviewee	HEI 1	HEI 2	HEI 3
Junior Most	Lecturers	Lecturer	Local Qualified	Lect1	Lect2	Lect3
	Assistant Professors	AP	Foreign Qualified	AP1	AP2	AP3
	Associate Professors	Associate	Foreign Qualified	Associate1	Associate2	Associate3
	Professors	Prof	Foreign Qualified	Prof1	Prof2	Prof3
Senior Most	HOD	HOD	Foreign Qualified	HOD1	HOD2	HOD3

Table 5.1: Faculty Interviews

After transcription and importing documents to the NVivo, the next step was to code interviews and to develop themes. The coding has been done by reading the interview documents line by line followed by organising of these codes by a conceptual ordering of data into separate categories knows as 'nodes' (theme) in NVivo. To simplify the process iof coding ans generating themes, the NVivo terms like 'nodes' and 'sub-nodes' will be replaced by 'themes and sub-themes'. The terms of theme and sub-theme are more common in qualitative research, so in order to facilitate reader, these terms of themes and sub-themes will be used throughout analysis and discussion chapter.

To structure the data analysis process and present findings of this study, the interviews were analysed according to the job roles e.g. lecturers from all three HEIs, APs from the three HEIS and so on. This study is aimed to answer three research questions, and the insights form the primary data will be presented in the three sections of this chapter. The first section is comprised on the insights generated from the data related to the first research question (RQ1) from the interviews of faculty members from five job roles. Similarly, the second section will present findings for research question two and finally, the third section will discuss the primary data for the final research question accordingly.

Section 1:   RQ1 - *How performance management system (PMS) is perceived by the academic staff in HEIs in Pakistan?*

The implementation of PMS in HEIs as performance management and measurement tool has been considered as an invasion on traditional freedom of academicians, collegiality and scholarships (Maimela & Samuel, 2016; Tam, 2008; Parsons & Slabbert 2001). The employees' perception about PMS is the matter for consideration while operationalising the PMS in HEIs (Maimela & Samuel, 2016). That said, this research is exploring the perception of PMS among faculty members in Pakistani HEIs. As mentioned above, the structure of analysis process will follow the job roles of faculty members in Pakistani HEIs. The first sub-section will discuss the understanding of Lecturers View.

5.2 Perception of PMS in HEIs – Lecturers View

To explore the perception of PMS in HEIs, the first step is to determine what lecturers consider performance and performance management system in HEIs. Through data analysis process of lecturer's interviews, four main themes emerged along with sub-themes regarding the perception of PMS in HEIS. These themes are discussed below in addition with their sub-themes.

5.2.1 Theme 1. Understanding of performance in HEIs - Lecturers View

Almost all the lecturers defined performance as the achievement of the goals and objectives in the given time and resource. All the interviews made it clear that performance in HEIs is the achievement of the goals and objectives assigned to them within the given time and resources. Lecturers have defined performance as the ability to achieve goals and objective, accomplishment of the task. A typical example is the quote from lecturer 1. This definition describes the general understanding of the word 'performance' among all lecturers.

> *"Performance is **achieving goals and set targets** within given time frame within given resources in an effective way." (Lecturer 1)*

The Figure 5.2 illustrate the main theme of 'understanding of performance' and the three sub-themes linked to this.
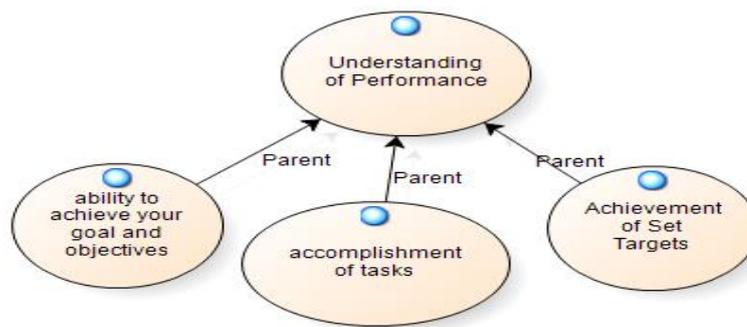
Figure 5.2 Understanding of Performance - Lecturers

This understanding of performance in HEIs is similar to the conceptual definition of performance as "*a task or operation seen in terms of how successfully it is performed*" (Oxford Dictionary 2016). Lecturers thinks that the achievement of the goals and objectives in the given time period is performance.

5.2.2 Theme 2. Understanding of performance management in HEIs - Lecturers View

After analysing the interviews of lecturers, four sub-themes generated for understanding performance management in HEIs from these lecturers point of view. The sub-themes includes effectual tool for planning and control, management of activities to achieve goals, and continual communication between employee and supervisor. The understanding of performance and performance management is comparatively different among the three lecturers. Although the underlying meaning of their statements are encompassing one or the other aspect of performance management. Every lecturer has discussed an unalike aspect of performance management:

> *"The process of managing your set of activities to achieve your goal or objective is called performance management. In other words performance management is the method to organize your tasks and effort to achieve your aim". (Lecturer 1)*

The understanding of performance management for lecturer 1 is focused on the organisation of activities to achieve the assigned goals and objectives. This may have been the result of his experience of PMS in his institution. Although the PMS is an organising mechanism to achieve the individual and organisational goals but this is only one aspect of PMS.

The lecturer 2 has understanding of PMS as a continual interaction between faculty member and management to evaluate and improve the performance.

> *"A constant communication between the employee and the supervisor to evaluate and improve the performance." (Lecturer 2).*

As the lecturer 2 is from a different organisation, so this may be the reason of his different understanding of performance management.

Similarly, Lecturer 3 has inferred performance management as a tool for effective planning and control to ensure that targets are achieved.

> *"The process of efficient and effective planning and control to ensure that targets are achieved. I think it is the process of managing employee's performance." (Lecturer 3)*

The quotation from the interview of lecturer has provided a new insight about the performance management based on his own experience and the nature of PMS in his institution.

Overall, all these three responses has provided the three aspects of PMS. The PMS is a comprehensive phenomenon encompassing all these aspects described individually by the lecturers. It seems that their responses are describing the most recurring and strong aspect of PMS in their respective institutions. The figure 5.2 illustrate the main node of performance man agent and the sub-nodes expressing the responses of lecturers.
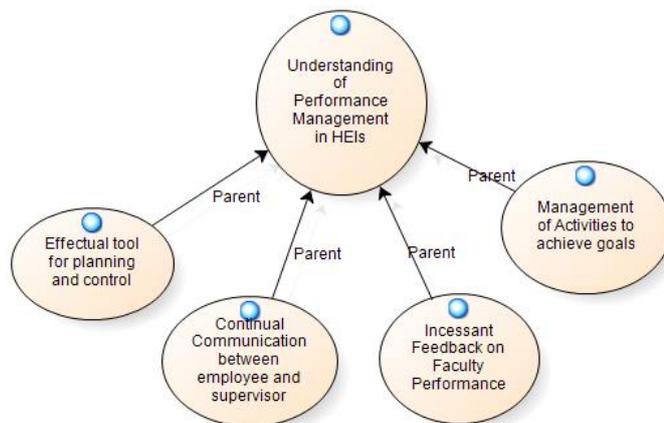
Figure 5.2: Understanding of Performance Management - Lecturers' View

5.2.3   Theme 3. Reasons of PMS implementation in HEIs - Lecturers View

Through the analysis of Lecturers' interviews, five sub-nodes have been emerged to describe the reasons of PMS implementation in HEIs. All three lecturers' interviews made it clear that the prime reason for PMS implementation in HEIs is to achieve organisational goals. This has been quoted by all three lecturers.

Also, all interviewees has repeated another reason to implement PMS is to manage the performance of employees and to achieve the enhanced organisational performance. In addition to this sub-theme, another sub-theme occurred two times that the motive of PMS implementation is to achieve enhanced student satisfaction and the increased research work.

> *"The purpose of performance management in university sector is to achieve the aims and objectives of the university. Universities implement performance management to manage the performance of its work force to unleash their potential and to achieve institutional goals. The prime objectives of the performance management system are to enhance the performance of the employees to improve overall performance of the organization. This is also aimed for more research work, quality education, and increased student satisfaction."* (*Lecturer 1*)

> *"The overall purpose of the performance management in the universities is to ensure that the academics are giving their best to achieve world quality research and the best evaluation of the standards. I think the basic objective of PMS in my institution is to evaluate how the employees are doing and to identify the key areas for improvement of the employee's performance". (Lecturer 2)*

> *"I can think for a few reasons and purposes of PMS in HEIs like enhance the performance of HEI by managing the performance of the academic staff. The objective of PMS is to ensure that faculty members are fulfilling their assigned tasks in efficient and effective manner. I can think for a few reasons and purposes of PMS in HEIs like it is facilitating that Teaching, learning and assessment objectives are achieved. It ensures that university ranking is improved along with Efficient utilisation of budget is made". (Lecturer 3)*

According to these quotations it seems that faculty members consider the prime reason of PMS implementation of HEIs is to manage the performance of employees. This is because of the way it is applied and communicated to the faculty members.

Another sub-theme emerged, mentioned by lecturer 2 that reason for PMS implementation is to evaluate performance of employees. The evaluation is part of the PMS process and it seems lecturer 2 considered evaluation as an important aspect of PMS.

> *"…PMS in my institution is to evaluate how the employees are doing and to identify the key areas for improvement of the employee's performance". (Lecturer 2)*

Although, the evaluation of employees' performance is part of the PMS but this has been

mentioned by only 1 interviewee.

While, lecturer 3 has added that PMS is implemented for efficient utilisation of budget and achievement of improved ranking position in the university ranking table. This is a unique thought among all responses of lecturers. In fact, this is the underlying reason of PMS implementation. The performance management of employees will result in to better organisational performance, which will ultimately improve the ranking position of HEI.

One of the interviewees has also described the reason for PMS implementation is to achieve the improved position in the universities ranking table and also stated that PMS is utilised for efficient utilisation of budgets.

"*It ensures that university ranking is improved along with Efficient utilisation of budget is made*". (Lecturer 3)

The figure 5.3 has illustrated the sub-nodes highlighted by lecturers as reasons for implementation in HEIs.
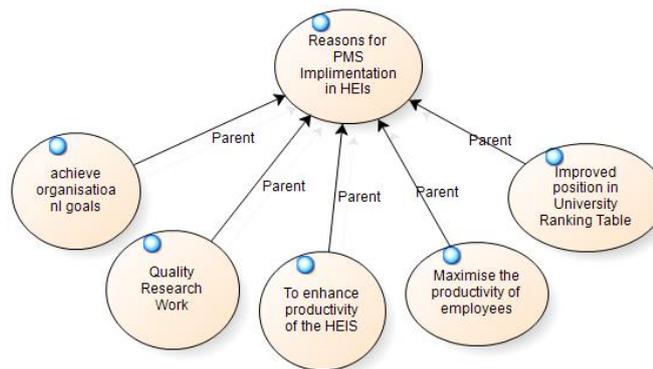
Figure 5.3: Reasons for PMS Implementation in HEIs

5.2.4 Theme 4. Faculty Members' Perception of PMS in HEIs – Lecturers View

During the analysis of lecturers' interviews, it was evident that faculty members perceive PMS in HEIs as mechanism for employee performance management. All the lecturers' have made it clear that universities are using PMS to manage the performance of its employees. a typical example of lecturers' responses is presented below:

"*My institution perceives performance management as a mechanism of managing performance of its employees.*" (Lecturer 1)

"*Theoretically the PMS is interpreted as method of managing performance*". (Lecturer 2)

"I think in my institution performance management is a system to manage performance of faculty members". (Lecturer 3)

Along with this clear interpretation of PMS in HEIs, a further sub-theme was emerged regarding the operational operationalisation of PMS. This has been coded 3 times among all three lecturers' that the PMS in HEIS is mostly concerned with the evaluation part. Typical examples from interviews are given below:

"I perceive it's more like the old-fashioned 'performance appraisal' approach in its implementation". (Lecturer 1)

"But in actual it is consider an extended form of traditional "appraisal system" in which the main focus is to review the performance of employees especially the academic workforce". (Lecturer 2)

"The university has implemented through annual appraisals". (Lecturer 3)

Based on these quotations it seems that lecturers' interpret PMS as a tool for their performance management and performance evaluation and considering this as 'an extension to the old appraisal method'. The figure 5.4 illustrates the perception of faculty members.
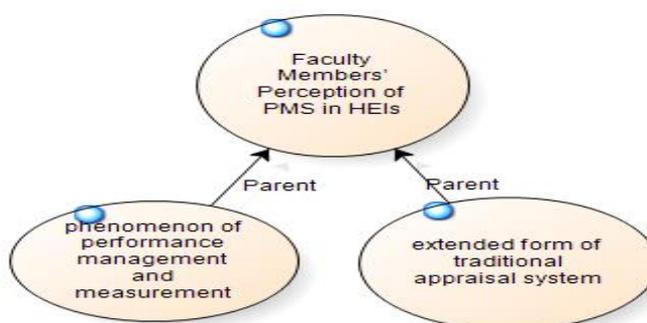
Figure 5.4 Faculty Members' Perception of PMS in HEIs

This figure shows the different perceptions of the performance management system in higher education institutions according to the responses from lecturers' interviews.

5.3   Perception of PMS in HEIs –APs' View

As the analysing process is structured according to the job role of interviewees, this section will describe the findings from the interviews of APs'. The analysis shows some similar themes and sub-themes in comparison with lecturers', but some new sub-themes has also been generated.

5.3.1 Theme 1. Understanding of performance in HEIs APs' View

During the analysis process, all the AP's that performance is the achievement of the goals and objectives. The typical responses from AP's are given below:

> *"For me performance is achieving goals and set targets within given time frame within given resources in an effective way". (AP 1)*

> *"To me performance means accomplishment of the task in hand within given time period and given resources". (AP 2)*

> *"Performance is the achievement of the goals. I think when you achieve your target within given time and resources that refers as your performance." (AP 3)*

Based on the quotations it is clear that the understanding of performance between APs' and lecturers' is similar.

5.3.2 Theme 2. Understanding of performance management in HEIs APs' View

After analysing the AP's interviews, two sub-themes emerged related to the understanding of performance management in HEIs. Two APs' stated that performance management in HEIs is the management of activities to achieve goals and objectives. The typical examples from interviews are given below:

> *"I think performance management is to manage the activities of employees to accomplish the given task."(AP 2)*

> *"To manage your activities to achieve your target is called performance management." (AP 3)*

Based on these quotation, the two AP's have consensus that performance management in HEIs is the management of the activities to achieve goals and objectives. Moreover, these statements linked to the understanding of performance management among lecturers.

Another sub-theme emerged stating that prioritising of goals and objectives at the individual and organisational level is performance management.

> *"I think performance management is prioritising those given goals and work flow at individual level and organizational level. And managing performance at different levels and different people". (AP 1)*

This statement shows difference in understanding of the performance management among APs'. This could be because of the way performance management has been implemented in

the institution of AP 1. While the other two APs' focused on the management of activities to achieve these goals. The figure 5.5 will illustrate the main theme and sub-themes linked to it.
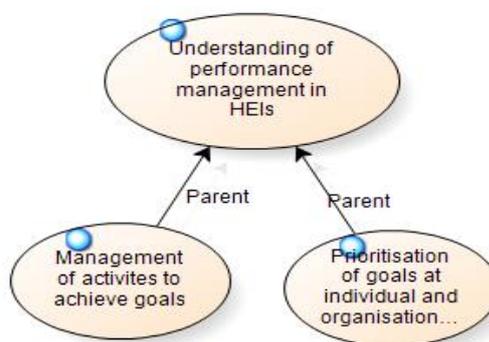
Figure 5.5: Understanding of PMS in HEIs - APs' View

5.3.3 Theme 3. Reasons of PMS implementation in HEIs – APs' View

The theme of reasons of PMS implementation was concerned with five sub-themes.

The first sub-theme, is the most repeated reason of PMS implementation. It has been repeated five times by all of the APs'.

> *"It is applied to enhance the productivity of employees by managing their performance". (AP 2)*

> *"Just like the objectives in any other institution, performance management has the same objectives in my institution i.e. improved or better performance of employees".*
> *(AP 3).*

Based on these quotations it seems that all three APs' considered the prime reason to implement PMS is to maximise the productivity of employees. This consensus among APs is linked with Lecturers.

The second sub-theme states that PMS is implemented to gain more funding for the institution. This has been repeated three times by all three interviewees.

> *"...to perform better to gain more funding could be the few reasons of implementation of PMS in HEIs."* (AP 1)

> *"University want to get more funding from Higher Education Commission and the provincial government which is possible if we show increased performance as an institution." (AP 2)*

Moreover, the third sub-theme emerged as APs' have suggested another reason to implement PMS is to produce more quality research work.

> *"The creation of quality research and the maximum utilisation of human capital and other resources are the objectives of PMS." (AP 1)*
>
> *"University want more research work and enhanced student enrolment and improved position in the ranking list of HEIs". (AP 2)*
>
> *"…to attract more funding from higher education commission, more research work from its academic staff." (AP 3).*

The APs' stresses more on research work. This could be because of their exposure and difference in their job role.

The fourth sub-theme was increasing competition. Two APs' have described that increasing competition is also a reason for PMS implementation.

> *"I think the increasing competition and to gain more funding could be the reasons of implementation of PMS in HEIs". (AP 1)*
>
> *"As the competition for higher education institutions increasing day by day so university management has to think about for something which can help them to differentiate from its competitors."(AP 3).*

These quotation shows that HEIs implementing PMS to survive in the increasing competition.

The fifth sub-theme is to 'achieve improved position in university ranking table'. This has been repeated twice in data.

> *"The prime objective is to achieve the higher ranking in HEC ratings". (AP 1)*
>
> *"University want more research work and improved position in the ranking list of HEIs." (AP 2).*

Based on these quotations, interviewees made it clear that improved position in HEIs ranking table is an important reason to implement PMS. Figure 5.6 will illustrate main theme and the sub-themes related to it.
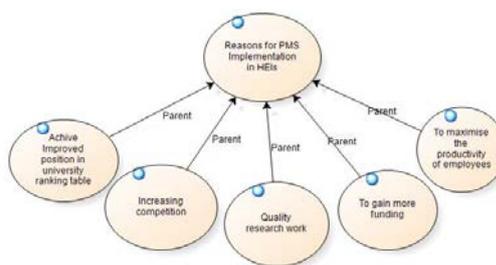
Figure 5.6 Reasons for PMS implementation in HEIs – APs' View

5.3.4 Theme 4. Faculty Members' Perception of PMS in HEIs – APs' View

After the analysis of APs' interviews, three sub-themes emerged to support this main theme of 'faculty members' perception of PMS in HEIs'. All APs' perceived PMS as a controlling tool in their respective HEIs. A typical examples from interviews are given below:

> *"I think this mechanism is perceived a controlling tool. The management control the actions of the employees to achieve the required results." (AP 1)*

> *"Top management perceived the Performance management in the same meaning as a controlling tool". (AP 2)*

> *"I have a feeling that university management is still more inclined to the monitoring or control aspect of the performance management rather than utilizing its whole purpose." (AP 3)*

Based on these quotations, APs' made it clear that they perceive PMS as a controlling tool in their HEIs.

The second sub-theme emerged as 'an extended form of traditional appraisal system'. A typical example stating this view is given below from interviews.

> *"The management in my institution think it's an updated form of performance appraisals. So, the performance management system is there but it is not fully implemented with its true spirit". (AP 2)*

The third sub-theme emerged described the 'fair performance evaluation' through PMS.

> *"I think it is a good mechanism for the betterment of the university and the staff. I think it's a more fair and transparent system to appraise, review and manage the performance of the academic staff which will ultimately have an impact on the institution's performance." (AP 1)*

Overall, APs' perceived PMS as a controlling tool. The figure 5.7 will summarise this theme and sub-themes.
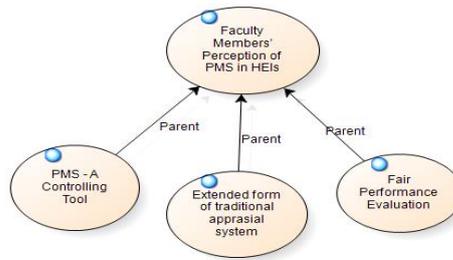
Figure 5.7 Faculty Members' Perception of PMS in HEIs – APs' View

5.4 Perception of PMS in HEIs –Associates' View

During the analysis of the Associate Professors' interviews, four main themes emerged. These themes and their sub-themes will be discusses in this section.

5.4.1 Theme 1. Understanding of performance in HEIs Associates' View

All the associates considered performance in HEIs as the 'ability to achieve goals'. This has been repeated three times across all interviewees. Typical example of this understanding of performance is given below:

> *"In my understanding performance is the ability to do your work and to achieve your goals or how well you are doing your duties". (Associate 1)*

> *"In short it is the participation of an employee in the achievement of organizational goals". (Associate 2)*

> *"It is an ability which refers to achieve the required target in the light of already set standards". (Associate 3)*

Overall, all the three associates considered that the performance is the achievement of your goals and objectives.

5.4.2 Theme 2. Understanding of performance management in HEIs - Associates' View

During the data analysis, three sub-themes emerged. Most of the interviews mentioned that PMS is a system to manage the performance of employees. The typical example of this sub-theme is given below:

> *"Performance Management is a system which is applied by management to manage the work of staff to achieve goals of organization. In simple words, I would say it is the management of the performance of an employees". (Associate 2)*

"I would say performance management as a system to manage the required performance. This could be a mechanism or set of activities which is utilized to manage performance of employees". (Associate 3).

While, PMS is considered as tool for performance evaluation, as it is mentioned by Associate 1.

"The process of analysing and evaluation the activities or duties assigned to an employee at the end of year". (Associate 1).

While the third sub-theme is the understanding of PMS as 'monitoring system.' A typical example to elaborate this sub-theme is given below:

"In my opinion it's a monitoring system which is in place to help organisations to achieve their ultimate goal". (Associate 3)

Overall, Associates' considered PMS as a tool to manage the performance of employees. The figure 5.8 will summarise this theme and sub-theme related to it.
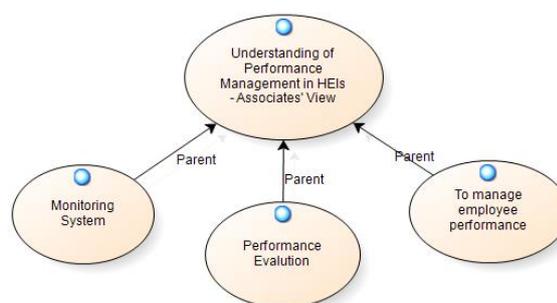
Figure 5.8: Performance management in HEIs - Associates' View

5.4.3 Theme 3.   Reasons of PMS implementation in HEIs – Associates' View

During the data analysis of Associates' interviews, five sub-themes emerged related to this theme. The most repeated reason for PMS implementation is achievement of better performance. The typical examples from interviews are given below:

"The university is applying these technique to achieve better performance as organisation and for that they have to get better performance from employees." (Associate 1).

"Universities want to enhance their performance. The performance of an organisation can be enhanced only by getting better performance from its employees so HEIs implementing PMS to manage its employees performance". (Associate 2)

"In my opinion it helps to align the individual goal of employees with the vision and mission of their institution. Formally, I could say it is used to improve the performance of employees and to achieve organizational targets along with individual employees". (Associate 3)

The second sub-node is related to the 'quality research work. Two Associates' mentioned the reason of PMS implementation is to produce more quality research work.

"Organization objective is to increase research output and main focus of PMS is on quality research output of faculty and overall performance of academia." (Associate 1)

"Performance management is aimed to achieve the improved performance of the faculty members and focused on research work". (Associate 3)

The third sub-theme is getting more funds. It has been reported by one interviewee that PMS is implemented to receive more funds. A typical example of the statement is given below.

"The main objectives of PM revolve to get better performance which will lead…, receiving more funds" (Associate 1)

One interviewee from Associates' has referred 'better ranking position in HEC's ranking list' as a reason to implement PMS which has emerged as fourth sub-theme.

"The main objectives of PM revolve to get better performance which will lead for better ranking in the HEC's list of ranking HEIs". (Associate 1)

The fifth sub-theme for is related to enhance the productivity of employees. One of the interviewees has mentioned this as a reason of PMS implementation.

"Universities want to enhance their performance. The performance of an organisation can be enhanced only by getting better performance from its employees so HEIs implementing PMS to manage its employees performance". (Associate 2)

The reasons for PMS implementation are generally same among Associates. The figure 5.8 will summarise this theme and sub-theme related to it.
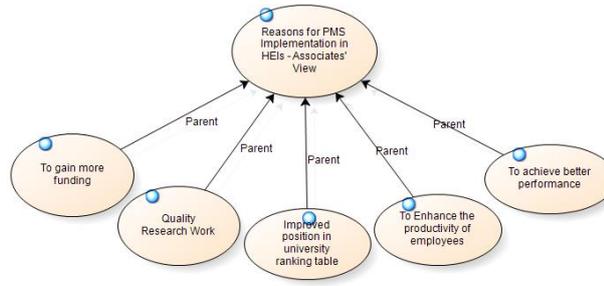
Figure 5.8: Reasons of PMS implementation in HEIs – Associates' View

5.4.4 Theme 4. Faculty Members' Perception of PMS in HEIs – Associates' View

All of the interviewees has perceived PMS as a tool for performance evaluation. This has been repeated five times across all interviews. The typical examples of this sub-theme from interviews are given below:

> *"Generally it is perceived as a good tool to evaluate how well you are doing your tasks and how efficiently you achieving your goals and objectives". (Associate 1)*

> *"I think my university perceive this system as a tool for managing and measuring employee's performance". (Associate 2)*

> *"For instance the top management perceived Performance management as measuring tool which helps them to evaluate the performance of employees against the set targets". (Associate 3).*

While one Associate has perceived PMS as a tool for performance management regardless the complex work nature of the universities. The typical example from the interview is given below:

> *"Despite the complex nature of the university sector, still performance management is considered as mean of managing performance of employees in universities. In my opinion it helps to align the individual goal of employees with the vision and mission of their institution". (Associate 3)*

Overall, Associates considered PMS as a tool of performance evaluation. The figure 5.9 will summarise this theme and the sub-themes related to it.
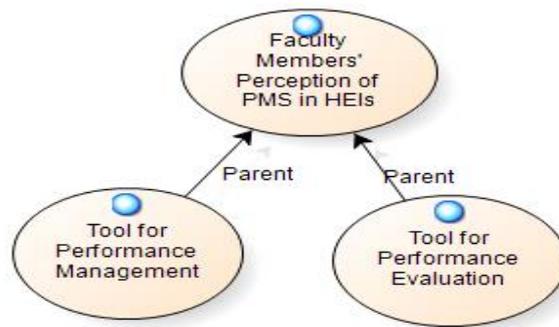
Figure 5.9: Faculty Members' Perception of PMS in HEIs – Associates' View

5.5   Perception of PMS in HEIs – Profs' View

During the analysis process of Profs' interviews, four main themes emerged along with their relevant sub-themes. These themes will be presented in this section.

5.5.1 Theme 1. Understanding of performance in HEIs - Prof' View

All of the Profs' mentioned performance as an ability to achieve goals and objectives. Typical example from the interviews are given below:

> *"To me performance is achieving your goals efficiently within given time and resources". (Prof 1)*

> *To achieve your goal in the defined time period with the given resources is performance. (Prof 2)*

> *"I think Performance is the achievement of the goals and objectives". (Prof 3)*

Based on these quotations, it is clear that all professors consider that performance is the achievement of your goals and objectives.

5.5.2 Theme 2.   Understanding of performance management in HEIs - Profs' View

The second main theme is related with three sub-themes. Profs' have different understanding of PMS in their institutions. One interview stated PMS as a mean to enhance the employees' productivity. The typical example from interview is given below:

> *"The performance management to me is the science of human resource management coupled with productivity. It is a system to enhance productivity of the employees of an organization". (Prof 1)*

While, Prof 2 considered PMS as management of activities to achieve the targets and objectives.

"I would say that the management of the activities to achieve your targets is performance management". (Prof 2)

Another response considered PMS as an evaluating tool. The typical response is given below:

"Performance management is the assessment of an employee to gauge progress toward predetermined goals". (Prof 3)

The figure 5.10 will summarise this main theme and sub-themes related to it.
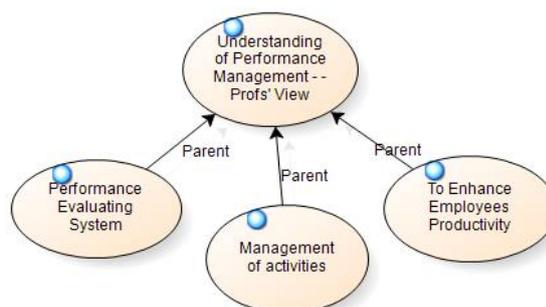
Figure 5.10: Understanding of performance management in HEIs - Profs' View

5.5.3   Theme 3.   Reasons of PMS implementation in HEIs – Profs' View

During the analysis process, three sub-themes emerged to form this main theme. These findings will be presented below:

All of the Profs' agreed that performance management is implemented to improve the performance of employees. The typical examples from interviews are given below:

"I could say it is used to improve the performance of employees and to achieve organizational targets along with individual employees' targets". (Prof 1)

"The purpose of the performance management is to improve the performance of its employees". (Prof 2)

"I think there are few purposes of this PMS implementation in educational institutions. It helps employees to improve their performance by assigning them clear goals and objectives". (Prof 3)

Based on these quotations, it is clear that all Profs considered improved performance of employees as the reason for PMS implementation.

Along with this consensus, Prof 1 has mentioned that reason for PMS implementation is the achievement of organisational goals, which has generated second sub-theme. The typical examples from interview are given below:

"Theoretically, performance management is the source to achieve the goals of organization". (Prof 1)

The third sub-theme is the gaining of more funding. Prof 2 stated that PMS helps HEIs to perform better to gain more funding. The typical examples from interview are given below:

"HEIs have to attract funding bodies to receive more funding for their institutions, and by applying PMS they are able to give a transparent view of their performance – both at individual and organizational level". (Prof 2)

The figure 5.11 will summarise this theme and the sub-themes related to it.
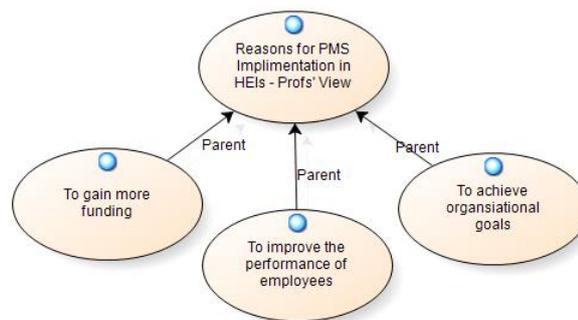
Figure 5.10: Reasons of PMS implementation in HEIs – Profs' View

5.5.4 Theme 4.   Faculty Members' Perception of PMS in HEIs – Profs' View

After analysing the Profs' interviews, two sub-themes emerged to support this theme. These sub-themes presented below.

Most of the Profs' perceived PMS as an extended form of traditional performance appraisal. The typical examples from interviews are given below.

"In my institution it is majorly focused on the appraising side of the system. It is not implemented with its full spirit to get the desired results. So I think it is just a same old controlling appraisal on the name of performance management". (Prof 1)

"Performance management is my institution is not implemented with its full sense. It is still focusing on the appraisal aspect than other important aspects of the PMS". (Prof 2)

While Prof 3 has perceived PMS as a tool for individual and organisational performance management. A typical examples from interviews are given below.

"Performance management is a system to manage performance and productivity of employees and ultimately the productivity of the organisation". (Prof 3)

Figure 5.11 will summarise this theme and the sub-themes related to it.
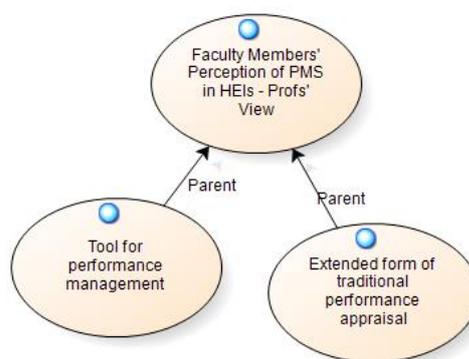
Figure 5.11: Faculty Members' Perception of PMS in HEIs – Profs' View

5.6 Perception of PMS in HEIs – HODs' View

After analysing the interviews of HODs' four main themes and sub-themes emerged. This section will present the findings form the HODs' interviews regarding the perception of PMS in HEIs in Pakistan.

5.6.1 Theme 1. Understanding of performance in HEIs - HODs' View

All the HODs' made it clear that performance in HEIs is the achievement of the goals and objectives. This has been repeated three by all the HODs'. The typical examples from the interviews are given below:

"For me performance is the achievement of the required objectives in the given time and resources provide". (HOD 1)

"Performance simply means the achievement of the required target and goals. If the institution is achieving its goals and objectives, it means its good performance". (HOD 2)

Based on these quotations, it is clear that HODs consider performance as the achievement of the goals and objectives.

The second sub-theme related to this min theme is the completion of tasks which is another way of saying that performance is the achievement of goals and objectives. A typical example supporting this thought is given below:

"To me performance means accomplishment of the task in hand within given time period and given resources". (HOD 3)

Figure 5.12 will summarise this theme and the sub-themes related to this.
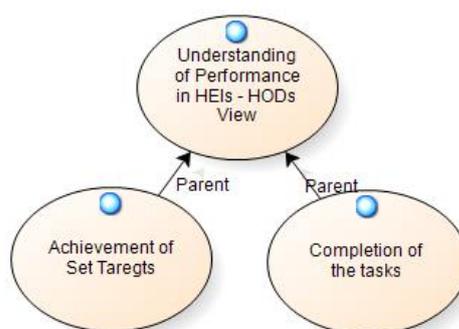
Figure 5.12: Understanding of Performance in HEIs - HODs View

5.6.2 Theme 2. Understanding of performance management in HEIs - HODs' View

The second main theme is understanding of performance management in HEIs from HODs view which is supported by two sub-themes. Almost all of the interviewees that performance management is the management of activities to achieve goals. The typical examples from the interviews are given below:

"In my understanding performance management is the set of activities designed to achieve goals and targets at individual and organisational level". (HOD 1)

"I think performance management is to manage the activities of employees to accomplish the given task". (HOD 3)

Based on these quotations it is clear that HODs consider PMS as the management of activities to achieve the goals and tasks.

126

The second sub-theme to support main theme of understanding of PMS in HEIs as 'system to manage employee performance'. This has been repeated twice. The typical examples from the interviews are given below:

> *"PMS is a mechanism to manage the performance of employees to attain improved performance of the organisation". (HOD 2)*

The HODs made it clear that performance management is HEIs is the management to achieve goals and a system to manage the employee performance. The figure 5.13 will summarise this theme and sub-themes related to it.
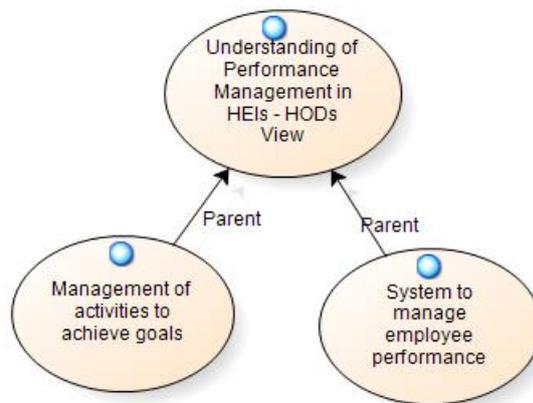
Figure 5.13: Understanding of performance management in HEIs - HODs' View

5.6.3 Theme 3.   Reasons of PMS implementation in HEIs – HODs' View

During the analysis of HODs interviews, the third main theme is related to reasons of PMS implementation in HEIs. This main theme is supported by five sub-themes. All of the HODs agreed that PMS is implemented to maximise the productivity of employees. This thought has been repeated three times. The typical examples from the interviews are given below:

> *"The purpose of PMS is to increase the productivity of organisation by unleashing the best of the employees". (HOD 1)*

> *"The objectives of the PMS are obvious. It is applied in university to improve the performance of the academic staff and the institution as well". (HOD 3)*

These quotations made it clear that according to HODs, the first reason is to improve the performance of employees and the resultantly the improved performance of the organisation.

Another most repeated reason for PMS implementation is 'to gain more funding', which emerged as second-sub theme. HODs stated that the HEIs need more finding and to get them

HEIs need to show improved performance to the funding authorities' like HEC (Higher Education Commission of Pakistan) and other governmental bodies. The typical examples from the interviews are given below:

> *"Universities have to show progress to the HEC and governmental bodies to get more funds... and PMS is the implemented to achieve these goals". (HOD 1)*

> *"The university is focusing on some key goals like getting more funding.... Performance management systems is focused on all these aspects". (HOD 2)*

> *"Along with these objectives, university want to get more funding from Higher Education Commission and the provincial government which is possible if we show increased performance as an institution". (HOD 3)*

The quotations made it clear that to get more funding is the reason to implement PMS in HEIs. This thought has been repeated by all of the HODs.

Furthermore, HODs described more research publications as a reason for PMS implication. The typical examples from the interviews are given below:

> *"PMS is a mechanism which is aimed to enhance the performance of the university in terms of more research publications." (HOD 1)*

> *"Universities are implement mechanism of performance management for quite a few reasons including better performance, more research publications etc.". (HOD 2)*

> *"University want more research work so PMS is aimed to hit such targets by managing performance of the employees especially the academic staff". (HOD 3)*

These quotations made it clear that according to HODs increased volume of research publications is a reason to implement PMS in HEIS.

The fourth sub-theme is to achieve improved position in university ranking table. The universities are competing to achieve top positions in the ranking list of HEC. HODs stated that PMS is implemented to achieve this objective as well. The typical examples from the interviews are given below:

> *"Apart from this, universities have to compete for better position in the university ranking at national and international level. So such systems are aimed to achieve all these objectives". (HOD 1)*

"The university is focusing on some key goals like….., and stepping up in the ranking of HEC. Performance management systems is focused on all these aspects". (HOD 2)

"Along with these objectives, university want to get more funding from Higher Education Commission and the provincial government which is possible if we show increased performance as an institution and PMS is a implemented to achieve this goal". (HOD 3)

The HODs interviews shows that the above mentioned objectives are the reasons to implement PMS in HIEIs. The figure 5.14 will summarise this main theme and the sub-themes related to it.
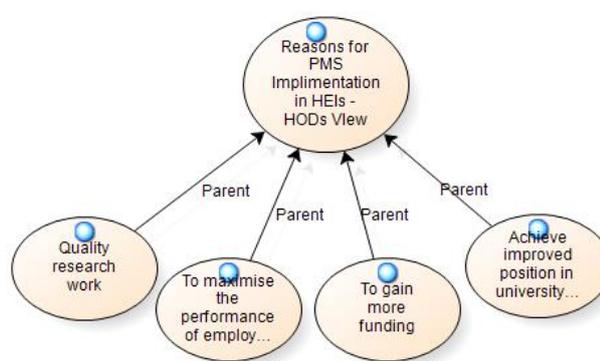
Figure 5.14: Reasons of PMS implementation in HEIs – HODs' View

5.6.4 Theme 4. Faculty Members' Perception of PMS in HEIs – HODs' View

After that analysis of the interviews of HODs, the fourth main theme emerged as the 'faculty members' perception of PMS in HEIs". This theme is supported by two-sub themes which will be presented below.

Two HODs stated that they perceive PMS as a tool for performance management of employees and the institution. The typical examples from the interviews are given below:

"PMS in my institution is a tool to manage the performance of employees. Employees' perceive this as a tool to facilitate them to achieve their individual targets which will eventually achieve organisational goals". (HOD 2)

"It is been implemented to achieve better performance from employees and to improve overall organizational performance. My university perceives this as a phenomenon to optimally utilise its employees and to get better performance". (HOD 3)

These quotations made it clear that the most repeated perception of PMS is as a tool to manage the performance of the employees.

The second-sub theme emerged as fair depiction of employee performance. HOD 1 stated that PMS is the tool for transparent evaluation of employees' performance. The typical examples from the interview is given below:

Employees consider this as a method of transparent depiction of their performance in a given time period. We review the performance of employees annually, so this PMS assign goals to all academic and non-academic staff of the university and their performance is measured against those goals by the end of the specified time period". *(HOD 1)*

It seems that HOD 1 consider PMS as fair tool for the performance evaluation in his institution. The figure 5.15 will summarise this theme and sub-themes related to it.
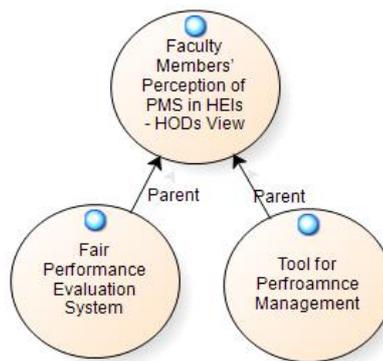
Figure 5.15: Faculty Members' Perception of PMS in HEIs – HODs' View

The table 5.2 present the summary and comparison of the main themes and sub-themes among all job roles related to the RQ1. The differences and the similarities will be discussed in detail in the chapter six.

RQ1 – Perception of PMS in HEIs
Summary and comparison of themes and sub-themes among five job roles in HEIS.

Main Themes	Sub-Themes	Lecturers	APs'	Associates'	Profs'	HODs'
Understanding of performance in HEIs	Ability to achieve goals and objectives	✔		✔	✔	
	accomplishment of tasks	✔	✔			✔
	Achievement of Set Targets	✔				✔
Understanding of performance management in HEIs	Effectual tool for planning and control	✔				
	Management of Activities to achieve goals	✔	✔		✔	✔
	Continual Communication between employee and supervisor	✔				
	Employees performance evaluation	✔				
	Prioritisation of goals at individual and organisational level		✔			
	Performance Evaluation			✔	✔	
	To manage employee performance			✔		
	Monitoring System			✔		
	To Enhance Employees Productivity				✔	
	System to manage employee performance					✔
Reasons for PMS implementation in HEIs	To enhance productivity of the HEIS	✔				
	achieve organisational goals	✔			✔	
	Maximise the productivity of employees	✔	✔	✔	✔	✔
	Quality Research Work	✔	✔	✔		✔
	Improved position in University Ranking Table	✔	✔	✔		✔
	Increasing competition		✔			
	To gain more funding		✔	✔	✔	✔
	To achieve better performance			✔		
Faculty Members' Perception of PMS in HEIs	Mechanism for employee performance management	✔				
	extended form of traditional appraisal system	✔	✔		✔	
	phenomenon of performance management and measurement	✔				
	PMS - A Controlling Tool		✔			
	Fair Performance Evaluation		✔			✔
	Tool for Performance Evaluation			✔	✔	✔
	Tool for Performance Management					
	Organising Work of Faculty Members					✔

Table 5.2: RQ1 – Perception of PMS in HEIs – (Summary and comparison of themes and sub-themes among five job roles in HEIS).

Section 2: RQ2. *How do performance management system (PMS) affect faculty performance in HEIs in Pakistan?*

The second research question is aimed to explore the effects of PMS on faculty performance in Pakistani HEIs. This section will present the findings from five job roles regarding RQ2. The structure of analysis process will follow the job roles of faculty members in Pakistani HEIs. The first sub-section will discuss the understanding of Lecturers View.

5.7 Effects of PMS on Faculty Performance – Lecturers View

After analysing the lecturers' interviews, three main themes emerged in relation to RQ2. These themes and related sub-themes will be presented below.

5.7.1 Theme 1. PMS – A motivational agent - Lecturers' View

All of the interviews agreed that performance management is working as a motivational agent for them. This has been repeated five times in the analysis process. PMS is providing them clear goals, facilitating them with required resources and trainings to achieve those goals. The typical examples depicting the thoughts of lectures are given below:

> *"As I was discussing earlier, performance management system is allowing employees to be part of goal setting. I think if you are setting your goals then you feel responsibility to achieve this efficiently and effectively. Along with this participation in goal setting process, performance management systems also helps in achievement of these goals by providing support and resources. This all facilitation works as a motivational tool for academic staff of any higher education institution". (Lecturer 1)*

Further, lecturers stated that faculty members feel motivated to achieve their targets as they expect rewards for hard work. The PMS is a comprehensive system, starting from goals setting to evaluation and then finally allocation of rewards for good performers and identifying issues affected the poor performers. A typical example to support this sub-theme is given below:

> *"Performance management system is a motivational agent for me as I think if I am hitting my targets well in time then I will be rewarded for my hard work". (Lecturer 1)*

Lecturer 3 stated the PMS is aligning their personal and professional goals, which emerged as the second-sub theme. The typical example from interview is given below:

> *"Yeah, it is motivating faculty members by aligning personal and professional goals. By ensuring availability of the resources required for this. It helps faculty members to*

achieve their targets so it keep them moving towards their better performance".
(Lecturer 3)

The third sub-theme emerged as the clarity of goals and objectives communicated by PMS to the faculty members. If the goals are clear then it helps to achieve those goals as faculty knows what is expected from them and what they supposed to do. The typical example from interview is given below:

"Performance management is affecting my performance by giving me clear understanding of what I am expected to do. Along with this clear understandings of the standards it also involve me in goal setting which gives me a sense of responsibility than the feeling of receiving commands. It also provides us required training needed to accomplish my tasks so it upgrades me professionally. This all has effect on my performance so I think PMS have positive influence on my performance. ". (Lecturer 1)

"I think the performance management system usually have a good fit between personal and professional development. It ensures personal development by having a clear plan and availability of resources for this. It also facilitates me to organize my work and get my improved performance". (Lecturer 3)

Based on these quotations, lecturers made it clear that PMS is working as motivational agent for them. The figure 5.16 will summarise this theme and the sub-themes related to this.
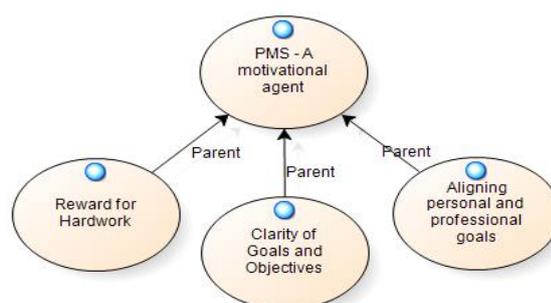
Figure 5.16: PMS – A motivational agent - Lecturers' View

5.7.2 Theme 2. Implementation Issues of PMS - Lecturers' View

After the analysis of lecturers' interviews, the second theme 'implementation issues of PMS' emerged along with two sub-themes. The issues reported by lecturers' are presented in the following two sub-themes. All the interviewees made it clear that management has treated PMS has controlling tool. PMS is utilised to monitor and control in terms of evaluation of

performance instead of providing regular constructive feedback. The typical example portraying these thoughts are given below:

> *"Although I have concerns in the evaluation and performance measurement aspect as still the management take this as a controlling aspect rather than providing constructive feedback. Sometimes, the departmental heads humiliate academic staff if they have any performance issues so this makes them reluctant to discuss their issue".* *(Lecturer 1)*

> *"As Performance management in my institution is more on controlling side. So looking at my performance and to appraisals of other employees, it motivates me".* *(Lecturer 2)*

Based on these quotations, it is clear that PMS has been treated as a controlling mechanism in HEIs. Lecturer 3 stated that PMS is still not utilised properly by senior management to hold the power of performance reviews.

> *In my university the PMS is applied but the real essence of this system is yet to be applied. I mean the system is there but the people who should be using this system to get the desired outcome are not applying it fully. I think the concerned people are not ready to implement a system which can challenge their power – in terms of performance reviews. So I could say that in my institution PMS is in its transition phase.*

All lecturers stated that PMS is still not utilised properly and should be utilised more than just a controlling mechanism. The lecturer 2 has stated that HEIs need a customised PMS according thot their specific needs.

> *"I think HEIs are different from the typical corporate organizations so if you import this PMS from any corporate organization than it might not help. But keeping in view the complex nature of the HEIs, a customized PMS according to the needs of the institution can help to achieve better results. So don't just import this from profit making organizations".* *(Lecturer 2)*

Based on this quotation, lecturers stated that HEIs should have their own PMS. The figure 5.17 will summarise this theme and sub theme related to this.
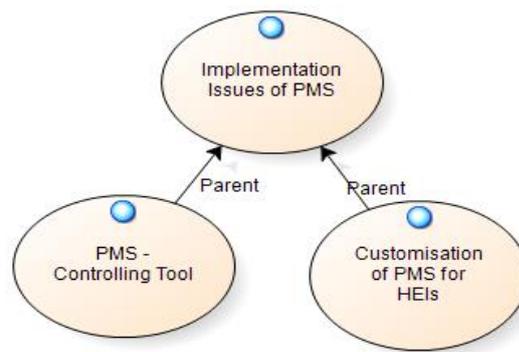
5.7.3 Theme 3. Unfavourable culture for PMS - Lecturers' View

During the data analysis process, the third theme is 'unfavourable culture for PMS'. This has been repeated six times. All of the lecturers made it clear that HEIs doesn't have favourable culture to get the maximum benefits of PMS.

> *"Sometimes, the departmental heads humiliate academic staff if they have any performance issues so this makes them reluctant to discuss their issue. This is because of the culture of the organization. In Pakistan we have power oriented culture in our organization which doesn't allow staff to discuss their issues comfortably with their respective heads/bosses". (Lecturer 1).*

In relation to this, the first sub-theme stated culture as 'power oriented culture'. All the interviews stated that culture of HEIs is very power oriented. Boss has more power than they system. Although the PMS has been implemented yet the management and the bosses work according to their personal choice.

> *"The culture here is not trustworthy coz people are not honest and credible. People love to have power and also to use that power to affect others career. The people in power need to change this attitude and want to introduce an encouraging culture in the organization". (Lecturer 1)*

> *"For now the system is still affected by the culture of the organisation and the approach of the senior management. Just like any other developing country, we also have people who love to be powerful and like to affect people from the power they own. I mean the power given to them due to their position in hierarchy and role". (Lecturer 3)*

Based on these quotations, it is clear that lecturers consider culture of their HEIs as power oriented, which is not favourable for PMS to fully utilise.

The second sub-theme in relation of unfavourable culture is 'influence of the bosses'. According to interviewees, the bosses has strong impact on the functionality of PMS. Bosses influence the system and the performance evaluation of faculty members. Two lecturers have stated that bosses have right to deal with system in the way they want. The typical examples form the interviews are given below.

> " It is a general practice here that hard workers don't get their due reward rather the one who has managed to be in good books of the boss is getting better ratings and other rewards. So this is the biggest problem". (Lecturer 1)

> "PMS is affected by the working environment of the institution. Here Boss has more power than the system. Things exist in theory but their practical implementation is not according to the requirement of the system". (Lecturer 2)

This influence of boss may be because of the culture in which these HEIS work. All the lecturers have consensus in their responses that current culture in the HEIs is not favourable for the PMS. The figure 5.18 will summarise this theme and sub-themes related to it.
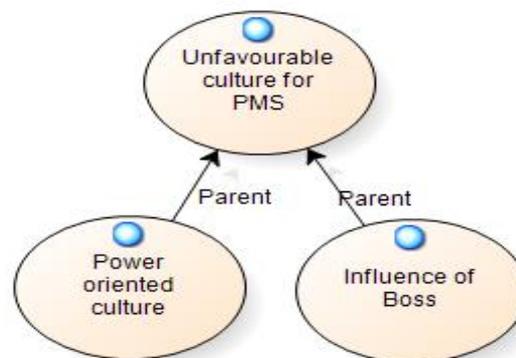
Figure 5.17: Unfavourable culture for PMS - Lecturers' View

5.8 Effects of PMS on Faculty Performance – APs' View

After analysing the APs' interviews, three main themes emerged in relation to RQ2. These themes and related sub-themes will be presented below.

5.8.1 Theme 1.   PMS – A motivational agent - APs' View

During the analysis process of the APs' interviews, first main theme is related to as a motivational tool. This theme is further supported by two sub themes. The first sub-theme is

'clarity of the goals and objectives'. This has been repeated seven times by all three APs'. The typical examples form the interviews are given below.

> *"It is aimed to introduce positive impact on the performance of the faculty and other staff. PMS is communicating the goals you supposed to achieve and the time frame is given which create motivation among faculty members to achieve the target". (AP 1)*

> *"Performance management is kind of motivational tool for employees. It is motivating academic staff to achieve the predetermined goals. As everyone is aware of the fact that there performance will be reviewed as well after the end of the specific given time so they are motivated to achieve the targets". (AP 2)*

> *"Performance management is helping me to achieve my targets. PMS provides me clear goals and a pathway to achieve those goals". (AP 3)*

Based on these quotations, it is clear that APs' considered PMS as mechanism tool because it is communicating clear goals and objectives.

The second sub-theme is emerged as 'expectation of reward for hard work'. All of APs' stated that they expect their hard work will be rewarded according to the PMS after achieving the goals and objectives assigned. APs stated that the old appraisal system wasn't giving the reward to the hard workers, but to the people who were in the favourites of the senior management. But with the implementation of PMS, APS expecting reward to the hard workers. The typical examples form the interviews are given below.

> *"I am proponent for the implementation of PMS in my institution coz I thought it will be do fair and honest evaluations of the performance". (AP 1)*

> *"Previously, Performance appraisal wasn't fair in our organisation like any other public sector organisation in country. So with the implementation of the PMS, we had a hope that it will be fair in the measurement of the performance of faculty members and the rewards will be given according to this honest appraisals". (AP 2)*

> *"I think performance management motivates me to achieve my goals. This accomplishment will give me better results in my performance reviews, which will ultimately give me recognition among my colleagues". (AP 3)*

Based on these quotations, it is clear that APs' expect rewards as a result of their hard work. APs are also in favour of PMS because they consider it as fair performance evaluation tool

and expect it will eliminate the old negativity of performance appraisal. The figure 5.18 will summarise this main theme and sub-themes related to it.
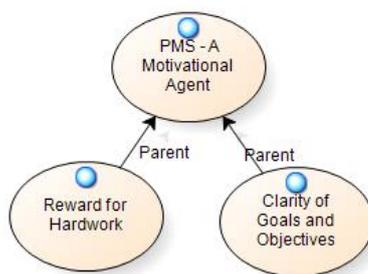
Figure 5.18: PMS – A motivational agent - APs' View

5.8.2 Theme 2. Implementation Issues of PMS - APs' View

After the analysis of APs' interviews, second main theme is emerged as implementation issues of PMS. This theme is further supported by four sub-themes which will be presented below.

The first sub-theme is related to the customisation of PMS according to the needs of HEIs. All of the APs' stated that PMS should be implemented in HEIs but instead of importing it from corporate world, it needs to be customised for HEIs. This has been repeated two times in data analysis of APs' interviews. This is because of the different and complex work environment of HEIs. The typical examples form the interviews are given below.

> *"As universities work environment and the structure is completely different from the corporate world where from we are importing such mechanism. Yet, in our institution academic staff is accepting this mechanism and hoping that it will be utilized according to the requirements of the organization and faculty members will have fair reviews of their performance". (AP 2)*

> *"My institution has implemented performance management system, but it will take time to get its maximum results. I think we have imported a system from profit oriented organisations, regardless of the fact that universities have different work environment. Universities are not profit oriented organizations; rather they work for the long term betterment of the society..... I think we should implement such systems in universities too, but there should be some changes according to the complex nature of work and the structure we have". (AP 3)*

Based on these quotations, it is clear that APs' want to implement PMS in the HEIs, but according to need of the organisation.

The second sub-theme is 'PMS – A controlling tool'. Almost all of the APs' stated that PMS has been treated as control mechanism in their institutions. This may be because of the management approach towards this system or management is more concerned with the evaluation and control aspect of PMS and ignoring other important areas of PMS. The typical examples form the interviews are given below.

> *"At the moment, PMS is mostly treated as control mechanism. It is utilised to assign goals to the faculty members so they fulfil their academic and other given responsibilities. There is a lack of communication between management and the academic staff to discuss any issues in the achievement of the goals. So the PMS is not as much effective at the moment as it can be". (AP 1)*

> *"But in our institution it is still considered more as a monitoring and controlling mechanism where we can see kind of nepotism". (AP 2)*

According to these quotations, APs' made it clear that the HEIs are still utilising the PMS to control faculty members performance. This may be because of the approach of management for PMS.

While, another interviewee from APs stated that still reviewing part is relatively biased, which emerged as third sub-theme. AP 3 has mentioned that with the implementation of PMS, the performance reviewing part hasn't changed much. The typical examples form the interviews are given below.

> *"So in PMS everything else is there, but the reviewing part hasn't been changed much in comparison with that controlling concept of performance reviewing. So, most of the time the reviewing part gets biased and people in good books of management may get good results as compare to the one who's is not favourite of management". (AP 3)*

This quotation made it clear that performance evaluation is still not fair. The figure 5.19 will summarise this theme and sub-themes related to it.
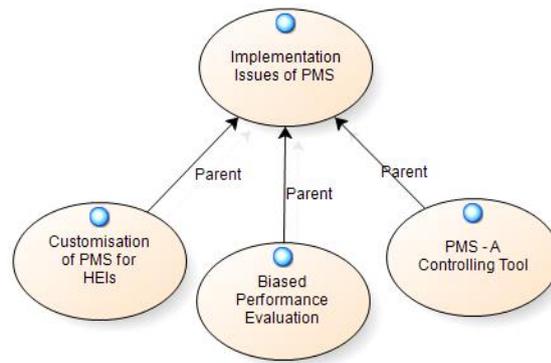
Figure 5.19: Implementation Issues of PMS - APs' View

5.8.3 Theme 3. Unfavourable culture for PMS - APs' View

After the analysis of APs' interviews, the third main theme is related to the 'unfavourable culture for PMS'. All of the APs' shared their views regarding the influence of culture on the effectiveness of PMS. The influence of culture has been stated in regards to influence of the boss, power orientation of culture and the trustworthiness of PMS in this unfavourable culture. The sub-themes related to this theme is presented below.

Almost all of the APs' mentioned that the culture of HEIs is power-oriented culture. This type of culture in organisations doesn't support the systems like PMS, rather they consider this a challenge for their power. This consensus among APs' emerged as first sub theme. The typical examples form the interviews are given below.

> *"But it seems like the actual spirit of this system is missing coz the people who manage this are the same old power-oriented people. They don't want to develop an environment which cultivate fair and honest evaluations or performance". (AP 1)*

> *"If I talk about the system itself, I would say this is a great method of managing performance. But when I see its implementation in university, I must say it is not utilized properly. It may be because of the power oriented culture in our institutions. Our bosses don't like such system which provide clear picture of performance and challenge their power". (AP 2)*

> *"I think organisational culture is also not so supportive for PMS implementation. The universities culture is clearly power-oriented, and the management don't want to change this culture to support such systems like PMS". (AP 3)*

Based on these quotations, APs' made it clear that organisational culture in not favourable for the PMS.

This power-oriented culture is characterised by the strong influence of the boss, which has been emerged as second-sub theme. This has been repeated five time in the APs' interviews. APs' stated that boss has strong power in the HEIs. The typical examples form the interviews are given below.

> *"…the PMS is not implemented in its real form, as the reviewing part of PMS is still in grey areas. Your appraisals are not done according to your work – but by your terms with boss. Boss can make or break you. This is the unsaid rule which demotivate the faculty members". (AP 1)*

> *"I mean to say that favourite people of management will get better reviews as compared to those who don't any place in good books of management. It is a sad reality that still we need to agree with the "boss" no matter if we have a different opinion. So I can conclude that in PMS the reviewing part is not as fair as it should be". (AP 2)*

> *"Though PMS assign you clear goals, but the reviewing is still on the discretion of the boss. And the boss is always right and can affect you on the basis of his liking or disliking for you. So no matter even if you doing your work, the evaluation will be done by boss, who has all rights to exploit his power". (AP 3)*

Based on these quotations, it is clear that bosses influence the implementation of PMS in HEIs. This may be due the culture of HEIs in Pakistan.

The influence of the bosses on the evaluation part sabotage the trustworthiness of PMS. Faculty members stated that PMS itself is a great mechanism for improved performance of employees and HEIs, but the environment in which its working and the people managing this system are not trustworthy. This has been repeated three times in the analysis process of AP's interviews and emerged as third-sub theme.

> *"The system itself can't do wonders if the people dealing with it are not trust worthy. I think in our institutions the culture of the universities are not facilitating the system to work. It is a common practice here to keep power in the hands of the senior management then the system. So when the people are more powerful than the system how that can be trust worthy". (AP 1)*

"I cannot fully trust PMS here as it is in hands of biased people. The managers or the senior management affect performance management and reviewing of performance according to their personal liking and disliking. Finally I will add that it is not the system which is not trustworthy; it is about the people who are dealing with this system". (AP 2)

"There is no doubt about the usefulness of the system but I have concerns about the implementation of this system. It is still considered as a controlling tool than to be a method of improvement in the performance. Boss will review your performance according to his/her own choice, which has nothing to do with the amount of work you done to achieve your targets. Such practices are sabotaging the faculty members' trust on PMS". (AP 3)

Based on these quotations, it is clear that cultural influence, influence of the boss is damaging the trust of faculty members' on PMS. The figure 5.20 will summarise this main theme and sub-themes related to it.
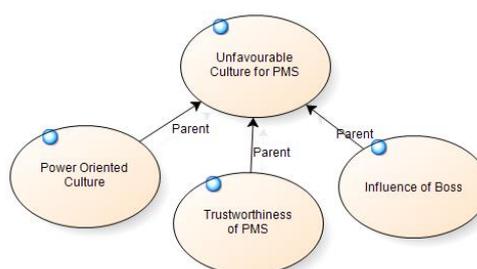
Figure 5.20: Unfavourable culture for PMS - APs' View

5.9 Effects of PMS on Faculty Performance – Associates' View

This section will present the finding from the Associates' interviews regarding the effects of PMS on faculty performance. Three main themes and related sub-themes emerged during the process of data analysis, which will be presented below.

5.9.1 Theme 1. PMS – A motivational agent - Associates' View

All of the associates' stated PMS as a motivational tool for faculty members. Interviewees explained that PMS provide them clear goals and objectives motivate them to achieve assigned goals. This theme is further supported by two sub-themes.

The first sub-theme is related to 'clarity of goals and objectives'. Associates stated that PMS is providing them clear goals and objectives. There are no ambiguities in terms of what is

expected from a faculty member in HEIs. The role of a faculty member is multi-facet, and the PMS is providing you goals from every sphere. The typical examples form the interviews are given below.

> *"PMS is a positive tool to enhance performance of faculty by assigning the clear goals and targets. Then Faculty members are aware that their performance will be evaluated according to the tasks assigned. So everyone is clear of what they should be doing". (Associate 1)*

> *"I think PM is helping me to get my targets on time. A faculty members is involved in multiple roles like teaching, research work and administrative responsibilities etc. This provide me goals and objectives from every role which make me clear what I supposed to do, this can be a motivation for work that your performance will be measured after a defined time period". (Associate 2)*

> *"PMS is giving you clear targets and you know what you supposed to do. And it also tells you what standard has to be measured in your work or performance. So, yes it is motivating academic staff in my institution". (Associate 3)*

Based on these quotations it is clear that PMS is giving clear information about goals and objectives to the Associates. They stated that if goals are clear then the standards for performance evaluation.

The second sub-theme is related to the 'expectation of reward for hard work'. This has been repeated three times in the analysis process. Associates stated that PMS assign goals and also inform rewards associated with those goals. Associates stated that if they are achieveing the assigned goals, then they will get the rewards. The typical examples form the interviews are given below.

> *"It is motivating positively because of reward associated to performance like Travel Grants and incentive are huge". (Associate 1)*

> *"Faculty members are performing according to the target assigned to them and the associated rewards like good reviews in performance evaluation are motivating them. (Associate 2)*

Based on these quotations, associates' made it clear that the achievement of the given targets will result in good reviews for their performance evaluation. The figure 5.21 summarise this theme and sub-themes related to it.
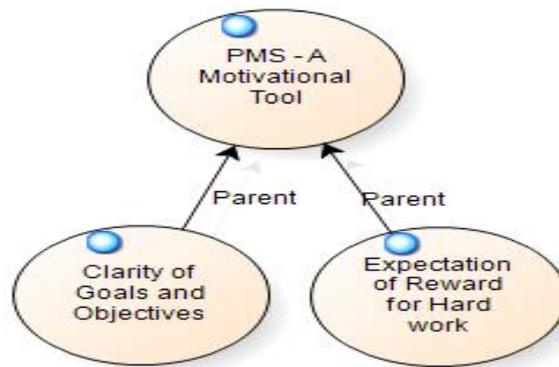
Figure 5.21: PMS – A motivational agent - Associates' View

5.9.2 Theme 2. Implementation Issues of PMS - Associates' View

The second main theme is related to the implementation issues of the PMS in HEIs. Associates have repeated this five times in the analysis process. This main theme is supported by two sub-themes, which will be presented below.

The first sub-theme is related to 'biased performance evaluation'. Associates has repeated this 3 times. Interviewees mentioned that the performance evaluation is biased in HEIs. This is because of the implementation issues in PMS. The typical examples form the interviews are given below.

> *"The people who are managing this system are the same people who were enjoying the position of affecting other faculty members work on the basis of their personal discretion. Now this new system is in place but those senior management and senior academician who are responsible for evaluation re still biased and dealing with this according to their own choices". (Associate 1)*

> *"The PMS is fair as a system, it's just its implementation which make it fair for the institution of not. The evaluation of performance is biased in our HEIs due to the unfair practices bosses who give undue benefits to the favourite people". (Associate 2)*

> *"Performance management is a multi-facet phenomenon. In my opinion when it comes to the fairness in the measurement and review of the performance, it is not that much fair here. As people who have good relationship with the top management may get good reviews as compared to those who are not in the good books of the management". (Associate 3)*

Based on these quotations, it is clear that performance evaluation is biased in the HEIs. It is mainly affected by the people who are dealing with PMS.

The second sub-theme is 'PMS – A controlling tool". This thought has been repeated five times in data analysis process. This may be because of the approach of the people who are managing PMS in HEIs. Interviewees stated that HEIs consider controlling aspect of PMS more important than other aspects. The typical examples form the interviews are given below.

> *"At the end you are not accountable for you actions and output how you could punish or reward a person. Management use this tool to control faculty members. This controlling aspect is stronger than other aspects of PMS, which clearly describe the concern of management". (Associate 1)*

> *"These people are still considering PMS as a controlling mechanism and ignoring other aspects of PMS. The culture of HEIs is not facilitating the system as it can be threat for the traditional way of managing and evaluating performances of faculty members". (Associate 2)*

> *"Well, initially it was more focused on controlling side of PMS.... I mean it was more concerned towards the measurement and reviewing of the performance of employees rather than encouraging them for better performance". (Associate 3)*

Based on these quotations, it is clear that HEIs give more importance to control faculty members than to manage their performance. This may be because of their understanding of PMS based on their past experience.

The figure 5.22 summarise this theme and the sub-themes related to it.
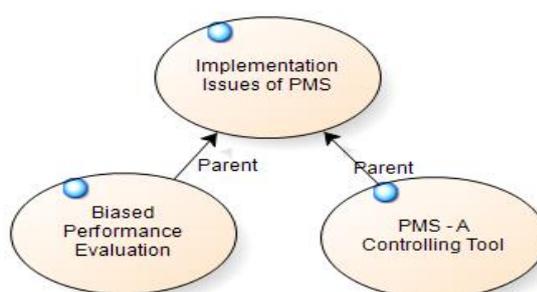
Figure 5.22: Implementation Issues of PMS - Associates' View

5.9.3 Theme 3. Unfavourable culture for PMS - Associates' View

The third theme is related to the unfavourable culture for PMS. This theme has been repeated five time in the analysis process. Associates have stated that PMS is a good system to manage the performance of HEIs, but the culture prevailing in the HEIs is not favourable for this

system. This main theme is further supported by three sub-themes which will be presented below.

The first sub-theme is stating the 'influence of the boss'. Associates have stated that bosses have strong influence in the implementation of PMS in HEIs. The management keep its power by controlling subordinate and is not facilitating any systems which seems a threat for this power of bosses. The typical examples form the interviews are given below.

"Problems are of biasness and enmity of boss towards some member. The performance evaluation is done by bosses and they use this duty as a mean to keep subordinate under control. In our institutions performance reviews are not done by your work, but on the basis of your relationship with boss". (Associate 1)

"The PMS is fair as a system, it's just its implementation which make it fair for the institution of not. The evaluation of performance is biased in our HEIs due to the unfair practices bosses who give undue benefits to the favourite people. The HR and the senior management needs to change their minds from old-fashioned methods and techniques to this fair and transparent system". (Associate 2)

"However, the management and the bossed still treat PMS as a threat for their power. In our institutions bosses are powers and they exhibit their power by influencing your performance evaluations or even career. Hopefully, with the implementation of PMS, the influence of the boss will be minimized as the target and the evaluation standards are clear to the faculty members". (Associate 3)

Based on these quotations, it is clear that HEIs management and the bosses are more concerned about their control on subordinates. That may be because of the power-oriented culture of the HEIs.

The second sub-theme is 'power-oriented culture'. This has been repeated four times in the analysis process. The interviewees stated that this culture is not so supportive for the PMS to work efficiently as it is a threat for the power of the senior management or the bosses. The typical examples form the interviews are given below.

"Although PMS is implemented, but the culture of our HEIs are not so supportive for this phenomenon. Universities here are deeply affected by status quo and power oriented culture. Such cultural atmosphere generate hindrances for systems like PMS". (Associate 1)

"The PMS system is relatively fair and provide clear domains of performance and the standards to review that performance. So the senior management takes this a threat to their power, as you know here senior's power is the ultimate power. They can affect your career easily due to the power vested in their positions. I think such exploitations are part of our organisations culture. Our HEIs have power oriented culture just like all other public institutions in country. They don't facilitate any systems which can be a potential threat to bring positive change in culture". (Associate 2)

These quotations made it clear that culture of HEIs is not facilitating PMS, while faculty members are welcoming PMS in the hope to get rid from this culture.

The third sub-theme is 'trustworthiness of the PMS'. Associates have mentioned that they trust PMS as a system but the environment where it is working and the people managing PMS are not trustworthy. The typical examples form the interviews are given below.

"This system is trustworthy as it makes your performance and the standards to review your performance are transparent unlike the old method where the boss has all the powers to affect your performance review and career". (Associate 2)

"Performance management is a system which has proved its usefulness in corporate structure. But when we talk about its implementation in universities...It is still not utilised properly. Still it has been treated like traditional performance appraisals, which were focused only to measure the performance of employees like in corporate organisations. So I can say that the PMS is still underutilized in universities. Apart from this underutilisation of system, I can't trust much on the people who are responsible to operationalize this system in academic institutions". (Associate 3)

Based on these quotations, it is clear that Associate trust the PMS as system, but the people who are managing the system and the culture of the institutions is not trustworthy.

The figure 5.23 will summarise this theme and the sub-themes related to it.
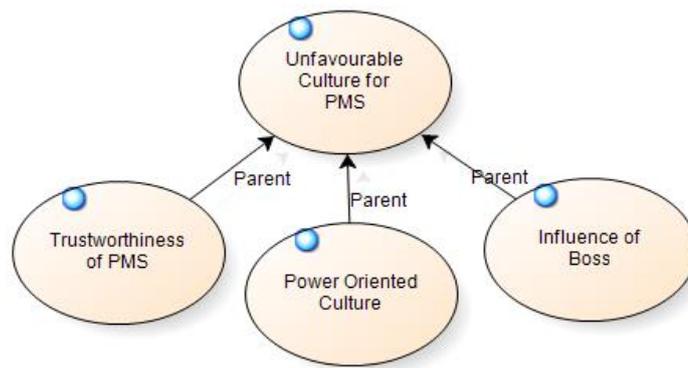
Figure 5.22: Unfavourable culture for PMS - Associates' View

5.10 Effects of PMS on Faculty Performance – Profs' View

During the analysis of Profs' interviews, three main themes emerged related to the effects of PMS on faculty performance. These three main themes and the related sub-themes will be presented in the section below.

5.10.1 Theme 1. PMS – A motivational agent - Profs' View

The first main theme is the effects of PMS as a motivational agent. Almost all of the Profs' stated that the PMS is working for them as motivational agent. This main theme is further supported by two sub-themes. The first sub-theme is 'reward for hard work'. All of the interviewees stated that PMS provides them clear goals and objectives to achieve. The typical examples form the interviews are given below.

> *"Performance management is helping academic staff to achieve their goals and objectives efficiently and effectively by proving clear information of what needs to be done". (Prof 1)*

> *"Performance management is improving my performance. It provides me an understanding of what are my targets and helps me organize and prioritize my work to achieve those targets". (Prof 2)*

> *"I believe PMS of the varsity has been instrumental to realise my goals and aligns my class activities, objectives, teaching methodology in line with organization's performance norms. So I can say PMS is helping me by proving information of what I am expected to do by giving clear goals and objectives". (Prof 3)*

148

Based on these quotations, it is clear that PMS is providing clear information to the faculty regarding their goals and objectives. This information helps them to achieve what was expected and also facilitate to organize their work.

The second sub-theme is related to the 'reward for hard work'. Profs are of the view that as PMS is facilitating them by providing clear information of their goals and targets. Similarly they expect that after achieving all the assign goals and targets will give them rewards like better performance reviews, research grants etc. The typical examples form the interviews are given below.

> *"Performance management is helping academic staff to achieve their goals and objectives efficiently and effectively by proving clear information of what needs to be done. It helps them to achieve more by organizing their time and effort as everyone expects good rewards after completing the assigned goals". (Prof 1)*

> *"Performance management is motivating staff by giving them clear goals to achieve. It facilitate them by providing required training and development and motivate them for better performance reviews". (Prof 2)*

Based on these quotations, it is clear that Profs' expect that once faculty members receive their assigned goals, they need to be rewarded accordingly. The figure 5.23 will summarise this theme and the sub-themes related to it.

Figure 5.23: PMS – A motivational agent - Profs' View

5.10 .2 Theme 2.   Implementation Issues of PMS - Profs' View

During the data analysis process of Profs' interviews, the second man theme is implementation issues of PMS. Almost all of the interviewees have stated that PMS has

implementation issues in the HEIs which has influenced this system to work at its fullest. This theme is supported by two sub-themes.

The first sub-theme is 'PMS – A controlling tool'. This has been repeated three times in the analysis process. Interviewees stated that HEIs are still treating PMS as controlling tool. They utilise this system to evaluate the performances and treat evaluation aspects of PMS as a control mechanism. Profs have mentioned the reasons for this usage of PMS. This may be Because of the working environment of the HEIs and the approach of the decision makers in HEIs. The typical examples form the interviews are given below.

> *"In Pakistani higher education institutions, the people from old school of thought are still at the high positions. Those people are not happy with such reforms and still in favour of traditional appraisals etc because that is a medium of control for them. They think such transparent mechanisms can be a challenge to their authoritative positions. Although the new generations coming in the HEIs is in the favour of PMS but sadly they are not in the position of decision making. The top management is still utilising PMS as control mechanism for subordinates. Along with this approach, the overall culture of the organization is not facilitation the PMS". (Prof 1)*

> *"In my view, in my institution it is implemented but still in its transition phase. It is implemented but the senior management is not implementing it properly. They are mostly focusing on the appraisal where they can exhibit their power. But where it comes to continuous feedback, they consider it a burden on them. So I think it is there but to use it properly is still in process". (Prof 2)*

> *"Though PMS is also treated as controlling tool, just like the old performance appraisal. But faculty members are hoping that PMS will bring in change to eradicate this culture gradually. So I can't trust this fully here due to its implementation by the power-oriented people". (Prof 3)*

These quotations made it clear that according to the Profs', PMS has been treated a controlling tool in HEIs. This may be the reason of the status quo in the institutions.

The second sub-theme is the customisation of PMS for HEIs. Profs' have stated that it is a good initiative to implement PMS in HEIs to improve the performance of the employees and the organisations; but HEIs need a customised form of PMS. The PMS in HEIs should be

crafted according to the complex nature of work in HEIs. The typical examples form the interviews are given below.

> *"PMS should be implemented to bring change in the culture of the organisation, to encourage performance oriented culture, but it need to be crafted according to the needs of university which fits well with the complex work of HEIs". (Prof 1)*

> *"I think PMS is a great system to promote performance and positive culture in institution, but it should be made according to the HEIs needs and work like more focus on research etc". (Prof 2)*

This shows that the initiative of PMS implementation is appreciated to bring change, but HEIs might need a PMS according to their complex nature of work. The figure 5.24 will summarise this theme and sub-themes related to it.
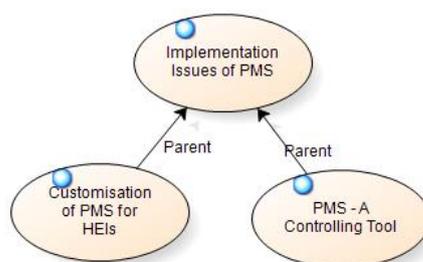
Figure 5.24: Implementation Issues of PMS - Profs' View

5.10.3 Theme 3. Unfavourable culture for PMS - Profs' View

During the data analysis process, the third main theme is unfavourable culture for PMS. This theme has been repeated six time. All the interviews have stated that PMS is implemented in HEIs, but the culture of these organisations is not so favourable for this system. This may be because of the working environment of HEIs, which is characterised by status quo and power. This main theme is supported by three sub-themes, which will be presented below.

The first sub-theme is the power oriented culture. This has been repeated four times during the analysis of Profs' interviews. Interviewees have state the HEIs have power-oriented culture which doesn't support such systems. The typical examples form the interviews are given below.

> *"This systems is aimed to promote the transparency of work and the evaluation, but our HEIs are flooded with the people of status quo approach. They have been part of*

the power-oriented culture and will resist for any change which might be an influence for their power". (Prof 1)

"The PMS is influenced by the culture of our organisation. We don't have such culture which could facilitate such system. Our people are stick to the power-oriented culture and want to keep things in control. So if such system is implemented which minimise their control, they will create problems for such system". (Prof 2)

"The culture of our institution is the biggest resistance for the implementation of system. And I think that's also a reason to implement PMS so it can bring a cultural change in the HEIs". (Prof 3)

Based on these quotations, it is clear that Profs' consider organisational culture as a significant barrier in the operationalisation of PMS.

The second sub-theme is influence of the boss. This thought has been repeated five times in the analysis process. The interviewees have mentioned that bosses have strong influence on the implementation and operationalisation of this system. The bosses in HEIs play an important role and the utilisation of any system is affected by their approach towards that system. The typical examples form the interviews are given below.

"Although it urges academic staff to perform better, but the culture of the organization is not rewarding the best performers. As the rewards are not only depends on your performance but on the desire of the boss. If in spite of the hard work, you can't make your boss happy then most likely you won't get better reward of your all hard work. Sadly, in our organizations the bosses have strong influence than the system". (Prof 1)

"As I mentioned previously that the people who are dealing with this system are not credible. They don't want to give fair reward to the best performers, rather they use their power on their personal liking and disliking. Your boss has the ultimate power to affect your future by giving you ratings in appraisals". (Prof 2)

"PMS provide you clear goals and you are striving to achieve those. But the performance appraisal will be done by the boss and he might not give a fair review due to his personal liking or disliking towards you. The bosses want to keep their control over subordinates and not in favour of such open and transparent systems". (Prof 3)

Based on these quotations, it is clear that bosses plays an integral part in the implementation of a system. Also, the bosses in HEIs have strong influence on the performance evaluation of the faculty members.

The third sub-theme is related to the trustworthiness of the PMS. This has been repeated three times in the analysis process. All of the Profs' stated that PMS is a good system to improve the performances of the faculty members and the institution, but the people who are managing it are not trustworthy. This may be because of the culture of the institution. The typical examples form the interviews are given below.

"Unfortunately, due to the discouraging culture of the institution, I can't fully trust on PMS. Being a business graduate and the academician in the field of business studies, I have no doubt about the usefulness of the PMS as a tool for improved performance. But in my institution, the working environment is not favouring such mechanism to perform better". (Prof 1)

"I trust PMS as a good system to improve the performance of the organization. This is a best way to organize work and to have better performance from all employees. But this system is not working properly in my organization... I think this is because of the culture of the organizations which doesn't promote hard work and fairness. I am hoping that such practices will change gradually though this PMS system." (Prof 2)

"I have discussing the impact of culture during our discussion. The culture of our institution is the biggest resistance for the implementation of system. And I think that's also a reason to implement PMS so it can bring a cultural change in the HEIs". (Prof 3)

Based on these quotations, it is clear that organisational culture is influencing the effectiveness of PMS. Faculty members believe that PMS will bring change in this culture which will lead to performance oriented culture. The figure 5.25 will summarise this theme and sub-themes related to it.
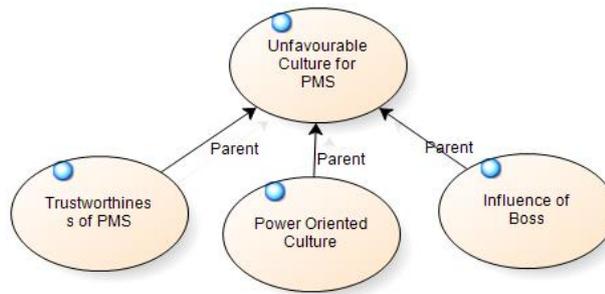
Figure 5.25: Unfavourable culture for PMS - Profs' View

5.11 Effects of PMS on Faculty Performance – HODs' View

Three main themes emerged during the analysis of HODs' interviews, related to the effects of PMS on faculty performance. These three main themes and the related sub-themes will be presented in this section.

5.11.1 Theme 1. PMS – A motivational agent - HODs' View

The first main theme is 'PMS – A motivational agent'. This theme has been repeated eight times during the data analysis process. All of the HODs' have stated that PMS is a motivational tool for faculty members. This main theme is supported by two sub-themes.

The first sub-theme is the clarity of goals and objectives. This has been repeated four times in the analysis process. The HODs' stated that PMS is providing clear set of goals and objectives to the faculty members. This shows that a clear information about what is expected from faculty members may create motivation to achieve those goals or objectives. The typical examples form the interviews are given below.

> *"This PMS is designed for a clear and transparent depiction of the performance of all employees regardless to their role and position in the institution. PMS has clearly described my goals and objectives so I know what are my responsibilities and what is expected from me to do, so I do the required things to achieve all those tasks required to measure my performance". (HOD 1)*

> *"PMS is effecting my performance positively by giving me clear targets. Along with the clear targets, it is making performance evaluation transparent. I know if I achieve what is assigned to me then I am a good performer and vice-versa". (HOD 2)*

> *"Personally I have become more organised with PMS. Now everyone has their defined goals and you know you have to achieve them for evaluation. So I plan and*

154

organise my work to achieve my targets from all areas of my responsibilities". (HOD 3)

Based on these quotations, it is clear that PMS is providing clear information of goals and objectives for the faculty members. HODs' have mentioned that they plan and organise their work accordingly as they have clear information of what is expected from them and what they have to achieve in the specified time.

The second sub-theme is related to reward for goals. This sub-theme has been repeated four time during analysis process. HODs' have stated that PMS not only communicate the information about the assigned goals and objectives for faculty members but it also provide information about the preformation evaluation and the rewards associated with performance. These reward works as motivational agent for the faculty members. The typical examples form the interviews are given below.

"I think this is motivating staff. It is helping them to achieve the goals. It also provide clear information to the faculty members about their performance standards. It also communicate to the employees that on the achievement of the given tasks, they will get good performance reviews. I believe it is boosting the motivation of employees". (HOD 1)

"As the targets are given, the time frame and the resources to achieve these targets are given so it helps me to achieve those goals. And the achievement of those goals will result into the good performances evaluation and reviews which is definitely motivation for the faculty to achieve given targets". (HOD 2)

"Performance management is definitely motivating faculty members as everyone has targets to achieve. And the performance of the staff will be evaluated against the standards of the tasks assigned to them. So this all make them motivated to achieve their targets and get rewards in form of better performance reviews". (HOD 3)

These quotations made it clear that PMS not only assigning the goals to the faculty members but also motivating them by the rewards. All HODs' were of the view that expectation of those rewards works as a motivational agent for the faculty members. The figure 5.26 will summarise this theme and sub-theme related to it.
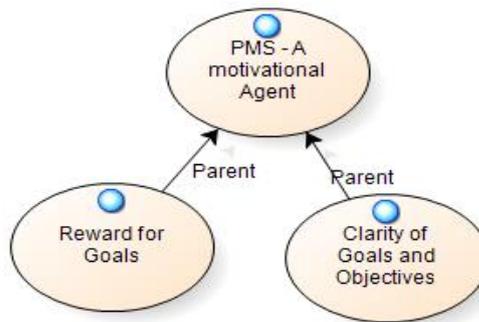
Figure 5.26: PMS – A motivational agent - HODs' View

5.11 .2 Theme 2. Implementation Issues of PMS - HODs' View

The second main theme is the implementation issues of the PMS. This has been repeated seven times in the analysis process. All the HODs' stated that PMS is facing issues in its implementation in HEIs. This main theme is further supported by two sub-themes.

This first sub-theme is the understanding of PMS as a controlling tool. HODs' stated the management and the bosses of the HEIs treat this system as a tool to control subordinates by performance evaluation. The typical examples form the interviews are given below.

> *"...Performance evaluation and appraisal were used to maintain control on subordinates as the bosses has power to do so. This approach of the management can't be changed instantly and still PMS is affected by this approach. I think this is one of the biggest challenge in PMS implementation". (HOD 1)*

> *"In our HEIs bosses have been using performance evaluation as the mean to control the employees, and still their take on PMS is the same. PMS is aimed to change the practice of using performance evaluation as a controlling tool. It will take time to change this practice from HEIs and things will be clear and transparent though the system". (HOD 2)*

> *"The senior management uses the performances evolution to affect others and give reviews on their personal choice to maintain the control on the employees.... The bosses are not giving fair reviews, but they take evaluation as controlling system so maintain their influence on subordinates". (HOD 3)*

Based on these quotations, it is clear that the evaluation of performance has been treated as a tool to control employees and faculty members. This may be because of the working environment and the practices in the HEIs.

The second sub-theme is biased performances reviews. The management has been giving the biased reviews and performance appraisal to the faculty members based on their personal choice. This sub-theme has been repeated four times in the analysis process. The typical examples form the interviews are given below.

> *"There was common practice to give biased appraisal reviews on the basis of the choice of the boss... So PMS is applied to minimise this influence of the management and make the performance evaluation on the basis of the target achieved". (HOD 1)*

> *"In our universities, the performance reviews are usually biased and affected by the choice of the bosses. Bosses consider this aspect as the control mechanism to influence employees rather than taking this a constructive feedback. So I think this approach is also a problem for PMS implementation". (HOD 2)*

> *"The bosses are not giving fair reviews, but they give reviews on the basis of their personal choice about the employee. They take evaluation as controlling system so maintain their influence on subordinates. PMS Implementation is done to minimise such biased evaluations". (HOD 3)*

These quotations has made it clear that the performance evaluation was biased as it was never based on the performance of the employee but the personal discretion of the boss. PMS has been applied to eradicate such practices and promote fair performance evaluation. The figure 5.27 will summarise this theme and sub-themes related to it.
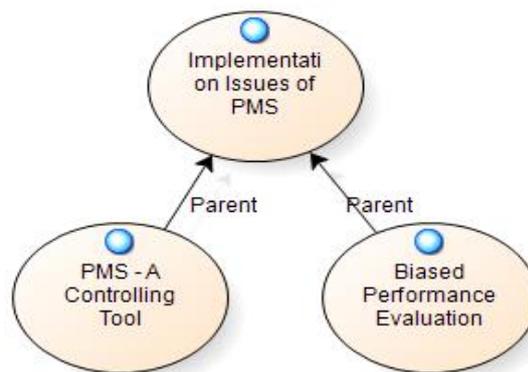
Figure 5.27: Implementation Issues of PMS - HODs' View

5.11.3 Theme 3. Unfavourable culture for PMS - HODs' View

The third main theme is representing the unfavourable culture for PMS. This has been repeated five times in the analysis process. All of the HODs' have stated that PMS is a good

system to promote performance oriented culture in the HEIs, but the already existing culture of HEIs is influencing the PMS implementation in its real sense. This theme has been further supported by two sub-themes.

The first sub-theme is related to power oriented culture of the HEIs. This has been repeated four times in the analysis process. The HODs' have stated that the power oriented culture of HEIs is influencing the implementation of such system like PMS which will promote the performance oriented culture and will make the procedure transparent for employees. The typical examples form the interviews are given below.

> *"Also, the power oriented culture of the HEIs is also not so facilitative for the PMS. So PMS is applied to minimise this influence of the management and make the performance evaluation on the basis of the target achieved". (HOD 1)*

> *"In our universities, the culture is not so encouraging and open but it strong power oriented culture which is influencing the PMS implementation". (HOD 2)*

> *"I think the biggest issue is the culture of the organisation. The HEIs in our country are not providing performance oriented culture for its staff and encourage faculty to perform more and more... Our HEIs are contaminated with the power-oriented culture". (HOD 3)*

Based on these quotations, it is clear that HEIs have power oriented culture and the PMS is implemented to eradicate this culture and promote the performance oriented culture. This power oriented culture is not only an influencing the implementation of PMS but it also sabotage the credibility of the system.

The second sub-theme is related to the trustworthiness of the PMS. Prior to the implementation of PMS, the evaluation of performance was biased. This system is implemented to promote fair evaluation of performance. This sub-theme has been repeated four times in the analysis process. All of the HODs' have stated that they trust on PMS and hoping that this system will minimise the biased performances reviews. The typical examples form the interviews are given below.

> *"This system is truly trustworthy and employee trust this system. Employees have fully understanding that they have to achieve the given goals, and they will get performance evaluation based no their performance. Though the culture of the institution is still affected by the power oriented mind-set of the management which have some impact*

on the credibility of the PMS as well. But management is aimed to provide fair evaluation to build the trust of the faculty on this system". (HOD 1)

"It is quite fair. As they goals are not vague, so the performance evaluation will also be fair and clean. There are not much loop holes where management could affect the performance evaluation". (HOD 2)

"I think this system is pretty fair and trustworthy. Although you can't expect an overnight change, so this system hasn't changed the university's culture but it is improving the procedures like fair performance evaluation and less influence of the top management on the faculty performance reviews. PMS is trustworthy system and gradually it will promote positive work culture in the institution". (HOD 3)

These quotations made it clear that HODs' have trust on PMS and they believe it will minimise the unnecessary influence of management on the biased evaluation of performance. The figure 5.28 will summarise this theme and the sub-themes related to it.
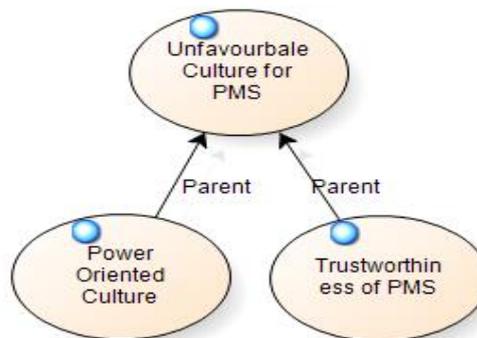
Figure 5.29: Unfavourable culture for PMS - HODs' View

The table 5.3 present the summary and comparison of the main themes and sub-themes among all job roles related to the RQ2. The differences and the similarities will be discussed in detail in the chapter six.

RQ2 – Effects of PMS on faculty Performance

Summary and comparison of themes and sub-themes among five job roles in HEIS.

Main Themes	Sub-Themes	Lecturers'	APs'	Associates'	Profs'	HODs'
PMS - A motivational agent	Reward for Hard work	✔	✔	✔	✔	✔
	Aligning personal and professional goals	✔				
	Clarity of Goals and Objectives	✔	✔	✔	✔	✔
Implementation Issues of PMS	PMS - Controlling Tool	✔	✔	✔	✔	✔
	Customisation of PMS for HEIs	✔	✔		✔	
	Biased Performance Evaluation		✔	✔		✔
Unfavourable culture for PMS	Power oriented culture	✔	✔	✔	✔	✔
	Influence of Boss	✔	✔	✔	✔	
	Trustworthiness of PMS	✔	✔	✔	✔	✔

Table 5.3: RQ2 – Effects of PMS on Faculty Performance – (Summary and comparison of themes and sub-themes among five job roles in HEIS).

Section 3: RQ3. *How do performance management system (PMS) affect organisational performance (OP) of HEI in Pakistan?*

The third research question is aimed to explore the effects of PMS on organisational performance in Pakistani HEIs. This section will present the findings from five job roles regarding RQ3. The structure of analysis process will follow the job roles of faculty members in Pakistani HEIs. The first sub-section will discuss the understanding of Lecturers View.

5.12 Effects of PMS on Organisational Performance – Lecturers' View

After analysing the lecturers' interviews, two main themes emerged in relation to RQ3. These themes and related sub-themes will be presented below.

5.12.1 Theme 1. Factors Affecting Performance of HEIs – Lecturers' View

The first main theme is related to the factors effecting organisational performance of HEIs. Lecturers has described internal and external factors impacting performance of HEIs. The first sub-theme is 'limited resources'. All of the interviewees have stated that availability of limited resources effects HEIs performances. This has been repeated three times in the analysis process. The typical examples form the interviews are given below.

> *"The poor management, the lack of responsibility ….are the main factors which are affecting HEIs performance. Although there could be other factors like limited resources or scarcity of the professional and trained human capital but whatever is available is never been utilised properly". (Lecturer 1)*

> *"…, there are other external factors like limited resources, lack of infrastructure affect the organizational performance". (Lecturer 2)*

> *"Besides, the external factors like limited resources and funding, poor infrastructure influence the performance of HEIs". (Lecturer 3)*

These quotations made it clear that limited resources have impact on the performance of HEIs. The institutions need resources to work properly and to grow themselves.

The second sub-theme is the impact of the organisational culture on the performance of the HEIs. This has been repeated three times. All of the lecturers' stated that apart from the

factors like limited resources and lack of infrastructure, the organisational culture influence the performance of the HEIs. The typical examples form the interviews are given below.

> "…and the lack trust worthy culture are the main factors which are affecting HEIs performance. Management want to enjoy the power and position rather than taking some actions to improve the organisation". (Lecturer 1)

> "In my opinion, the culture of the organization is affecting the performance of organization internally. The working environment is not encouraging to perform better, rather it's still contaminated by the favouritism and grouping. The high ups have more power than the system so someone is working hard, it doesn't mean he/she will get the rewards according to their performance. Most of the time poor performers get better ratings in appraisals as they are in good books of the bosses". (Lecturer 2)

> "As we have discussed earlier, it is not a system which can boost the organisations performance, but it is also the environment and culture of the organisation. …The basic reason is the rigid old school approaches of the people at senior position. They don't want to apply new things as they are not comfortable with them so they create hindrances in the application of new system and discourage any reforms which might challenge their so called power". (Lecturer 3)

These quotations made it clear that organisational culture effect the performance of the organisation. All of the lecturers stated that organisational culture plays a strong role in the performance of HEIs. The figure 5.30 will summarise this theme and sub-themes related to it.
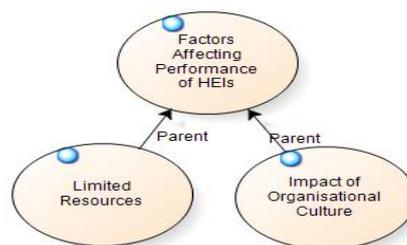
Figure 5.30: Factors Affecting Performance of HEIs – Lecturers' View

5.12.2 Theme 2. Impact of PMS on HEIs Growth & Success – Lecturers' View

The second theme is related to the impact of PMS on HEIs growth and success. This theme has been repeated three times in the analysis process. All of the lecturers' have stated that

PMS has influence on the organisational performance of HEIs. This theme is further supported by two sub-themes.

The first sub-theme is the 'PMS as a source of organisational growth'. All of the interviewees have stated that PMS is a source for the growth of HEIs. The typical examples form the interviews are given below.

> *"It is useful for the growth of HEIs as it will get the best of its employees by assigning them the clear goals and objectives. The employees will perform better so eventually the organisation will be successful". (Lecturer 1)*

> *"Yes, I believe in this time of competition on national and international level, PMS can be the source of growth for our national HEIS. The implementation of such mechanisms which are tested and tried in the developed world can help us to compete with high profile academic institutions and improve the quality of research of our universities". (Lecturer 2)*

> *"As we have examples that PMS is beneficial for the improved performance of the organisations. So I believe it will be useful for HEIs as well". (Lecturer 3)*

Based on these quotations, it is clear that Lecturers' consider PMS as a source of organisational growth for HEIs. The PMS facilitate HEIs to organize and improve the performance of its employees, which will ultimately grow the institution.

The second sub-theme is 'PMS as a source for organisational success'. This has been repeated three times during the analysis process. All of the lecturers stated that HEIs can be successful and sustain their success with the help of PMS. The typical examples form the interviews are given below.

> *"Absolutely, it is a source for growth of HEIS. It helps them to perform better and grow themselves". (Lecturer 1)*

> *"Yes, performance management can be the sustained organizational success for HEIs". (Lecturer 2)*

> *"Most definitely. I agree that if this system is applied according to the work and environment of HEIs, it will be very be the source of growth for universities". (Lecturer 3)*

These quotations made it clear that PMS is a source for the success of the HEIs. The figure 5.31 will summarise this theme and sub-themes related to it.
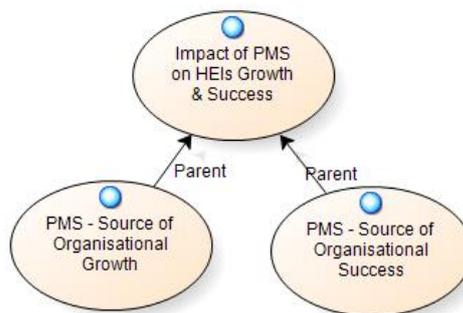
Figure 5.31: Impact of PMS on HEIs Growth & Success – Lecturers' View

5.13 Effects of PMS on Organisational Performance – APs' View

This section will present the findings from the APs' interviews related to the RQ3. During the analysis process, two main themes emerged related to the effects of PMS on organisational performance of HEIs. These themes and related sub-themes will be discussed below.

5.13.1 Theme 1. Factors Affecting Performance of HEIs – APs' View

The first theme is describing the factors affecting performance of HEIs. This theme is further supported by three sub-themes.

The first sub-theme is the 'limited resources'. Almost all of the interviewees has stated that the availability of limited resources affect performance of HEIs. The typical examples form the interviews are given below.

> *"There are a few factors to affect the performance of any institution like infrastructure, resources and evaluation". (AP 1)*

> *"Generally, there a few factors affecting performance of my institution. The infrastructure is still at the developing stage, so it has an impact on the performance of the organization. Insufficient and limited resources can be the major factors affecting organizational performance of my institution". (AP 3)*

These quotations have made it clear that if the HEIs have limited or insufficient resources at their disposal then their performances will be affected.

The second sub-theme is the impact of organisational culture on the performance of HEIs. This has been repeated twice in the analysis process. The typical examples form the interviews are given below.

> *"There are a few factors to affect the performance of any institution... The major concern for now is the culture. There is lack of resources but resources are there, the infrastructure is also there but the utilization of these resources is not being done properly due the dishonesty of the people concerned and such practices are part of the culture of the institution".* *(AP 1)*

> *"In spite of all this support from HEC, still my institution is facing a lot of issues which create hindrances in its progress. The challenges includes culture of the institution, the old-fashioned management techniques, lack of infrastructure etc. although my institution is fully dependant on government funding, but the utilisation of those funding is not fair. When we talk about the human capital (which is the major source of any university), it doesn't get enough motivation to do their best. The environment and culture of my institution is not encouraging new and innovative ideas".* *(AP 2)*

These quotations made it clear that organisational culture has strong influence on the performance of HEIs.

Apart from the cultural influence, AP 1 has also state the influence of the leadership on the performances of HEIs which has emerged as third sub-theme. The typical examples form the interviews are given below.

> *"The major concern for now is the culture and leadership of the HEI. There is lack of resources but resources are there, the infrastructure is also there but the utilization of these resources is not being done properly due the dishonesty of the people concerned. The senior management is not capable to focus on all the aspects, and this trait of dishonesty and corruption trickle down to the institution. I believe the Pakistani HEIs need a revolutionary change, which can come through the leadership. This change in leadership will eventually change the culture of the organisation for good".* *(AP 1)*

Based on these quotations, it is clear that along with resources and organisational culture, leadership of HEIs also effect the performance of the institution. The figure 5.32 will summarise this theme and sub-themes related to this.
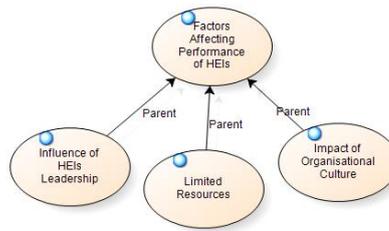
*Figure 5.32: Factors Affecting Performance of HEIs – APs' View*

5.13.2 Theme 2. Impact of PMS on HEIs Growth & Success – APs' View

The second main theme is about the impact of PMS on HEIs growth and Success. This theme has been repeated three times and supported by two sub-themes.

The first sub-themes is 'PMS as a source of HEIs growth'. This has been repeated three times in the analysis process. The APs' have stated that PMS is a source for the growth of HEIs. The typical examples form the interviews are given below.

> *"Yes, I agree that PMS can be the useful for the progress and growth of the institution. As it will be helpful in the optimal utilisation if the resources in hand which will ultimately improve performance and will also attract more funds from all stakeholders". (AP 1)*

> *"If we think rationally, it is necessary for the growth of universities. Universities have to compete with their competitors to get funds, to get student enrolment, to get student placements etc. For all these goals to be achieved, universities need to apply performance management system to improve their performance. PMS helps its employees to do their best to achieve organizational goals. So I think performance management is inevitable to survive in this competitive environment". (AP 2)*

> *"Yes, I think performance management system can be very useful for the growth of higher education institutions. There is a need to be implemented properly with its true essence to achieve this target. The management style needs to be changed which will ultimately effect on organizational culture and boost organizational growth and success". (AP 3)*

Based on these quotations, it is clear that APs' consider PMS as a source for the HEIs growth. This may be because of the systematic work of PMS which facilitate the employees to improve their performance, which ultimately grow the organisation.

The second sub-theme is 'PMS as a source of the organisational success'. This has been repeated three times in the analysis process.

> "Yes, it is absolutely a source for the long term and consistent growth for the HEIs. The Pakistani HEIs can help themselves by this phenomenon and can be the best universities in the world". (AP 1)

> "Yes, I think performance management can be a source of sustained growth for higher education institutions. It is applied to utilise its manpower optimally, which is the key to success for a university. A university if mainly depends on its human capital, so if by applying PMS, this source is utilized properly then it will ultimately bringing high success rates. The notion of performance management is to get the best of their employees by managing their performance. So I am absolutely agreed that this can be a source of great success for universities as it has proved itself in corporate world". (AP 2)

> "Performance management is a system of the managing employees of the higher education institution. So if it is utilized at its fullest, it will surely be a source of sustained organizational success. The success and failure of any organization is mainly depends on its human capital and this performance management system is basically trying to achieve best of its employees. So I think it will be a source of sustained success for any organization including higher education institutions".

These quotations made it clear that APs' consider PMS as a source of HEIs success. This may be because of the facilitation of PMS to achieve the goals of the organisation. The figure 5.33 will summarise this theme and sub-themes related to it.
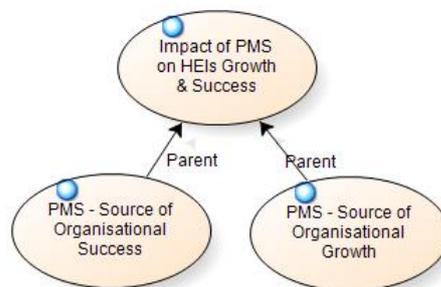
Figure 5.33: Impact of PMS on HEIs Growth & Success – APs' View

5.14 Effects of PMS on Organisational Performance – Associates' View

After analysing the Associates' interviews, two main themes emerged in relation to RQ3. These themes and related sub-themes will be presented below.

5.14.1 Theme 1. Factors Affecting Performance of HEIs – Associates' View

The factors affecting performance of HEIs emerged as a first main theme. This theme is further supported by two sub-themes.

The first sub-theme is the availability of limited resources. This has been repeated three times in the analysis process. All of the associates have stated that HEIs have limited resources including limited funds and lack of infrastructure which affect the HEIs performance. The typical examples form the interviews are given below.

> *"The major factors like limited funds and infrastructure… are the reasons behind poor performing HEIs. The performance of HEIs also affected by the poor management". (Associate 1)*

> *"The performance of my institution affected by couple of internal and external factors. Limited funding, lack of infrastructure, poor". (Associate 2)*

> *"Almost all of the HEIs are facing the issue of limited resources and funding, infrastructure is poor which affect the performance of the university". (Associate 3)*

These quotations have made it clear that limited resources affecting the performance of HEIs. All of the interviews have also mentioned poor infrastructure as another factor affecting HEIs performance.

The second sub-theme is the impact of organisational culture on the HEIs performance. This has been repeated three times in the analysis process. Associated were of the view that apart from the limited resources and lack of infrastructure, the culture of institution has influence on the HEIs performance. The typical examples form the interviews are given below.

> *"Apart from theses, the existing culture of the institution is power oriented and biased which strongly affect HEIs performance. People don't want to work hard but they want to get the benefits. The decision makers decide about the performance evaluation according to the health of their relationship with specific employees. The PMS is introduced in the hope to minimise the impact of boss's choices and focused on performance. This culture never facilitate an organisation to perform better". (Associate 2)*

168

"The organisation's power oriented is not encouraging good performers and recognize their hard work which demotivate the employees. These all issues affect organisational performance". (Associate 2)

"The culture of HEIs is so power oriented that it doesn't encourage people to take initiative and improve themselves and organisation. These are the few factors apart from the underutilization of PMS affecting performance of the institutions". (Associate 3)

Based on these quotations, it is clear that organisational culture is affecting the HEIs performance. The figure 5.34 will summarise this main theme and sub-themes related to it.
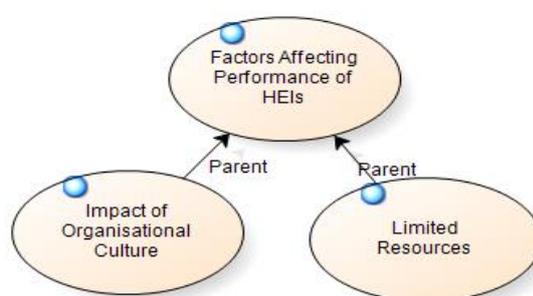
Figure 5.34: Factors Affecting Performance of HEIs – Associates' View

5.14.2 Theme 2. Impact of PMS on HEIs Growth & Success – Associates' View

The main theme is related to the impact of PMS on HEIs growth and success. This has been repeated six times in the analysis process. This theme is further supported by two sub-themes which will be presented in this section.

The first sub theme is 'PMS as a source for the growth of HEIs'. All of the associates stated that implementation of PMS is a source for growth for the HEIs. This theme has been repeated three times in the analysis process. All of the interviewees have stated that PMS will facilitate the growth of institution. The typical examples form the interviews are given below.

"Yup it affects the performance and growth and research culture of staff so the performance of HEIs by taking steps to improve performance of employees and organisation". (Associate 1)

"…I think PMS will be useful for HEIs. It will differentiate between poor performer and good performers. It will motivate the good workers to perform more and the poor performers will also face consequences. It will minimise the needless control of bosses

and management. This performance oriented check and balance will ultimately improve the growth of HEIs". (Associate 2)

"Yes, I am absolutely agreed that PMS should be utilised properly for the growth of Higher education institutions in our country. Our universities have to compete with the international standards and to be on that level we need to utilize performance management for improved performance of our people which eventually leads to the better performance of the organization". (Associate 3)

These quotations made it clear that Associates' consider PMS as source for the growth of HEIs. This may be because of the facilitation of PMS in achieving the goals of employees which eventually led to achieve the organisational goals.

The second sub-theme is 'PMS as source for the organisational success' of HEIs. The interviewees stated that the proper utilisation of PMS will lead to the sustained organisational success for HEIs as it will promote the performance oriented culture.

"Yup because without PMS you can't dream of sustained growth. This system will facilitate our HEIs to get on the track of good performers and sustained growth. It will develop a culture in the institutions which will be more productive then corrupt and biased". (Associate 1)

"Yes, if properly utilized with its actual spirit, Performance Management can be a source of sustainable growth for higher education institutions. It will develop academic staffs which is the major source of success for universities". (Associate 3)

These quotations made it clear that interviewees consider PMS as source for the success of HEIs. The figure 5.35 will summarise this theme and sub-themes related to it.
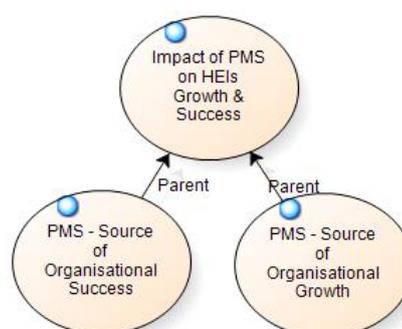
Figure 5.35: Impact of PMS on HEIs Growth & Success – Associates' View

5.15 Effects of PMS on Organisational Performance – Profs' View

This section will present the findings from Profs' interviews related to the RQ3. During the analysis process, two main themes and sub themes emerged, which will be presented below.

5.15.1 Theme 1. Factors Affecting Performance of HEIs – Profs' View

The Prof's have mentioned the factors affecting the performance of HEIs six times in the analysis process. This main theme is supported by two sub-themes.

The first sub theme is the 'limited resources'. All Profs' have mentioned that HEIs have limited resources and infrastructure which is affecting the performance of HEIs. The typical examples form the interviews are given below.

> *"Although the HEIs in Pakistan are receiving funds from HEC and provincial government, but they are not performing as much as they should. There is no doubt that these resources are limited coupled with the lack of infrastructure which affect HEIs performance". (Prof 1)*

> *"Our HEIs receive limited funding from the funding authorities and the infrastructure is limited which affect the performance". (Prof 2)*

> *"I think there are a lot of factors affecting the HEIs performance like poor administration, strict bureaucracy, lack of resources etc. And as we have been discussing before, these limited physical resources definitely affect HEIs performance". (Prof 3)*

These quotations made it clear the availability of limited resources affect the performance of HIEs. Apart from this limited resources, Profs' have also mentioned the impact of culture on the organisational performance.

The second sub-theme is the impact of the organisational culture which affects the HEIs performance. Interviews have repeated this three times in the analysis process. The typical examples form the interviews are given below.

> *"The basic challenge is non encouraging culture on the organization. People are busier in playing politics and not focusing on the productivity. The high ups are happy with the people who do buttering for them instead of doing hard work, and this flows in the whole system. Pakistani HEIs have enough resources but the attitude toward work and the favourable culture is missing". (Prof 1)*

"…But whatever is available is never utilised properly because of the culture of lack of the responsibility, absence of the fair reward system in the institution. The workforce is there but they are not satisfied, and if you don't have a satisfied employee you can't perform better". (Prof 2)

"… but the organisational culture also have strong impact. Our universities have the power oriented culture which doesn't promote the performance and the encouragement to perform more. PMS is aiming to bring this organisational change as well by promoting transparent procedure for performance the rewards for performance". (Prof 3)

These quotations made it clear that organisational culture is affecting the performance of HEIs. The figure 5.36 will summarise this theme and sub-themes related to this.
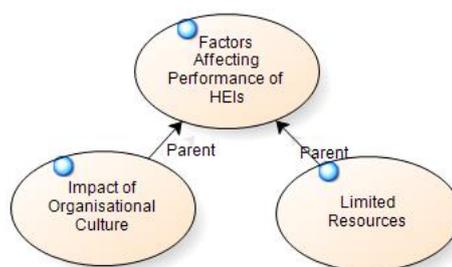
Figure 5.36: Factors Affecting Performance of HEIs – Profs' View

5.15.2 Theme 2. Impact of PMS on HEIs Growth & Success – Profs' View

The second main theme is related to the impact of PMS on the growth and the success of HEIs. This theme is further supported by two sub-themes which will be presented below.

This first sub-theme s is 'PMS as a source for the organisational growth of HEIs'. All of the interviewees have agreed on this thought and mentioned that PMS is a source for HEIs growth. The typical examples form the interviews are given below.

"Although HEC is trying its best to manage HEIs in the best proper way. This implementation of PMS is a good initiative to promote performance oriented culture in HEIs. And I believe with the passage of time, the mind-set of the people will be changed and the PMS will be a tool for better performance and growth of HEIs". (Prof 1)

172

"Definitely, it is a useful approach to improve the performance of institution. It just need to be implemented properly to get the desired outcomes". (Prof 2)

"Yes, I do believe. Because PMS is a source for growth of HEIs as it helps to promote culture of merit, equity, research, and excellence henceforth". (Prof 3)

These quotations made it clear that Profs' consider PMS as source for the growth of HEIs. Interviewees have stated that PMS facilitate in the achievement of the improved performance of the organisations.

The second sub-theme is 'PMS as a source of organisational success'. This has been repeated three times during the analysis process. The Profs' stated that system like PMS facilitate to achieve improved performance at the individual and at the organisational level which ultimately becomes preseasons of success for HEIs. The typical examples form the interviews are given below.

"Well there is no doubt that PMS is the technique to achieve better performance, both individually and at organisational level. So, I believe it will be a source for sustainable growth of the HEIs in country". (Prof 1)

"Sure, it can be a source for sustained growth of the HEIs. It will organize things and will push all efforts for better results at individual level and at the organisational level". (Prof 2)

"Why not? PMS is making it clear that performance matters. It is helping people to perform well by engaging your staff join up thinking and learning and to concentrate on the things that really matter". (Prof 3)

Based on these quotations, it is clear that PMS is a source of success of HEIs. The Profs' stated that PMS is facilitating HEIs to become successful organisation. The figure 5.37 will summarise this theme and sub-themes related to it.
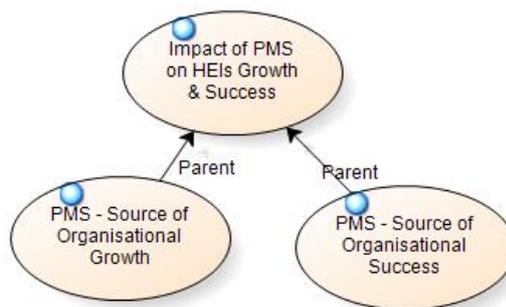
5.16 Effects of PMS on Organisational Performance – HODs' View

This section will present the findings from Profs' interviews related to the RQ3. During the analysis process, two main themes and sub themes emerged, which will be presented below.

5.16.1 Theme 1. Factors Affecting Performance of HEIs – HODs' View

The first theme is related the factors affecting performance of HEIs. This has been repeated six times in the analysis process. There are further two sub-themes supporting this.

The first sub-theme is 'limited resources'. All of the HODs' have stated the HEIs have limited resources in terms of funding and infrastructure which affect the performance. The typical examples form the interviews are given below.

> *"There are a number of reasons which affect the performance of my university, like limited resources, limited academic and non-academic staff, lack of infrastructure etc". (HOD 1)*

> *"Although there are factors like limited resources, limited funding ...is affecting the performance on university". (HOD 2)*

> *"The universities in our country are still underperforming institution. This is because of the lack of resources and infrastructure etc". (HOD 3)*

Based on these quotations, it is clear that HODs' have acknowledged that limited resources affect the organisational performance.

The second sub-themes is 'impact of organisational culture'. All of the HODs have stated that organisational culture is also affecting the performance of HEIs. They have stated that the

rigid power oriented culture is affecting the HEIs performance. The typical examples form the interviews are given below.

> *"The power oriented culture is also a major issue which affecting HEIs performance". (HOD 1)*

> *"The senior management don't want to bring any change in the organisation and the culture is rigid of the organisation is affected by them. The culture of the organisation is not very supportive and encouraging which affect organisational performance". (HOD 2)*

> *"Apart from these the universities have not performance oriented culture. The management and the faculty, everyone has their interests which are not necessarily aligned with organisational interests. The management don't want to incorporate the culture which facilitate the faculty to work more and motivate them by providing rewards and appreciation according to their performance. This all certainly affect the HEIs performance". (HOD 3)*

These quotations made it clear that organisational culture is affecting the performance of HEIs. The figure 5.38 will summarise this theme and sub-themes related to it.
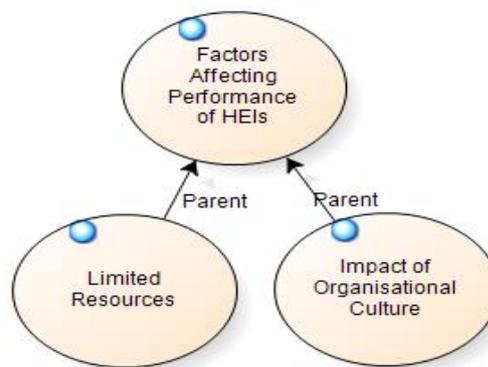

Figure 5.38: Factors Affecting Performance of HEIs – HODs' View

5.16.2 Theme 2. Impact of PMS on HEIs Growth & Success – Profs' View

The second main theme is impact of PMS on HEIs growth and success. This theme has been repeated six times in the analysis process and further supported by two sub-themes which will be presented below.

The first sub-theme is 'PMS as a source for the growth of HEIs'. All of the HODs have stated that PMS is certainly a source of growth as enhancing performance and facilitating in the achievement of the goals and objectives. It has been repeated three time in the analysis. The typical examples form the interviews are given below.

"Yes, I truly believe it is a useful mechanism for the HEIs to enhance their performance and to achieve their targets". (HOD 1)

"I think it's a useful tool which has been tested and tried in the corporate world so I think it can help universities to perform better. I think it will help to cultivate performance oriented culture in the universities which will definitely improve universities performance. If the performance is improved then universities will definitely grow". (HOD 2)

"PMS is a phenomenon applied for the improved performances of HEIs and its employees. If the university's management utilise this system properly and cultivate a culture which is characterised by performance and fair rewards for performance then definite it can be source for the organisational growth of HEIS". (HOD 3)

These quotations made it clear that HODs' consider PMS as a source of growth for HEIs. They have mentioned that this system is aimed to improve the performance of employees and the organisation, hence it is a source for growth of HEIs.

The second sub-theme is related to 'PMS a source of organisational success'. This has been repeated three times in the analysis process. HODs' have stated that this system is applied for the growth of HEIs which is the success of the institution. The typical examples form the interviews are given below.

"It is definitely a source of success for HEIs. HEIs will enhance their performance by utilisation of this effective system". (HOD 1)

"It's a very good source to achieve sustainable growth as it will facilitate employees to perform better by equipping them with required resources and trainings". (HOD 2)

"Yes, definitely I believe it will be source for sustained organisational success of HEIs. PMS has proved it effectiveness in other organisation, and this will be useful for the HEIs as well. But I think if it would be customised according to the key aspects of HEIs like research and teaching then it will be more effective". (HOD 3)

These quotations have made it clear that PMS has been considered as a source of success for HEIs. All of the HODs' have shown a consensus on this system. The figure 5.39 will summarise this theme and the sub-themes related to it.
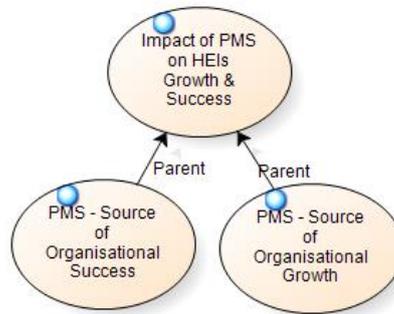
Figure 5.39: Impact of PMS on HEIs Growth & Success – Profs' View

The table 5.4 present the summary and comparison of the main themes and sub-themes among all job roles related to the RQ3. The differences and the similarities will be discussed in detail in the chapter six.

RQ3 – Effects of PMS on Organisational Performance
Summary and comparison of themes and sub-themes among five job roles in HEIS.

Main Themes	Sub-Themes	Lecturers'	APs'	Associates'	Profs'	HODs'
Factors Affecting Performance of HEIs	Limited Resources	✔	✔	✔	✔	✔
	Impact of Organisational Culture	✔	✔	✔	✔	✔
	Influence of HEIs Leadership		✔			
Impact of PMS on HEIs Growth & Success	PMS - Source of Organisational Growth	✔	✔	✔	✔	✔
	PMS - Source of Organisational Success	✔	✔	✔	✔	✔

Table 5.4: RQ3 – Effects of PMS on Organisational Performance – (Summary and comparison of themes and sub-themes among five job roles in HEIS).

5.17 Chapter Summary

This chapter started by presenting the steps of data analysis process with the help of NVivo. Later, the data from the interviews of faculty members was analysed in the three main sections based on the research questions, and fifteen sub-sections based on the job roles of the interviewees. At the end of each main section, a summary and comparison of the themes and

sub-themes has been presented to clarify the pattern of themes and sub-themes in data. The findings represented in this chapter will be discussed thoroughly in relation to the literature in next chapter (Chapter Six).

Chapter Six: Discussion

6.1 Introduction

The aim of this research is to explore the impact of performance management on the faculty members and organizational performance of the higher education institutions. This chapter will discuss the similarities and differences between the research findings (Chapter Five) and the literature (Chapter Two). The structure of this chapter is based on the research questions of this study. The discussion will be based on the themes which have emerged from data analysis of each research question. The first section will discuss how performance management system (PMS) is perceived by the academic staff in HEIs in Pakistan. Later, the second question will discuss how performance management affects faculty performance. Lastly, the third question will discuss the impact of performance management on the organisational performance of HEIs. Findings in each section will be discussed in relation to the reviewed literature.

After the discussion of themes in relation to the literature, at the end of every section (of each research question), a tabular comparison of sub-themes and theoretical perspectives will be presented to determine the underlying theoretical base of PMS in the Pakistani HEIS. The analytical framework given below will be used to discuss the findings of the primary data and the evidence from the theory to underpin the theoretical perspective of PMS in Pakistani HEIs.
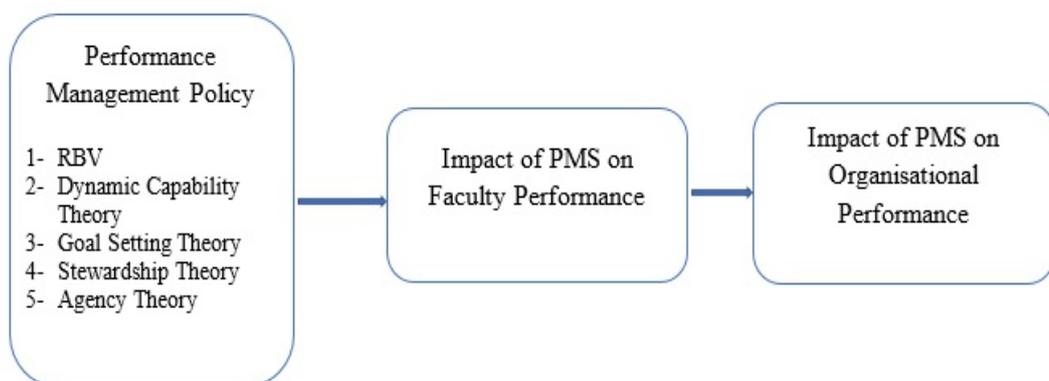
Figure 6.1 - Analytical Framework developed by Researcher

6.2 Section 1: RQ1 - *How performance management system (PMS) is perceived by the academic staff in HEIs in Pakistan?*

The first research question is aimed to explore the faculty members' perception of PMS in HEIs. The literature has described performance management system as a set of activities and functions to achieve predetermined organisational objectives through performance of employees' (Maimela & Samuel, 2016; Aguinis, 2013; Hawke, 2012; Balachandran & Tonelli, 2012; Sousa, De Nijs & Hendriks, 2010; Armstrong, 2009). The higher education institutions have implemented PMS in the quest of increased performance of employees and the organisations. Though, the performance of the higher education institutions depends on both teaching and non-teaching employees' of the institution, but the role of faculty members if of prime importance as they are the source of knowledge, development and knowledge for the students. Therefore, it is important to understand the perception PMS from faculty members' point of view.

In order to explore the faculty members' perception of performance management, they were asked to share their experiences of PMS implementation in HEIs. Their answers (presented and analysed in chapter five) will be discussed in relation to the existing literature. Four main themes emerged from faculty members' responses in relation to 'perception of performance management', which will be discussed in this section.

a) Understanding of performance in HEIs
b) Understanding of performance management in HEIs
c) Reason for PMS implementation in HEIs
d) Faculty members' perception of PMS in HEIs

To understand the faculty members' perception of PMS, it was necessary to explore the 'understanding of performance in HEIs' and the 'understanding of performance management in HEIs'. This was followed by the 'reasons of PMS implementation in HEIs' from faculty point of view and lastly the 'faculty members' perception of PMS'.

6.2.1 Understanding of performance in HEIs

The faculty members were asked to describe the 'performance' in HEIs. They have explained performance as an ability to achieve goals and objectives, accomplishment of tasks, and achievement of set targets (Figure 6.2).
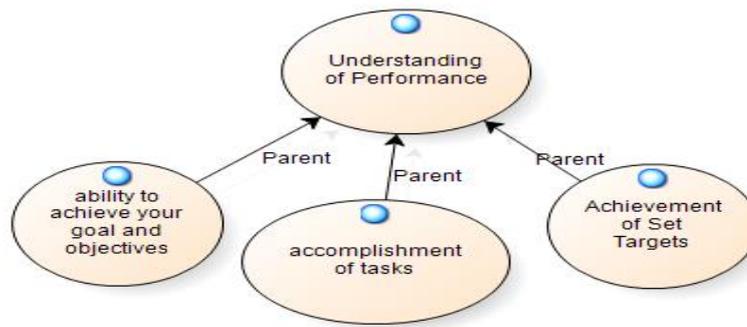
Figure 6.2 Understanding of Performance in HEIs

As summarised in the table 5.2 (Chapter Five), most of the faculty members' have explained performance as the 'ability to achieve goals and objectives'. This was repeated six times among faculty members. Whereas, the 'accomplishment of tasks' has also been explained as performance and repeated six times. Similarly, performance has been explained as the achievement of the set target and repeated five times. Therefore, it can be perceived that the understanding of performance in HEIs from faculty members is similar with the understating of performance in other organisations. This aligns with literature:

- Joshi and Ali (2013) stated that performance refers to the accomplishment of the task.
- Krause (2005) found out that performance is the acquiring of organization ultimate goals and objectives.

Performance is the ability to achieve the objectives set by management (Harvard Business Essentials, 2006) cited by Franco-Santos et al., (2014). The term "performance" has gained popularity in recent years encompassing enormous activities in literature, arts and in social sciences (Carlson, 2013). According to Joshi and Ali (2013), *"Performance refers to the degree of accomplishment of the tasks that make up an employee's job"*. The 'performance' has been defined in literature with the relation to the tasks needs to be performed and the objectives needs to achieve (Franco-Santos et al, 2014). They further added that the definition of performance includes the measurement of the performance. Similarly, Krause (2005) stated the concept of performance as the degree of acquiring organization ultimate goals or the prospective output of all stakeholder (internal and external) significant features of an organization. The able 6.1 summarizes the findings of the current research and the literature.

The current research	Literature
• Repeated six times → Performance as an ability to achieve goals and objectives	• Performance is the acquiring of goals and objectives
• Repeated six times → Performance as accomplishment of task	• Performance refers to the accomplishment of tasks
• Repeated three times → Performance as the achievement of the set targets	• Performance is a the the tasks needs to be performed and the objectives needs to achieve
Insight: The current study supports the literature that understanding of performance in HEIs is consistent with the meaning of performance in literature.	

Table 6.1 summary of the understanding of performance findings and literature

The understanding of definition of performance in HEIs is explained as the achievement of the goals and tasks within a given time period both in literature and in the findings of current study. This explanation best suits with the theoretical perspective of agency theory. The agency theory (Jensen and Meckling, 1976) focused on the how to fulfil the expectations of the principal (owner/shareholder) and how to maximise the short-term performance goals. Hence, it is evident that performance in HEIs can be interpreted with the dynamics of agency theory where the focus is on the how to maximise the performance of the institution.

6.2.2 Understanding of performance management in HEIs

Performance management system is considered as a tool to ensure optimise the performance of individuals (Miller, 2016; and Gladies & Kennedy, 2014). Similarly, Aguinis (2013) has described PMS as a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation. Likewise, "Performance Management" is defined as a set of activities designed to enhance individual's performance for improvement in the effectiveness of organisations (Biron, Farndale, Paauwe, 2011; and DeNisi, 2000). While, according to Fryer et al. (2009) performance management is an end collection of reporting, performance measurement and performance appraisal which describe the whole system based on these components.

The faculty members were asked to explain their understanding of performance management systems in HEIs. Their answers (presented in chapter five) will be discussed here in relation to the literature. Faculty members' have stated that performance management system in HEIs is the management of activities to achieve goals, continual communication between employee and supervisor, performance evaluation and monitoring system (Figure 6.3).
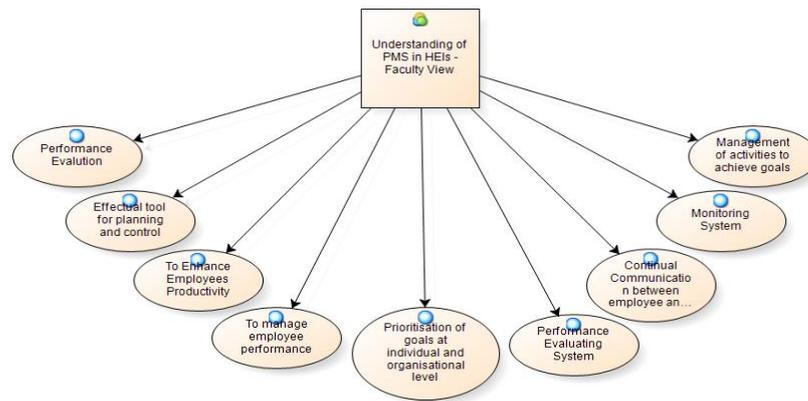
Figure 6.3 - Understanding of performance management systems in HEIs

As summary presented in the table 5.2 shows that most repeated sub-theme is the 'management of activities to achieve goals'. This was repeated twelve times in the coding process. It shows that most of the faculty members understating the mechanism of performance management in the HEIs as management of activities to achieve goals. This align with the literature:

- Biron et al., (2011) stated that performance management is a set of activities designed to enhance individual's performance for improvement in the effectiveness of organisations.

- Hawke (2012) quoted performance management as a set of interconnected activities to improve the performance of the individuals and teams to achieve the organisational goals.

During interviews, faculty members have indicated that performance management in HEIs is the 'effectual tool for planning and control'. It shows that HEIs using this mechanism for effective planning and control of the employees. This has been repeated three times in the coding process and supported by literature:

- Aguinis (2009) provided a comprehensive understanding of the performance management including effective planning, behavioural reviews and performance assessment.

- Fitzgerald and Moon (1996) interpreted performance management systems as a mechanism to define, control and manage both the results and the resources used to achieve organisational goals.

Similarly, faculty members have also indicated that performance management system in HEIs is a system for performance evaluation and performance monitoring of employees. This has been repeated three times in the coding process and also supported by literature:

- Gruman and Saks (2011) have stated that evaluation of performance of employees is the heart of the performance management.
- Cardy (2004) stated that the process of performance management is the set of organisational practices and policies to generate employee performance.

This indicates that the understanding of performance management system in HEIs is encompassing the activities of PMS stated in the literature.

Faculty members have also explained that performance management system in HEIs is the medium of continuous communication between employee and supervisors. This has been repeated three times in coding process and is supported by literature:

- Miah & Hossan (2012) have stated that PMS is a continuous communication between employee and employer where they share their ideas for mutually beneficial relationships to achieve organisational goals.

The table 6.2 will summarise the findings and the literature.

The current research	Literature
• Repeated Twelve times → management of activities to achieve goals	• PMS is a set of activities designed to enhance individual's performance for improvement in the effectiveness of organisations.
• Repeated three times → effectual tool for planning and control	• PMS provides comprehensive understanding of the performance management including effective planning, behavioral reviews and performance assessment.
• Repeated three times → system for performance evaluation and performance monitoring of employees	• The evaluation of performance of employees is the heart of the performance management
• Repeated three times → medium of continuous communication between employee and supervisors	• It is a continuous communication between employee and employer.
Insight: The current study supports the literature that understanding of performance management systems in HEIs is consistent with the insights of performance management systems in literature.	

Table 6.2 - summary of findings and literature - understanding of performance management systems

Walters (1995) has described performance management system as a support and direction for employees to achieve the organisational goals effectively and efficiently. This direction and support includes the continuous communication and feedback, management of activities to achieve goals. This understanding of performance management from the findings and the literature supports the doctrine of performances management. As the proponents of agency theory promotes the utilisation of monitoring mechanisms like individual performance reviews, attraction of intrinsic or extrinsic rewards (Franco-Santos et al., 2014). Hence, the findings discussed above are in line with the agency theory regarding the understanding of performance management systems.

Similarly, faculty members have expressed that performance management in HEIs is the prioritisation of goals at individual and organisational level. This has been repeated once, but the literature doesn't support this understanding of the performance management. As it is discussed earlier in this section that PMS is a 'continuous process of identifying, measuring and developing the employee performance of individuals and teams and aligning employee performance with the strategic goals of the organisation' (Aguinis and Pierce 2013); but it doesn't clearly support the prioritisation of goals at individual and organisational level.

The table 6.3 compares current research findings and the literature.

The current research	Literature
Coded once → as system for prioritisation of goals at individual and organisational level	PMS is a continuous process of identifying, measuring and developing the employee performance of individuals and teams and aligning employee performance with the strategic goals of the organisation.
Insight: Current study does not fully support the literature findings. PMS has also interpreted as a tool for prioritisation of goals at individual and organisational in HEIs in this study but it was in not supported by literature.	

Table 6.3 – PMS – system for prioritisation of goals and objectives

The continuous prioritisation of the goals is also a practice of agency theory as it is describing how the work needs to be done. Hence, this sub-theme is also supported by agency theory.

6.2.3 Reasons of PMS implementation in HEIs

As discussed in chapter five, the faculty members were asked to describe the reasons of PMS implementation in HEIs. They have divided the reasons for PMS implementation into seven sub-themes (Figure 6.4).
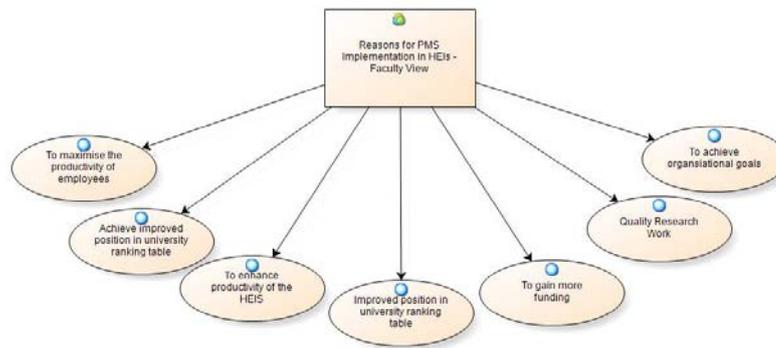
Figure 6.4 - Reasons for PMS Implementation - Faculty View

Almost all of the faculty members have indicated that the prime reason of PMS implementation in HEIs is to maximise the productivity of employees and the organisation. They have highlighted that the PMS is a tool which facilitate to maximise the employees' performance by setting by providing them clear goals and objectives and providing feedback to improve their performance. These findings are consistent with the Mone et al. (2012); they have stated that key activities of PMS includes setting goals for performance and development and provision of feedback to enhance the productivity of employees.

During the interviews, faculty members have also stated that HEIs have implemented PMS for enhanced performance of both the employees and the organisation. The literature has also supported this finding from current research. A number of researchers have stated that PMS is a set of processes and functions to achieve predetermined organization goals through performance of employees',

The table 6.4 will summarise the findings and the literature.

he current research	Literature
Coded twelve times → as a system to maximise the productivity of employees.	PMS is a system of setting goals for performance and development of employees and provide feedback to maximise the productivity of employees.
Coded three times → PMS is implemented for enhanced performance of employees and the organisations	PMS is a set of processes planned to achieve enhanced organisational performance through improved performance of employees.
Insight: Current study findings are consistent with the literature as PMS has been utilised to enhance the productivity of employees and the organisations.	

Table 6.4 - PMS as a tool to maximise the productivity of employees

This third theme presented by the findings of current study can also explained with the annotations of agency theory (Jensen and Meckling, 1976). As these sub-themes are stressing that PMS is a mechanism to enhance the productivity of both, individual employee and the organisation; such performances are linked with rewards (Insler, 2010). As the HEIs is implementing these mechanism like PMS, so it reflects an association of principal and agent between faculty members and the HEIs (Seyama, 2015).

During the interviews, faculty members have stated that another reason of PMS implementation is to increase research work and publications. Almost all of the faculty members stated that HEIs want to increase their productivity of quality research work and publications, so it is a major reason to implement PMS in HEIs. The faculty members justified this by stating that they have been assigned the task of research publication through PMS so HEIs can increase the research output. This is also aligned with the literature. Maimela and Samuel (2016) have stated that the PMS implementation in HEIs is the result of increasing governmental pressure on HEIs to enhance research output and student throughput.

The table 6.5 will summarise the findings and the literature.

The current research	Literature
Coded Nine times → PMS has implemented to enhance the research output from Pakistani HEIs.	The motivation behind PMS implementation in HEIs is the increased research work from HEIs.
Insight: Current study findings are consistent with the literature that one of the reasons to implement PMS is to enhance research output of HEIs.	

Table 6.5 - PMS to enhance the research output of HEIs

The faculty members have also pointed that PMS is implemented to achieve a better position in university ranking table at. Almost all of the faculty members have stated that PMS is implemented for gaining better position in the national and international ranking and league tables. HEC Pakistan issues an annual ranking of national universities to drive national HEIs towards improved quality and research and to motivate Pakistani HEIs to participate in World Ranking of HEIs (www.hec.gov.pk). Along with the motivation from HEC, this sub-theme has also supported by literature. Ter Bogt & Scapens (2012) have stated that position of HEIs in league tables and national/international ranking based on the teaching and research

performance of the universities has an increasingly important role in the HEIs performance management systems.

The faculty members have also indicated that HEIs have implemented PMS to get more funds from government and funding authorities. In recent past, the funding allocated to HEIs have become performance oriented. Similarly, Pakistani HEIs have to demonstrate enhanced performance for more funding. This finding is consistent with the Decramer et al. (2012) which has stated that allocation of research funding is coupled with the adoption of performance management system.

The table 6.6 will summarise the findings and the literature.

The current research	Literature
Coded eleven times → To achieve improved position in the ranking table	The improved position in the league table and HEIs ranking is a motive for PMS implementation in HEIs.
Coded ten times → To get more funding	HEIs are implementing PMS to get more funds.
Insight: Current study findings are consistent with the literature as PMS has been utilised to achieve better position in the ranking table and to get more funds.	

Table 6.6 – Summary and comparison of findings of 'improved position in ranking table' and 'to get more funding' and literature

As the findings from this theme has been presented in the above section can also interpreted by the philosophy of agency theory. These sub-themes also depicts the preaching's of agency theory. It is an overwhelmingly finings and interpretations as almost every reason of PMS implementation described by the faculty members in their interviews can be interpreted with the agency theory.

6.2.4 Faculty Members' Perception of PMS in HEIs

During the interviews, the faculty members shared their perception of PMS in HEIs. As discussed in chapter five and summarised in the table 5.2, faculty members perception of PMS is divided into six sub-themes (Figure 6.5).
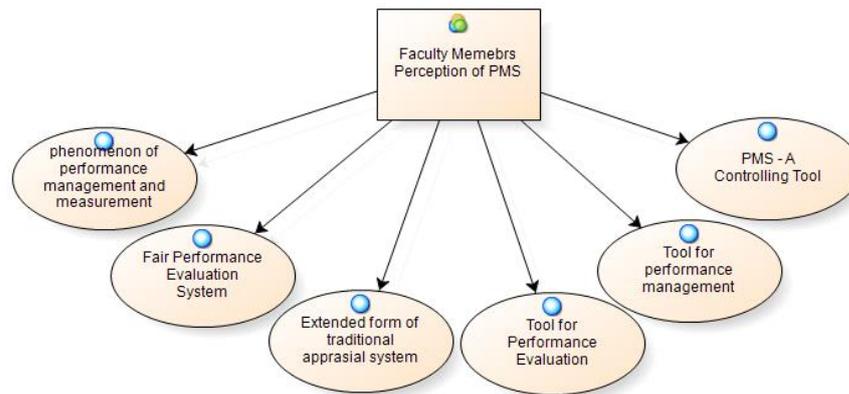
Figure 6.5 - Faculty Members' Perception of PMS

Maimela & Samuel, (2016) have stated that the employees' perception in the implementation process of PMS is of significant importance. This thought has further supported by a number of researchers stating that recipients of PMS (employees) must perceive this system equitable and fair (Luthra & Jain, 2012; Farndale et al., 2011; Kavanagh et al., 2007; Islam & Rasad, 2005). To assess the perception of faculty members' perception of PMS, six sub-themes (emerged in data analysis process) will be discussed here in relation to the literature.

Almost all of the faculty members shown a consensus in their responses that they perceive PMS as a phenomenon of performance management and measurement. Faculty members stated that PMS is a system for the performance management and performance measurement. This perception of PMS among faculty members is consistent with the definition of PMS in literature which means that HEIs are utilising the PMS for the purpose of employee performance management and measurement. As it is highlighted by De Andres et al. (2010), that PMS is a process of managing and measuring performance of employees as individuals or teams.

Faculty members have also shared that performance management has been utilised to organise the performance of the employees. This finding is consistent with the literature discussed above.

Likewise, faculty members' have also mentioned that PMS is perceived as tool for performance management. The management of performance of employees and the organisation is the fundamentals of performance management systems. Organisations including HEIs implementing this system to manage their performance. This perception of PMS among faculty members is consistent with the study of Armstrong (2000) which has stated that the meaning of performance management is to get better results of individuals and organisation by managing their performance.

The table 6.7 will summarise the findings of 'PMS as a tool for performance management' and measurement and 'PMS as a tool for performance management' with the literature.

The current research	Literature
Coded three times → PMS as a phenomenon of performance management and measurement	PMS is a system for performance management and measurement of employees.
Coded three times → tool for performance management	PMS is a mechanism of performance management.
Insight: Current study findings are consistent with the literature as PMS has been utilised to performance management and measurement of employees.	

Table 6.7 – Summary and comparison of findings of 'PMS as phenomenon of performance management and performance measurement' and literature

Faculty members have stated that PMS is not utilised as a comprehensive tool of performance management of employees' and the organisation, but it is implemented as an extended form of the traditional performance appraisal. Although the performance appraisal is a part of the performance management system, but it also comprises on other activities of system like goal setting, provision of training and development to achieve goals and then the performance evaluation. This misperception of PMS may be because of the implementation of the system in their HEIs. Shah & Aslam (2009) have stated that generally people misinterpret the PMS to performance appraisal; while performance appraisal focused on judging the past performance whereas PMS is a continuous process of measurement to provide feedback and achieve the assigned objectives. The faculty members have stated in their understanding of performance management system (section 6.1.2) that they consider PMS as a tool to manage their performance to maximise the productivity of both organisation and employees', but while sharing their perception of PMS implemented in their respective HEIs, they considered it as an 'extended form the traditional performance appraisals', which contradict with the definition of performance management system and purpose of its implementation. The literature describe PMS as a mechanism to achieve better performance from the individuals, teams and organisation as whole by managing performance within the framework of established goals, standards, and availability of resources to achieve those goals (Armstrong, 2000).

Along with this, faculty members have also mentioned PMS as a controlling tool. This has been quoted three times in the interviews of faculty members. This indicates that management of HIEs is still utilising PMS as a controlling tool. The traditional 'performance appraisal

system' was considered as controlling tool from managerial point of view. But the implementation of PMS negates this controlling aspect of performance appraisal by allowing managers to look beyond the evaluative component of the appraisal and focus on the developmental aspect of PMS (Edler et al., 2012; Gravina & Siers, 2011).

Table 6.8 summarises this finding and the literature.

The current research	Literature
Coded three times → PMS as an extended form of the traditional performance appraisal	PMS is a comprehensive system to manage and enhance the performance of employees and the organisation.
Coded three times → PMS as a controlling tool	PMS is set of activities enhance employees performance.
Insight: Current study findings are not consistent with the literature as PMS has been utilised as controlling tool in HEIs instead of utilising this as system to enhance performance.	

Figure 6.8 – Summary of PMS as a controlling toll and literature

Section 6.1 Summary

To summarise this first section which examines the 'faculty members perception of PMS', the literature and responses of faculty members are discussed above. Overall, the findings from current research support the understanding of faculty members regards to the 'performance in HEIs', 'PMS in HEIs', 'reasons of PMS implementation'. But findings have shown a contradiction with the perception of PMS among faculty members and the understanding, utilisation and usefulness of PMS in the literature. The faculty members have mentioned that PMS is a tool to organise, manage and improve the performance of both individual employees and the organisation. However, the findings of current research regards to the faculty members' perception of PMS have exhibited contradiction to the literature. This draws attention to the fact that faculty members understand performance management as a useful tool for improved performance, but the implementation of this system in the HEIs has not been done properly which has developed the perception of PMS among faculty members.

The table 6.9 presents the summary of the

RQ1 – Perception of PMS in HEIs

Summary and comparison of themes with theoretical perspective

Main Themes	Sub-Themes	RBV	Dynamic Capability Theory	Goal Setting Theory	Stewardship Theory	Agency theory
Understanding of performance in HEIs	Ability to achieve goals and objectives			✔		✔
	accomplishment of tasks		✔			✔
	Achievement of Set Targets					✔
Understanding of performance management in HEIs	Effectual tool for planning and control			✔		
	Management of Activities to achieve goals					✔
	Continual Communication between employee and supervisor			✔		✔
	Employees performance evaluation					✔
	Prioritisation of goals at individual and organisational level					✔
	Performance Evaluation					✔
	To manage employee performance					✔
	Monitoring System					✔
	To Enhance Employees Productivity					✔
	System to manage employee performance			✔		✔
Reasons for PMS implementation in HEIs	To enhance productivity of the HEIS					✔
	achieve organisational goals					✔
	Maximise the productivity of employees					✔
	Quality Research Work					✔
	Improved position in University Ranking Table					✔
	Increasing competition					✔
	To gain more funding					✔
	To achieve better performance					✔
Faculty Members' Perception of PMS in HEIs	Mechanism for employee performance management			✔		✔
	extended form of traditional appraisal system					✔
	phenomenon of performance management and measurement			✔		✔
	PMS - A Controlling Tool					✔
	Fair Performance Evaluation					✔
	Tool for Performance Evaluation					✔
	Tool for Performance Management					✔
	Organising Work of Faculty Members					✔

Table 6.9: RQ1 – Perception of PMS in HEIs – (Summary of themes and sub-themes and comparison of theoretical perspective).

6.3 Section 2: RQ2. *How do performance management system (PMS) affect faculty performance in HEIs in Pakistan?*

This section will discuss the findings of current research related to research question two (RQ2) which is aimed to explore the impact of performance management system on the faculty performance. The findings have been presented in the section 5.6 in the previous chapter and the summary of the main themes and sub-themes emerged from data analysis has been presented in Table 5.4.

Franco-Santos et.al, (2014) has stated that the literature exploring the impact of performance management in the higher education sector can be documented in two categories: (1) studies which have utilised macro perspective by considering performance management mechanisms used by stakeholders (government and the related authorities) to assess the HEIs performance; and (2) research focusing on the usage of micro perspective, by examining the tools, practices, and the processes used by HEIs for performance management of their staff. In the chosen HEIs, the performance management has been utilised in the micro perspective. Thus, the understating and impact of this approach was evident from the response of the interviewees.

The findings related to RQ2 has been categorised in three main themes as shown in Figure 6.6. All these themes and sub-themes will be discussed in relation to the literature.
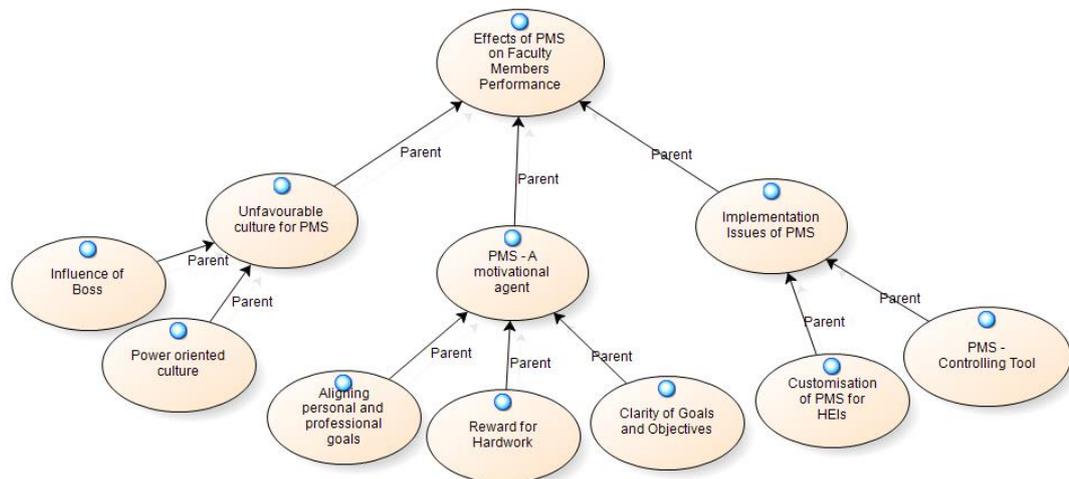
Figure 6.6 Effects of PMS on Faculty Performance

6.3.1 PMS – A motivational agent

The first main theme is PMS- a motivational tool which is supported by three sub themes. The performance management systems is characterized by the clear communication of the goals to employees, link between departmental and organisational goals, formal evaluation of the performance in relation to the pre-set standards, identification of the need for training to achieve those goals, outcomes of the rewards, and to evaluate this procedure for improved and effective performance (Armstrong & Baron 2005). According to the findings, the performance managements utilised by selected universities possess the above-mentioned characteristics of the system. The system is giving a clear understanding of the goals and objectives to the faculty. So, the faculty was clear about what is expected from them and this finding it consistent with the literature. This has been coded by all of the interviewees. Decramer et al., (2013) stated that performance management system is effectively address the employees need to have a clear understanding of their targets and objectives and how these goals would be related to performance indicators (standard against which these this performance will be measured) which effect the performance of the employees.

The table 6.10 summarises this findings and the literature.

The current research	Literature
Coded fifteen times → clarity of goals and objectives	PMS provide clear understandings to the employees of what they expected to do.
Insight: Current study findings are consistent with the literature as PMS is providing clear information of the goals and objectives needs to be achieved.	

Figure 6.10 – Summary of findings and the literature – clarity of the goals

Similarly, all of the faculty members have quoted that PMS provide them the incentive of reward for performance. This has been coded fifteen time in the data analysis process. All of the faculty members have stated that PMS is not only providing them clear understanding of the task and goals needs to be achieved but also motivating them by associating rewards for the achievement of the goals. This finding is consistent with the literature which has stated that PMS assess employees, improve their performance and distribute rewards (Decramer et al, 2013; Aguinis and Pierce 2008; Fletcher 2001). The finding of current research and the literature is summarised in table 6.11.

The current research	Literature
Coded fifteen times → Reward for hard work	PMS not only provide clear understandings of goals and objectives needs to be achieved but also distribute rewards for the achievement of these goals
Insight: Current study findings are consistent with the literature as PMS is reward for hard work	

Figure 6.11 – reward for hard work – summary of findings and literature

6.3.2 Implementation Issues of PMS

Almost all of the faculty members have stated that they trust PMS as system to enhance individual and organisational performance, but the performance evaluation is still biased. Faculty members have stated that despite the clear understating of the assigned goals and the incentive of the rewards associated with the hard work, the performance evaluation is not fair. The performance evaluation is still in the hands of the bosses and the senior management; they like to extend their power of position in the performance evaluation of the employees. This finding is not clearly supported by literature. Furthermore, the findings have elaborated that the senior management and the management of the HEIs are biased. Bosses have the strong impact on the career and the performance of employees. The achievement of better ratings in performance evaluation largely depends on the 'health of relationship' of employee and the boss as stated by one of the interviewees. This evolution and comments of evaluator kept confidential from the employee. That is the main reason that faculty considers this as an unfair and biased approach to evaluating performance. As this evaluation technique is in the full control of the bosses, so the evaluation is mostly biased and unfair. This finding is summarised in the table 6.12.

The current research	Literature
Coded six times → Biased Performance Evaluation	Literature doesn't support that PMS leads to biased evaluation of performance of employees, but it promotes the fairness in the organisation by making the goals and evaluation procedures transparent.
Insight: Current study findings are not consistent with the literature as PMS is leading to biased performance review.	

Figure 6.12– Biased Performance Evaluation

The faculty members have also highlighted that HEIs need a customised performance management system to manage performance. The simple import of PMS from the profit-oriented organisations cannot be justified with the complex nature of the work of HEIs. The faculty members have stated that they like this system to be implemented in the context of Pakistani HEIs as they expect it will minimise the unnecessary influence of the management on the performance evaluation. Faculty members have also stated that PMS will promote the transparency in the processes of goals assigned and the performances evaluated which will point out the poor performers and the good performers. This transparency will eliminate the privilege given to the favourite people of management.

The suggestion of a customised PMS for HEIs is supported by the study of Franco-Santos et al., (2014), which stated that there is a need to craft a hybrid performances management for HEIs keeping in view the challenges and circumstances of the HEIs. They further stated that in case of PMS 'there is no such thing which fits for all'. This finding and the literature is summarised in the table 6.13.

The current research	Literature
Coded twelve times → Customisation of PMS for HEIs	HEIs need a PMS which is crafted according to the needs and circumstances of HEIs
Insight: Current study findings are consistent with the literature as PMS and recommend a customised PMS for HEIs	

Figure 6.13 - summary and comparison of finding and literature

6.3.3 Unfavourable culture for PMS

The third important insight emerged from the faculty members interviews is the 'unfavourable culture of HEIs'. Sole (2009) cited in Nur Neha et.al, (2012) has identified two main factors influencing the performance management in public sector. They have categorized them as internal and external factors. The organisational culture of the institution, the engagement of employees, resources of the organizations has been stated internal factors influencing the impact of performance management in public organization. They further argued that the organisational culture and management have an important role in the development and effective implementation of performance management. The findings have identified that there is poor management of the performance management. So, the proper utilisation of the system has not been realized. Interviewees have described that the performance management system

is an excellent tool to enhance the performance of the organization, but due to the lack of interest from management and organisational culture, it is not fully successful.

The findings have also described that the performance management has been utilised as a controlling mechanism. The culture of the organizations is not supporting such system to improve the performance. The management considers that performance management is only about the evaluation, like old-fashioned performance appraisals. Along with the misunderstanding of the system from management, faculty has also described that performance and had work is not evaluated fairly. The findings further described that the culture and working environment of the organizations are not in the favor of such transparent system. In the literature, Nur Neha et.al, (2012) has stated that the role of performance-oriented culture is critical factor which influences the implementation of performance management. Mohamed & Abukar (2013) have stressed that the all organizational processes, employees, and performance of the organization are influenced by organizational culture. Organizational culture is the set of norms, values, and beliefs shared by an organization Lunenburg (2011), and it affects the way employees feel, think, and behave in organizations. The findings elaborate that the culture of higher education institutions is not in favor of the performance management. The culture of the organization has a great effect on the performance of the employees.

The faculty members have stated that the organisational culture of HEIs is power-oriented culture, which doesn't facilitate the utilisation of systems like PMS. This finding is supported by the Aslam (2011), which stated that One of the basic reasons of power based culture is cultural baggage and a rigid power focused hierarchal structure which is common practice in Pakistani context. This environment where only a head of department thinks himself, perfect in all matters and does not discuss any issue with his subordinates, it is hard for anyone to take initiative for performance discussion with him. Those heads who believe in dictatorial administration style, block the opportunities of open discussion on various matters because they do not like conflicts and only emphasize on following their orders. In this power distance culture, not only employee's performance is affected but also it breaks the whole performance management cycle within the organization.

The summary of power-oriented culture and the literature is presented in table 6.14

The current research	Literature
Coded fifteen times → Customisation of PMS for HEIs	Literature supports this finding that organisational culture of HEIs in Pakistan is power-oriented.
Insight: Current study findings are consistent with the literature and highlighted that this power oriented culture is not facilitating PMS implementation in HEIs in Pakistan.	

Figure 6.14 – summary of finding and literature

The faculty members have expressed trustworthiness of PMS. Almost all of the faculty members have stated that they trust PMS as a system to improve the performance of the employees and the organisation. Rasheed et.al (2011) have stated that the employees must hold trust on the fairness of the performance management systems, as the employees would accept outcomes of the system only if they hold trust on the fairness and the transparency of the system, otherwise these outcomes will be of no use and consequently employees will become ineffective.

The findings elaborate that faculty doesn't have trust on the performance evaluation aspect of PMS. They think it is highly biased and personal choice of the boss. Boss has all the rights to affect your career. The employees' performance can be increased if they receive a fair evaluation of their hard work, but when they know that the hard work is not the indication of good rating in your performance evaluation report, then it leads to dissatisfaction in employees. This also create stress among faculty when they see that the people who are in good books of the high-ups are getting good ratings without the hard work, while on another hand the hard work in not receiving rewards. As the performance appraisal kept confidential from employees, it lacks the component of the feedback in the performance management system. The head of the departments never discusses the strong or poor performance with the employees. This shows that there is a communication gap between the head of the departments and the employees, which demotivate employees to achieve enhanced performance. To improve the performance of faculty, HEIs need to incorporate fair and transparent performance evaluation system. As the Rasheed et.al. (2011) has stated transparent and fair appraisals influence the performance of employees positively.

Though, the literature highlighted that employees should hold trust on PMS to achieve the desired result, but in the findings of this study elaborate that faculty member's trust on the system and extend their support to implement PMS in HEIs. Conversely, they have concerns

with the implementation and the people who are dealing with this system, which is a new insight. The literature stated that academic staff doesn't like to be managed because of the complexity of their role and the nature of their work, while the faculty members form this study favour the implementation of this system in their HEIs.

The summary of this finding and the literature is summarised in table 6.15.

The current research	Literature
Coded fifteen times → Trustworthiness of PMS for HEIs	Literature highlights that employees should hold the trust on PMS to achieve the required goals and objectives.
Insight: Current study findings are consistent with the literature and highlighted that this power oriented culture is not facilitating PMS implementation in HEIs in Pakistan.	

Figure 6.15 – Summary of finding and literature

RQ2 – Effects of PMS on faculty Performance

Summary and comparison of themes and sub-themes among five job roles in HEIS.

Main Themes	Sub-Themes	RBV	Dynamic Capability Theory	Goal Setting Theory	Stewardship Theory	Agency theory
PMS - A motivational agent	Reward for Hard work					✔
	Aligning personal and professional goals					✔
	Clarity of Goals and Objectives					✔
Implementation Issues of PMS	PMS - Controlling Tool					✔
	Customisation of PMS for HEIs					✔
	Biased Performance Evaluation					✔
Unfavourable culture for PMS	Power oriented culture					
	Influence of Boss				✔	
	Trustworthiness of PMS				✔	

Table 6.16: RQ2 – Effects of PMS on Faculty Performance – (Summary and comparison of themes and sub-themes among five job roles in HEIS).

This table states that most of the findings of this study compliments the agency theory. The two sub-themes have been related to the stewardship theory, while the power oriented culture is not supported by any theoretical perspective.

6.4 Section 3: RQ3. *How do performance management system (PMS) affect organisational performance (OP) of HEI in Pakistan?*

This section will discuss the findings in the light of literature. The question will be discussed in three sub-headings to make the discussion clear and organized. These three categories will analysed on by one.

6.4.1 Factors Affecting Performance of Higher Education institutions

The findings have identified a number of factors affecting the performance of HEIs. These factors include discouraging culture, politics in HEIs, and poor management. The higher education institutions in Pakistan follow the guidelines of Higher Education Commission (HEC). Although HEC is supporting HEIs by proving them required funding but still the performance of these institutions is not very good. The biggest factor impacting the performance of the HEIs is the absence of the performance-oriented culture. There is no such practice to follow motivate employees to achieve enhanced levels of the performance. The high-ups and management are interested in their own power, but not to boost the organizational performance. The strong hierarchy system doesn't allow employees to take initiatives and to be creative, as the boss is always right.

In order to develop the faculty of the HEIs, HEC has sent hundreds of faculty members to pursue higher qualification from the renowned institutions of the world. But, when these faculty members return to their parent organizations, they couldn't perform according to their expertise and will. This is because of the unfavorable culture. These highly qualified academic staffs have to follow the status quo in the institutions. The people in the decision-making positions are not encouraging new employees to take initiatives and perform well. This unfavorable culture, the biases in the evaluation of performance and the politics in HEIs are affecting employees.

6.4.2 PMS – Useful for HEIs Growth & Success

Kroll (2012) and Moynihan (2010) have stated that in recent times organizations have utilized performance reforms; so factors leading to the implementation of performance management systems are of prime importance. The success of every organisation is originated on the individual employees' performance. Hence, the realisation of organisational strategy and attainment of its objectives is predominantly dependent on the efficient and effective

management of employees' performance. Similarly, Lawler (2003), has stated that almost every organisation is achieving some important aims regarding their human capital by utilizing performance management system. He further explained that these objectives include facilitating employees in developing their skills, assessing employees eligibility for promotions, determining poor performers and eliminating them, and assistance in business strategy implementation. Similarly, Cardy (2004) has described that organisational effectiveness can achieve by performance management. As this is considered as a vital process for the achievement of objectives; performance management is considered as "Achilles Heel" for human capital management (Pulakos, 2009). Therefore, managers should consider performance management as their top priority (Lawler, 2008).

The findings have agreed with this notion existed in literature. Almost all the respondents agreed that performance management is useful for the organizational success and improved performance. However, they also stated that the implementation of this system needs to be done properly, otherwise it would not be able to achieve the required results. The fundamental purpose of the performance management system is to augment organisational performance. Literature has stated that the utilisation of performance management is to increase the performance of organisations (Sahoo C.K & Jena S, 2012, Franceschini et al., 2010, Kovacic, 2007; Neely, 2005; Guler et al., 2002; Neill and Rose, 2006).

This thought has the similarity with the findings and the literature, as both are agree with the utilisation of the performance management system to improve the individual and the organizational performance. However, the findings have pointed out that there should be a performance-oriented culture to maximise the benefits of the performance system.

RQ3 – Effects of PMS on Organisational Performance
Summary and comparison of themes and sub-themes among five job roles in HEIS.

Main Themes	Sub-Themes	RBV	Dynamic Capability Theory	Goal Setting Theory	Stewardship Theory	Agency theory
Factors Affecting Performance of HEIs	Limited Resources	✔	✔	✔	✔	✔
	Impact of Organisational Culture					
	Influence of HEIs Leadership				✔	
Impact of PMS on HEIs Growth & Success	PMS - Source of Organisational Growth		✔			
	PMS - Source of Organisational Success	✔	✔	✔		✔

Table 6.17: RQ3 – Effects of PMS on Organisational Performance – (Summary and comparison of themes and sub-themes among five job roles in HEIS).

This table indicates that some of the sub-themes are related to the agency theory, while some are supported by stewardship theory. It is evident here that impact of organisational culture is not supported by any theory.

6.5 Chapter summary

This chapter has discussed the findings in the light of the literature reviewed. The first section of the chapter has discussed research question one, followed by research question two and finally research question three.

There are some similarities with the literature in the understating the concept of performance and the performance management, the reasons of implementation of performance management in higher education institutions. Yet, there are the contradictions in the exploration of the impact of performance management on faculty performance. The faculty responses were agreed on the point that the PMS is a good system to enhance the employee and the organizational performance, but the implementation is not been done properly. A number of factors have been identified which are effecting the utilisation of performance management on the performance of faculty. The most visible factor according to the findings was the absence of the favorable culture.

Chapter Seven: Conclusion

7.1 Research Summary

The previous chapters has presented the research findings and discussion. This chapter will present summary of the research, research contribution, research limitation and future research insights.

The aim of this research was to explore the impact of the performance management system on the organizational performance of higher education institutions. As highlighted in the chapters of introduction and literature review; there is a scarcity of literature that focuses on the impact of performance management system on the organizational performance of HEIs (Aslam 2011; Aslam et.al, 2011). The changing environment of higher education institutions from last decade has compelled them to introduce a mechanism to actively manage their workforce to meet with these challenges (Decramer et al, 2013). This current study is established on the call of previous researches in this context like Bourne et.al (2014) and Bisogno et.al (2014) who has investigated the performance management in the context of higher education institutions. The current study has tried to explore impact of performance management on the organizational performance of higher education institutions of Pakistan.

Although, the frameworks of performance management has been utilized successfully both in public and private sector, but higher education institutions (HEIs) are still at beginning stage to deploy such mechanisms (Smulowitz, (2015); Aguinis et al., 2011; Worthen and Sanders, 1991). In recent times, higher education institutions (HEIs) have been examined critically, while some have been contempt for their inability to be more accountable to their stakeholders (Smulowitz, 2015; Barani et.al, 2012). The demand for accountability from stakeholders is increasing day by day while the allotment of funds is decreasing (Smulowitz, 2015). This impact of deploying a performance management system in a complex structured organization like universities is answered in the current study.

The aim of this research was explored by using an interpretive paradigm that accommodates the exploratory nature of the current study. Due to the social nature of the current research, a qualitative interpretive approach has been implemented through in-depth semi-structured interviews. In order to evaluate the research outcome each research question has been addressed using the structure of interpretive research contributions suggested by Walsham (2006):

> *"Construct our piece to aim at a particular type of **audience** or audiences. In addition, we can ask to **what literature** we are aiming to contribute. Thirdly, what*

*does the piece of written work claim to **offer that is new** to the audience and the literature? Finally, how should others **use the work**?"* (Walsham, 2006: p. 326).

The first question addressed in this study is:

Q1: How performance management system (PMS) is perceived by the academic staff in HEIs in Pakistan?

Based on the Welsham's (2006) guidance, this question have the following contributions:

- **What is the audience?** – As this study has investigated the impact of performance management systems on the HEIs in general and specifically in Pakistani context. Hence, the audience for this research are the previous researchers who has raised research call to explore PMS in HEIs. This question generally provide knowledge to the scholars in the field of performance management in the context of higher education institutions. The audience for this question are researchers who have suggested for more research work in this area of performance management in higher education institutions (Miller, B. A.,2016; Holland, B. A., 2016; Andrew T. Graham, 2015 & Bourne et.al, 2014).

- **What literature?** - The findings of this research will contribute to Higher Education management research literature (Decramer et al, 2012 & 2013; Aguinis 2009 & 2013; Aslam 2011; Batool and Qureshi, 2007) that addresses the interpretation and influence of performance management in the higher education institutions. Furthermore, this study will add to the literature on the subject of understanding of performance management in the context of Pakistan.

- **What is new?** – This study has explored that what is meant by 'performance' and 'performance management' in the Pakistani HEIs. This research has identified that 'performance' is a multifaceted and multidimensional concept and people interpret this according to their own understanding. The staff need to have better understanding of the term performance and performance management in the university context. This study is fulfilling the research call of the Bisogno et.al (2014) to investigate the dilemmas of this performance management tool in other countries. This study has identified that the culture of the organization has a strong impact on the successful implementation of the performance management system in higher education institutions.

It is accentuated in literature that performance management systems have mixed reviews from academic staff. Some people consider it as good mechanism for the growth of HEIs, while other stated that this is not suitable system for complex structure and working environment of HEIs. This research support this argument as the findings also depicts the same response from

the Pakistani HEIs. However, most of the responses suggested that for successful implementation of performance management in academic institutions, there should be favourable culture in the organization.

Q2: How do performance management system (PMS) affect faculty performance in HEIs in Pakistan?

- **What is the audience**? - The primary audience for this question is researchers who are interested to investigate the impact of the performance management on the performance of faculty (Miankhel, 2012 & Aslam, 2011). Also, researchers interested in studying the effect of impact of performance management in the context of higher education in Pakistan. (Imran et.al., 2011 & Batool et.al., 2011).

- **What literature?** - As a contribution to literature this exploratory case study is of the HEIs service sector. According to Gosh (2015) and Smulowitz (2014) there is a lack of recent empirical studies in this area. As the funding authorities are demanding for a transparent utilisation of allocated resources, and higher education institutions have to justify these findings, this is becoming a drastically important area of study.

- **What is new?** – Although some of the studies are demanding for a tailor-made performance management system, which fits perfectly for the higher education institutions (Bourne et.al., 2014 & Burnes et.al., 2014). Even though some of the literature suggest for the implementation of performance management and its positive impact on the faculty performance. (Decramer et. al, 2013 & Bush and Middlewood, 2013), the significant verdict is that the performance management has an 'impact' on the faculty performance, but to make it a positive impact there should be conducive culture. The findings suggest that system is a good mechanism for improving the progress of academic staff but the culture of the organization where they are working is not in favour.

- **How should this new knowledge be used?** - Finding should be considered by both HE researchers and institutions. University management and the working culture could not encourage staff to recognise that effectiveness of the performance management system. The management of the universities need to make it a trust-worthy and fair system to achieve the desired outcomes. University management has to cultivate a fair culture for successful implementation of such system.

In order to achieve the required results, the higher education commission and the university management should develop such culture where the faculty can believe on the fairness of the system. The ultimate right of the bosses doesn't allow to reap the benefits of this system.

<u>*Q3: How do performance management system (PMS) affect organisational performance*</u>
<u>*(OP) of HEIs in Pakistan?*</u>

- **What is the audience**? - The principal audience for this question is the scholars who are investigating the impact of the performance management on the organizational performance of higher education institutions (Abdel-Kader, 2014; De Jong, 2016). Also, researchers interested in studying the effect of impact of performance management on organizational performance of higher education institutions in Pakistan (Raziq & Wiesner, 2016; Asrar & Kuchinke, 2016).

- **What literature?** – This exploratory case study is contributing to the literature of performance management in general and in context of HEIs specifically. As the funding authorities are demanding for a transparent utilisation of allocated resources, and higher education institutions have to justify these findings, this is becoming a drastically important area of study. A numbers of authors (Gosh, 2015; Franco-Santos et al, 2014; Smulowitz 2014; Decramer et al, 2013) in PMS research have raised research calls to investigate the phenomenon of PMS to understand the impact of performance management on the employee performance and on organisation performance. This study will contribute to the literature in the context of Pakistan (Anjum et al, 2011; Rasheed et al, 2011). Additionally, this study will facilitate Higher Education Commission of Pakistan to assess the performance of HEIs in country and evaluate their performance systems (Batool & Qureshi, 2007).

- **What is new?** – This research has supported the existing literature for the fact that performance management is a useful system to enhance the performance of organisations and will assist in HEIs as well. The findings of this study have supported the need for a customised performance management system (Franco-Santos et.al, 2014 & Burnes et.al. 2014) to facilitate the complex nature of HEIs. Similarly, this study is support the authors who have stressed on the usefulness of PMS for the better performance of faculty and the organisation (Decramer et. al, 2013 & Bush and Middlewood, 2013), but, have also stated the importance of supportive organisational culture. This study has presented this insight in the context of Pakistan, where the organisational culture is a major hindrance in the cutisation of PMS at its fullest.

- **How should this new knowledge be used?** - Finding should be considered by both HE researchers and institutions. University management and the working culture could not encourage staff to recognise that effectiveness of the performance management system.

The management of the universities need to make it a trust-worthy and fair system to achieve the desired outcomes. University management has to cultivate a fair culture for successful implementation of such system.

7.1.1 Proposed Framework

After discussing the contribution to the knowledge by following Walsham's (2006) guidelines, this frame work has been created to summarise the findings of the study. The findings and discussion presented in the previous chapters explained the influence of the organisational culture on the implementation of performance management. The faculty members in Pakistani HEIs want this management system to be implemented, so that the power-oriented culture of the HEIs will be minimised. Moreover, faculty members stated that PMS will promote the fairness, justice and performances-oriented culture in the Pakistani HEIs. These proposed framework extension to the study of Franco-Santos et al. (2014). Franco-Santos et al. (2014) have presented the need for a hybrid approach of performance management systems for HEIs and this research has also supported this. Additionally, the findings of this research has pointed the importance and influence of the organisational culture on the utilisation of PMS. Hence, this framework has shown that the organisational culture is strongly influencing the effectiveness of PMS in the context of Pakistani HEIs. The findings of this research have presented the power-oriented culture of the Pakistani HEIs presented in the Chapter 5 & Chapter 6. This framework summarise the findings and the discussion of this study.
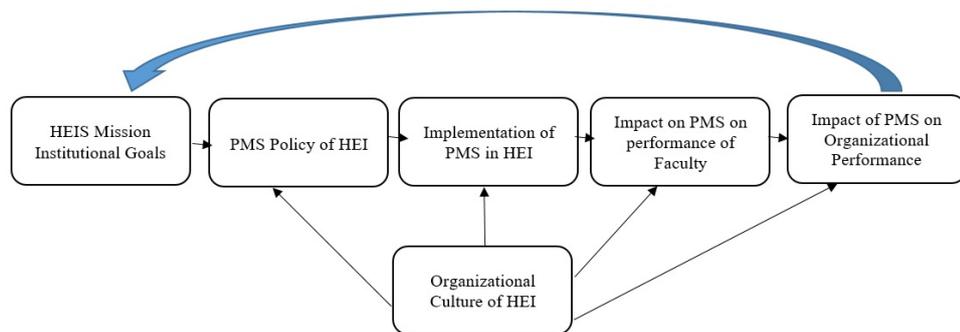
Figure 7.1

Adaptation and extension of the Franco-Santos et al., (2014)

7.2   Practical contributions

The practical contribution of this research can be presented in five main points:

1. Using the qualitative data collection tools (interviews) along with dyadic data gave insight and more details that the performance management in higher education should be considered an important system for improved performance of HEIs. It gave the insight to Higher Education Commission of Pakistan (HEC) to recognize the importance of the performance management and the viewpoints of the faculty for better performance.

2. Based on the current research findings the PMS has the potential to enhance the performance of the faculty if it is implemented properly. This means that investing in the cultivation of favourable organisation culture to support performance management will enhance the individual and the organisational performance.

3. Faculty members consider themselves as the asset of the organization as they are the vital source of the HEIs to perform for the betterment of the institution. Findings suggest that it would be beneficial if the management of the HEIs and the HEC can highlight the effect of faculty viewpoints on their policies to enhance the performance of the higher education institutions.

4. HEIs should consider the drawbacks of unfavourable culture for the performance of faculty. This includes lack of trust, biasness, unfair performance appraisals and overall working environment of the institutions. The management of HEIs should take steps to promote the performance-oriented culture to enhance the organisational performance. Furthermore, the higher education commission should take steps to utilise the human capital of HEIs after heavy investments on the faculty development

7.3   Research evaluation

As discussed in chapter four research integrity will be maintained by adhering to seven principles set out by Klein & Myers' (1999) that are used to evaluate interpretive research.

Table 7.1 summarises the principles and how they were reflected through this research.

Klein and Myers' principle	How is reflected in the current research
Hermeneutic circle: The understanding and knowledge of the parts and their relationship to the whole and how will this lead to an understanding of the complex whole.	Data analysis was an iterative work process, where reading and rereading of gathered material was undertaken several times in order to make the right link and get a better understanding of the whole problem. This also helped in defining the information needed and how it would be obtained. Moreover,

	comparisons between the meaning of single statements, surrounding statements and the data as a whole have been made. Categories were also created in order to describe interviewee ideas as precisely as possible.
Principle of contextualisation: Research results must be reported within the social and historical context that they were acquired, as the relationships between people, organisations and technology are not fixed but constantly changing.	In order to meet this principle literature has been reviewed in Chapter Two. A description of the Pakistani HEIs context has also been used to connect the reader with the research context and explain interviewee responses.
Principle of interaction between the researcher and the subject: This principle recognises the effects of the interaction between the researcher and the participants (through their understanding and perception).	It would be ideal if the researcher could remove all potential factors that affect data through interaction with participants. However, in the current study the researcher avoided presenting preconceptions to the respondents. Interviewee participation was completely voluntary and they were willing to participate, which indicates that they were happy to talk about their own understanding in of events. In order to avoid bias throughout the data collection and analysis, a detailed description of the data collection process, as well as the analysis was documented to minimise this. The research aim was used as the base for interpreting interviewees' answers.
Principle of abstraction and generalisation: Data collected needs to be related to general concepts and one and two general principles describing the	In trying to fulfil this principle, detailed descriptions and illustrations of interviewee statements were categorised. The principle of generalisation is met through discussion of the research results in relation to the ideas and concepts originating in previous research papers. By doing this the research results

human nature.	will apply to multiple situations.
Dialogical reasoning principle: This principle requires the researcher to acknowledge and declare the preconceptions, prejudices and assumptions that guided the original research process.	The researcher's background, previous experience and assumptions were all documented in the fourth chapter. Subsequently, the researcher explained the philosophical approach, literature and provided a detailed explanation for each step through data analysis and coding process to make it transparent for the reader.
Multiple interpretation principle: Requires sensitivity to possible differences in interpretations amongst participants as are typically expressed in multiple narratives or stories of the same sequence of events under study. Similar to multiple witness accounts even if all tell it as they saw it.	Interview transcripts were analysed iteratively following the interviews. After forming categories, data was re-visited so as to be re-analysed. The next step was to compare the categories formed with the results, and this was done to increase sensitivity to possible differences in interpretations. Multiple interpretations were given in the Analysis Chapter. During interviews follow up questions were issued when situations arose where multiple interpretations were possible for answers.
Principle of suspicion: Requires sensitivity to possible "biases" and systematic "distortions" in the narratives collected from the participants.	The main aim was to avoid possible biases. This has been done by collecting data from different individuals and analysing it in different stages. The researcher background was also introduced. Discussions with senior researchers as well as describing data collection and analysis processes in details help the reader to follow the narrative flow of the research.

Table 7. 1: Research evaluation summary

7.4 Research limitations

As with any research, this research has limitations:

1. This research was limited to a three case studies of Pakistani higher education institutions, so generalisation of the findings is limited the selected institution.

2. It is conducted in the public sector HEIs which are mainly dependent on the funding of the HEC and the government. In other private sector universities may not apply and research results may be different.

3. Research findings are limited to three universities of the Pakistan. Findings may change upon using data from the universities working in a different context

4. There is a lack of studies previously conducted in this area.

5. Large amounts of data were collected during the interviews. In order to avoid missing important information, data was transcribed following interviews along with notes and memos to minimise the risk of missing important information.

6. During interviews the researcher did not know if respondents were divulging true information or if they were concealing certain aspects. This limitation was minimised by asking for incidents and asking for the same information in different terms. Furthermore, the researcher stressed research anonymity in order to give participants the confidence that their data would not be revealed.

7. Some faculty members either refused to participate in the research, refused to allow recording or gave very short answers. These limitations were overcome by discounting these problematic interviews, and by sourcing new more valuable ones.

7.5   Future Research

As this research has focused on a three case studies from public sector HEIs, further research could be done in other private sector HEIs in order to generalise findings of this study. The choice of sample in this research considered only faculty members. That said it would be beneficial to investigate if the findings of this research apply also to the management of HEIs.

The semi-structured interviews are relatively new method of data collection in Pakistani context, so the future studies should explore this more to know the in-depth experiences of people.

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Appendix 1... Ethical Approval

University of Salford
MANCHESTER

College of Arts & Social Sciences
Room 631 Maxwell Building
The Crescent
Salford, M5 4WT
Tel: 0161 295 5876

03 September 2014

Shazia Kanwal
University of Salford

Dear Shazia

Re: Ethical Approval Application – CASS120017

I am pleased to inform you that based on the information provided, the Research Ethics Panel have no objections on ethical grounds to your project.

Yours sincerely

Deborah Woodman
On Behalf of CASS Research Ethics Panel

Appendix 2... Consent Form

Participant Consent Form / Consent Withdrawal

Full title of Project: Impact of Performance Management System on Organisational Performance of Higher Education Institutions: A Case Study of Pakistan

Name of Researcher: Shazia Kanwal

Participant Identification Number for this project: [ ]

	Please Initial Box
1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.	[ ]
2. I understand that my participation is voluntary and that I am free to withdraw at any time, **without giving reason**.	[ ]
3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.	[ ]
4. I agree to the interview being audio recorded	[ ]
5. I agree to the use of anonymised quotes in publications	[ ]
6. I agree to take part in the above study.	[ ]

Please complete Section A or B at any one time - Thank you.

Section A. Consent Form:

———————————————   ————————   ————————————

Name of Participant   Date   Signature

————Shazia Kanwal————   ————————   ————————————

Name of Researcher   Date   Signature

Signed consent form will be stored securely by the researcher.

Section B. Consent Withdrawal:

I withdraw my consent to participate in research outlined above. By signing below I agree that any information given by me will not be used for the above research purpose.

————————————   ————————   ————————————

Name of Participant   Date   Signature

Appendix 3... Information Sheet

Research Project Title

Impact of Performance Management System on Organisational Performance of Higher Education Institutions: A Case Study of Pakistan

Invitation paragraph

I would like to invite you to take part in a research project. Before deciding, you need to understand why this research is being done and what it will involve. Please take a minute to read the following information carefully. Ask questions if anything is not clear or if you would like more information. Take time to decide whether or not to take part.

What is the purpose of the study?

To explore the impact of performance management system on organizational performance of higher education institution of Pakistan. This research study is part of my thesis for the degree of: Doctorate of Science from the University of Salford, Salford Business School (SBS).

Why have I been invited?

The interviews will be conducted with faculty members from the selected public sector universities of Pakistan. You have been invited because you can provide a comprehensive illustration on your experience and perception on the impact of performance management on organizational performance.

Do I have to take part?

It is totally up to you to take part or not. In case you agree to participate, we will discuss the study and go through the information sheet (which you will get). You will be also asked to sign a consent form and you still have the freedom to withdraw your consent at any time without giving any reasons.

What will happen to me if I take part?

The interview will take 20 - 30 minutes (approximately). You as an interviewee will be asked to sign the consent form. The interview will be recorded with your permission. Your identity will be confidential and no one other then the researcher will have access to these interviews.

What do I have to do?

During the interview, you will need to answer the questions based on your experiences. You have the right not to answer any question without giving a reason.

What will happen if I don't carry on with the study?

You have the freedom to withdraw at any point without giving a reason. In that case, all information and data collected from you will be destroyed.

What are the possible disadvantages or risks of taking part?

There will be no possible disadvantage or risk of taking part of this research. In case any disadvantage or risk appeared during the interview, this should be brought immediately to attention of the researcher.

What are the possible benefits of taking part?

There will be no intended benefit for the participants in this research process, but the information of the study will help to understand the impact of performance management on higher education institution.

What happens if the research study stops earlier than expected?

If the research study stopped earlier, another meeting will be scheduled based on the interviewee convenience.

What if there is a problem?

If there is a problem or a complain regarding the study, participant can report this to the researcher supervisor.

Will my taking part in the study be kept confidential?

- All collected data will be kept strictly confidential.
- Transcribed interviews will be kept in a password protected file.
- All data will be kept anonymous and participants will be given a research code which is known just to the researcher.
- Under no circumstances your identity will be revealed in this report or any other publications.
- Data will be anonymously shared mostly in an aggregated format. Hard copy files will be held securely. All raw data will be destroyed after the completion of this research.

What will happen to the results of the research project?

All data will be entirely confidential and will not be shared with any third party. The results of this research will be available at University of Salford.

Who has ethically reviewed the research project?

The research has been ethically approved via the college Research Ethics Panel (REP) of the University of Salford and its Code of Ethics.

Contact for further information

Student Contact:	Supervisor Contact:
Shazia Kanwal	Dr: Aleksej Heinze
Salford Business School	Salford Business School
University of Salford	University of Salford
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Appendix 4: Research map

Research map: Impact of Performance Management System on organizational Performance of Higher Education Institutions: A case study of Pakistan				
Chapter **1 Research Problems:**	**Chapter 1** **R. Questions**	**Literature**	**Chapter 6/ 7 / 8** **Data**	**Chapter 9 / 10** **Research Contributions**
Lack of literature on PMS and its effects on organizational performance in Pakistani context.	*How does performance management system (PMS) affect organisational performance (OP)?*	**Chapter 2 (PMS overview)** Discussion on Performance management system and its effects on organizational performance	Staff and management views on organizational performance	Contribution to the literature of Performance Management system and its effects on organizational performance in HEIs in Pakistan
Lack of literature on PMS and its interpretation and understanding by academic staff in HEIs in the context of Pakistan	*a) How performance management system (PMS) is perceived by the academic staff in HEIs in Pakistan?*	**Chapter 2 (Understanding of PMS from Academic Staff View)** Discussion on Performance management system and its effects on organizational performance	Staff and management views on objectives of PMS and its understanding by employees	Contribution to the literature of Performance Management system and its effects on organizational performance in HEIs in United Kingdom
Need to identify the impact of PMS on the faculty performance of HEI in Pakistan	*b) How does PMS affect faculty performance in HEIs in Pakistan?*	**Chapter 3** Discussion on the effects of PMS on the performance of faculty members in the HEIs in Pakistan	Staff and management views on PMS effects on faculty performance	Addition to the literature on the PMS effects on faculty performance in HEIs in Pakistan
Assessing the impact of PMS on the organizational performance of HEI in Pakistan	*c) How does PMS affect organizational performance (OP) of HEI in Pakistan?*	**Chapter 3** Discussion on the impact of PMS on organizational performance of HEIs in Pakistan	Staff and management views about PMS effects on organizational performance	Contribution to the literature on PMS effects on organizational performance and its managerial implication in HEIs in Pakistan
Research Methodology Interpretivipst Case study Interviews	Methodological question: *d) How effective is case study research as a method of qualitative educational research?*	**Chapter 4** Qualitative Research > Interpretivist > case study research > **Chapter 5** Qualitative data > Case study> interviews > data analysis using NViVo QSR		Contribution to the literature on the use of qualitative research (case-study method) in a new context - Pakistan