

## **IMPORTANCE OF POSITIVE PERCEPTIONS OF PERFORMANCE APPRAISAL IN HIGHER EDUCATION** (COMPARATIVE ANALYSIS OF AUSTRALIAN AND PAKISTANI UNIVERSITIES)

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**Abstract:** Performance management is considered to be integral part of all human resource management philosophies or theories. An organization's primary goal is to achieve high performance levels by its human resources so that productivity could be increased. Similar to any organization, universities or higher education institutions evaluates its employees/teachers performance for effective human resource management. Current study presents an extensive literature review on the positive perceptions of performance appraisal among universities of Pakistan and Australia. Moreover, this research elaborates the hindering factors and various associated issues and challenges associated with effective performance appraisal system in higher education institutions.

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### **Introduction**

One management practice viewed as critical to leveraging human capital in a desired direction is performance appraisal. It has long been considered one of the strategic, high performance, and human-capital enhancing constituents in the bundle of human resource management practices (Delery and Doty, 1996; Takeuchi et al., 2007). As an integral tool of performance management, appraisal is widely hailed to support the achievement of specific organizational priorities (Boxall and Purcell, 2003). Empirical evidence has demonstrated that effective appraisal leads to a number of important work/organisational outcomes, such as improved employee productivity and quality, job satisfaction, commitment, and trust (Ghorpade et al., 1995; Guthrie, 2001; Kuvaas, 2008; Mayer and Davis, 1999; Pettijohn et al., 2001). And this creates highly productive workforce that is an important route to competitive advantage (Wright et al., 2001).

However, in spite of the widespread practice of performance appraisal and the extensive academic research that has been done on this subject, it constitutes 'a human resource management paradox and their effectiveness an elusive goal' (Taylor et al.,

1995). While referring to performance review as 'the job nobody likes', Rice claims that there is general dissatisfaction within organizations largely because there is no consensus about their purpose, and that 'confusion about conflicting purposes often undermines attempts at evaluation' (1996:242). He identifies some of the flaws of the forms and procedures used that lead to unfair evaluations in performance appraisal – the use of vague qualities and irrelevant measurement criteria, superficial checklists that do not provide for individual evaluation and monologues as opposed to dialogues. Baron and Kreps (1999), too, observe that the different purposes and different constituents with a stake in PA outcomes cannot be well served by the same evaluation methods.

Other obstacles stand in the way of PA effectiveness. Lawler observes that most appraisers are uncomfortable doing appraisals and that 'even in the best-managed organizations, employees sometimes are treated unfairly by unreasonable or misguided supervisors' (1992: 196). Some supervisors may be reluctant to offer feedback, and, even when they do, the desired effects are not realized because the process is psychologically complex (Fedor and

Parsons, 1996). Folger and Lewis (1993) regard performance appraisal as being stressful for both manager and employee, and liken reactions to the practice to the way people feel about paying taxes, notwithstanding the important links between performance appraisal and other aspects of human resources management. The extent to which those links can be strengthened in both the employee's and employer's interests may in some respects depend on how politicized the performance appraisal process becomes or is allowed to become.

#### **Performance Appraisal and Higher Education**

All organizations (and that means individuals) require some degree of 'management' to be effective and HEIs are no exception. Appraisal, though encouraged, has not always been enforced. Appraisals provide an opportunity to discuss the subject of promotion and where necessary, tackle the issues of under-performance. Past practice has therefore in part been characterized by the absence of formal targets, less than clear accountability, tenuous links between pay and performance, and less than complete transparency in the review process. As it is viewed as critical to leveraging human capital in a desired direction, it's role in getting competitive advantage (Wright et al., 2001) at higher education cannot be neglected.

Historically, higher educational institutions (HEIs) have been independent institutions, backed by an ideology that led staff to expect and enjoy high levels of independence and autonomy, relatively free from any sense of management, commercial responsibility and accountability (Egginton, 2010). Royal charters and government legislation empowered them with the freedom of academic thought and practice, at the same time, the security of job. Mackay (1995) provides an informative account of the development of performance appraisal/management practices in universities. She describes the difference the convergence between the new and the old universities. Up until the 1970s, old universities were adopting a *laissez-faire* approach to performance appraisals. They operated on a "high trust" basis with in an ethos that emphasized independence of thought and scholarship, academic freedom, and collegiality. This "high trust" mode of operation meant academic staff were not closely monitored or assessed.

In recent times, the education sector has been subject to increasing levels of scrutiny and regulation spurred on by central government initiatives related to standards and quality, and ever increasing expectations from students and other customers. This increasing commercialization of the 'education market' means that the 'rules of engagement' for academic staff are being re-written and completely changed. In Her paper Mackay (1995) identifies clear

pressure for convergence in human resource practices of old and new universities. Both old and new universities were subject to a changing financial and political climate; to pressure to increase student numbers and access; and to new and conditional funding arrangements for teaching and research. Moreover, influential government reports emphasized the need for greater consistency in teaching and quality standards across the whole university sector. This all means that the need for universities to move to a more uniform and more managerial system of human resource management.

However, recent research has questioned this view of progression toward greater uniformity in higher education performance appraisal practice (Shelley, 1990). She also identifies government-encouraged diversity on higher education institutions to focus on particular academic 'products' and 'niche markets'. These influences towards differentiation, and the continuing level of institutional autonomy allows significant diversity of human resource management and performance appraisal practices to co exist alongside cross-sector trends. Thus, Shelly (1995) and Jackson (2000) found some evidence of a continuing binary divide with "elite institutions" typically having a more development approach to performance appraisal compared with the result oriented and evaluated stance of institutions at the other end. They also note significant diversity in appraisal practices with in the HE sector.

Another long-standing performance appraisal dilemma recognized by many writers on performance appraisal is how to reconcile organizational concerns for control and compliance on the one hand with employee expectations of professional development and personal aspirations on the other hand (Hendry et al., 2000). As Bratton and Gold (1999.p. 219) indicate, the challenge is "to achieve an accommodation of the values of control combined with values which argue for the development of people and the gaining of employee commitment and trust". This Control aspect of appraisal is required to specify and measure the individual employees' contribution to the organizations' business objective as integrated within organizations' corporate strategy.(Armstrong and Baron 2000; McAfee and Champagne, 1993; Schuler and Jackson, 1987). However, adoption of this philosophy of performance management by academic institutions has been challenged by number of writers, especially those utilizing a labor process perspective (Braverman, 1974) or a Foucaultian analysis (Foucault, 1977).

A labor process perspective links performance appraisal to the rationalization and codification of work processes. This is achieved in universities through the use of perspective curricula, greater

specificity of contractual research, and by on going resource constraints (Barry et al., 2001) this in turn erodes the academic freedom and independent scholarship.

The Foucaultian perspective links increased use of performance appraisal to difficulties in conventional supervision and monitoring of employees who perform work roles largely out of site of their line managers.

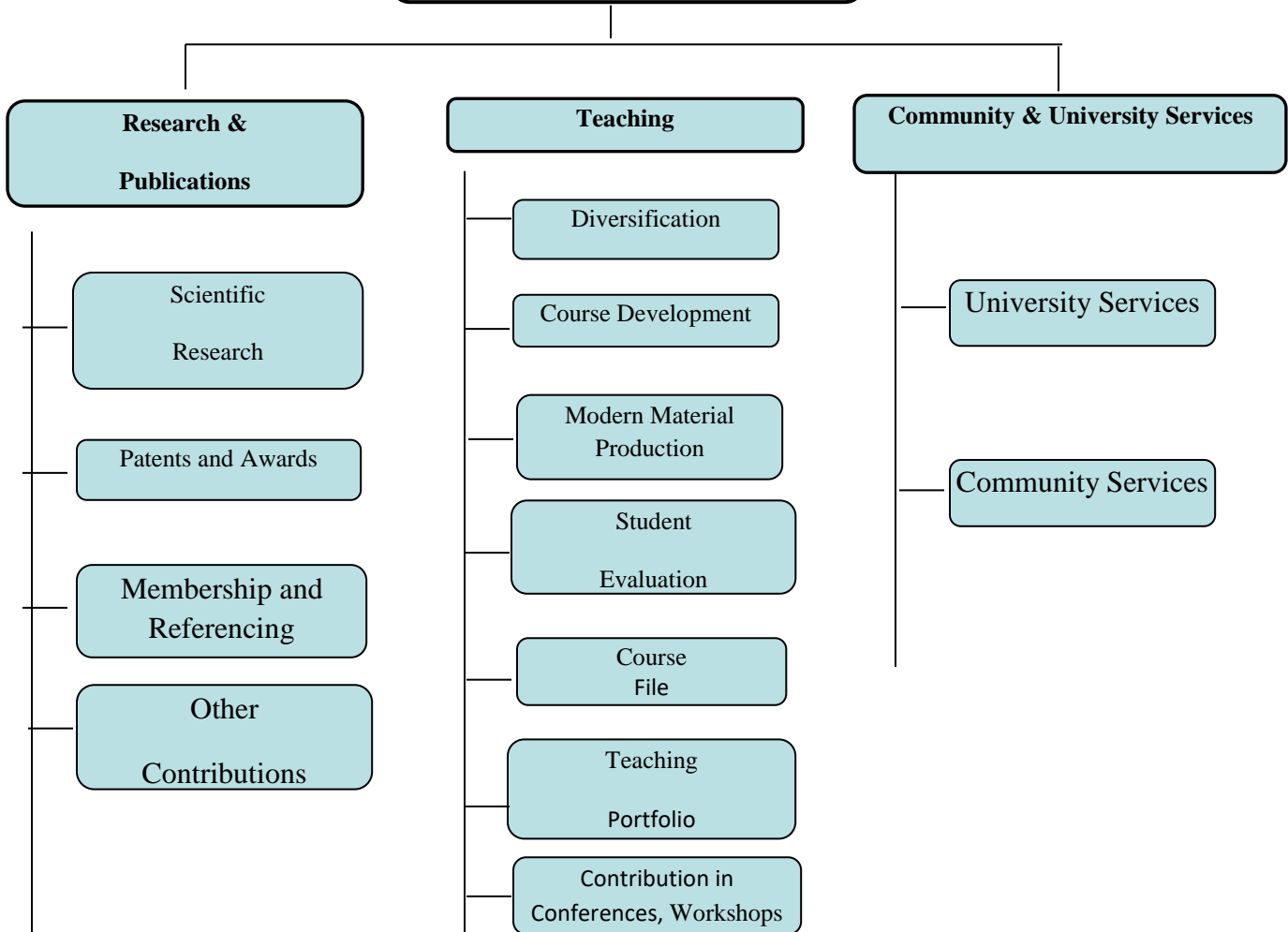
**Usage and Development of Performance Appraisals in Universities**

For the purposes of this paper, the terms 'performance evaluation', 'performance review', 'performance appraisal', 'staff appraisal' and 'faculty evaluation' are used synonymously. Although in specific contexts these terms may have different meanings, for the present discussion they are defined as processes which involve the gathering of information about an individual's performance and, in the light of that information, the making of

judgments and decisions concerning future action. The information may be used to assist individual decision making (decisions by individuals about themselves and their work, for example, to engage in professional development activity, or to take steps to develop one's performance). Or they may be used to assist institutional decision making (decisions by the organization about staff, for example in relation to promotion, performance pay or other rewards, or in dealing with performance problems). In recent years, other terms such as 'performance development', 'performance review and development', 'performance review, planning and development' and 'performance management' have been introduced.

Academic staff members at most universities are evaluated on the basis of their performance in the three major areas of teaching, research, and service (Helms, Williams & Nixon, 2001). Badri and Abdulla (2004) provide the following model of basic performance management.

**A Basic Performance Management Model**  
(Bardi & Abdulla, 2004:230)



The following Table (from Badri & Abdulla, 2004) provides a summary of possible activities and outcomes that may be included in academic assessments of performance.

**Table 2: Summary of Activities and Outcomes included in Performance Assessments**

<b>Research &amp; Publications</b>	<b>Teaching</b>	<b>Community &amp; University Services</b>
<p><b>Research published</b>            Research published in journals            Rank 1 journals            Rank 2 journals            Rank 3 journals            International conference proceedings            Published book and similar activities            Published text books            Published reference books            Published translated books            Published chapters in books            Edited works in books or textbooks            Monographs            Other research paper contributions            Papers presented in international meetings            Paper reviews</p> <p><b>Patents and awards</b>            Patents and innovative works            International awards for research            Regional awards for research            Local awards for research</p> <p><b>Refereeing and memberships</b>            Memberships of editorial boards of international journals            Membership of editorial boards of local journals            Membership of professional international societies            Refereeing scientific article in international journals            Refereeing Doctoral or Master's theses and dissertations</p> <p><b>Other research contributions</b>            Contributions in establishing labs, research units, etc.            Research grants from international institutions            Research grants from regional and local institutions            Research grants from the university</p>	<p><b>Diversification in teaching</b>            Number of courses (credit hours) taught            Average number of preparations per semester            Number of sections of the same course taught            Average number of students per semester</p> <p><b>Efforts in developing courses and methods of teaching</b>            Theoretical courses developed            Lab courses developed            Books translated for the purpose of teaching            Web-based teaching material developed            Other media productions for teaching            Software program development for teaching            CD ROM development for teaching            Developing other materials for teaching</p> <p><b>Student evaluation of teaching</b></p> <p><b>Course files and exams</b>            Completeness of the course files            Design/organisation of course files            Quality of design/preparation of exams</p> <p><b>Teaching portfolio</b>            Quality/design of teaching portfolio            Documentation of the teaching portfolio</p> <p><b>Contribution in conferences /workshops related to teaching</b>            Organising conferences/workshops related to teaching            Participation in international conferences/workshops related to teaching            Participation in regional and local conferences/workshops related to teaching</p>	<p><b>University service</b>            Committee memberships            Participation in university-level committees            Participation in faculty-level committees            Participation in department-level committees            Contribution to conferences/seminars            Lecturing in seminars at the university            Contributions to organising workshops at the university            Official work performed as requested by the faculty            Representing the university at regional meetings            Extra-curricular activities performed            Administrative positions held at the university</p> <p><b>Community service</b>            Contributions in local conferences            Community shows/articles            Regional/local newspaper articles            Regional/local magazine articles            Radio/TV productions and shows appearances            Artistic performance and shows            Consultations/trainings            Consultations provided to governments            Consultations provided to private firms            Organising special trainings for local firms            Empirical research with other institutions            Chairing scientific societies            Memberships in scientific societies</p>

### **Academic Performance Appraisal in Australian Context**

Performance management was introduced in Australian Universities within the domestic and international context of a New Public Management and managerialist paradigm. The discourse centered on introducing efficiency, cost reduction, responsiveness and accountability across the public sector (Dunford, Bramble and Littler 1998, p.386). Funding cut backs, amalgamation of instrumentalities and services, including universities, deregulation and decentralization were tools of this approach. Universities had to operate within this ideology and adapt to the changing foci of government in areas including ideology, fiscal and industrial relations environments (Young, 2004).

Before moving to look at contemporary performance appraisal systems operating in the Australian university sector, it's worthwhile to review first how universities more generally have traditionally managed their academic staff. Historically, Australian universities have been operated as autonomous, liberal academics committed to independence, neutrality and the advancement of knowledge without deference to politics and religion backed by an ideology (Morris, 2006; Egginton, 2010).

Lonsdale (1998) argued that the development of performance appraisal and performance management in universities internationally occurred through successive generations. The 'first generation' approach is the conventional and narrow approach to performance appraisal which involves formal assessments by supervisors using structured forms, together with the provision of feedback to subordinates. This approach is usually authoritarian in nature, individualistic, non-aligned to strategic goals and reflected a monitoring and control-oriented approach to management.

However, he further suggested that the approach surrounding the introduction of performance appraisal into higher education in Australia was a 'second generation approach' and its procedures commenced in Australia in 1991 with two prominent characteristics, the first was that the key objective of staff appraisal was for development purposes, and the second, that appraisal schemes needed to be consistent with the values of the scholarly purposes of the university, this view was emerged from the National Steering Committee on Staff Appraisal in 1995. The guidelines required that institutions' performance appraisal schemes be consistent with the following principles:

- (i) the key objective of staff appraisal for developmental purposes is to assist the ongoing improvement of staff performance;
- (ii) one key means of assisting improvement is by identifying the staff member's developmental needs;
- (iii) appraisal schemes should ensure they are consistent with the values appropriate to the scholarly purposes of institutions. (National Steering Committee on Staff Appraisal, 1995)

This was the time of the beginning the strategic approach to managing performance here and around the world. The second generation approach is based on assumptions that (a) staff appraisal is an appropriate means of identifying developmental needs and that it is effective in doing so, (b) the identification of developmental needs through an appraisal process leads to successful development activity by staff, and (c) that the staff development activity in turn leads to improved performance (Lonsdale, 1998: 305). These assumptions were examined through a national review of the outcomes of the two-year trial in Australian universities. Lonsdale (1998: 305) concluded that by and large, 'staff appraisal for development purposes' turned out to be unsuccessful. He suggested that the failure of performance appraisals to deliver the expected performance improvements and subsequent organizational outcomes compelled universities to reconsider their previous approach to managing performance and enhance institutional functioning.

In summary, the trial demonstrated that review processes *can* lead to productive individual and institutional outcomes. These are more likely where there is institutional commitment, the processes are integrated with other aspects of institutional functioning, and the opportunity is taken to achieve more than just staff development outcomes. In this way the process adds a further dimension to institutional leadership. This process, however, is not 'appraisal'. (Lonsdale & Varley, 1994, p. 23)

The findings of the Higher Education Management Review Committee (Hoare 1995) and the Review of Higher Education Financing and Policy (West 1998) suggested that given the increasingly competitive and commercial environment in which universities operated they needed a more strategic focus in the way they nurtured and managed staff. Since that time there has been increasing evidence that universities have attempted to do so by enhancing staff productivity and organizational effectiveness through changes to their performance management system via their enterprise agreements (Lonsdale, 1998). This resulted in his terms the "third generation" approach

where Australian universities sought to introduce more holistic performance management systems. Lonsdale (1998: 317) has argued that the new generation of performance management requires a "significant cultural change and its introduction involves considerable organisational and individual learning (Lonsdale, 1998:317). The early stages of development and the introduction of new performance management policies and procedures require widespread consultative processes. Lonsdale (1998) suggests it is essential to involve the leaders who will implement the process (deans, heads, directors and other senior staff) in the development of philosophy, purposes, principles and guidelines, as well as procedures. These stakeholders and leaders must have "a hand in defining how the process can assist them to provide leadership and in thinking through the implications for their own roles" (Lonsdale, 1998:317). It is essential that the process is regarded and promoted by the Chief Executive Officer and other senior staff as integral to the strategic development of the university (Lonsdale,1998:317-318).

Morris (2007) suggested that Lonsdale's this "third generation" approach is reflected in a central recommendation in the Hoare Report which stated that the aims of any performance management system should not only be "based on agreed performance and developmental objectives for the individual" but also should be based on key principles (Lonsdale, 1998:309). These principles include:

- \* the need to have a clear relationship between the performance of an individual staff member and the strategic direction of the department, school or faculty, or the university.
- \* to inform and provide feedback to staff on the level of their performance and skill development. This feedback could include comment from supervisors, colleagues, staff, students or other appropriate persons.
- \* to identify areas of future development for staff and formulate action plans for career development; and
- \* to generate data for making decisions on matters such as probation, increments, tenure contract renewal, and the management of diminished or unsatisfactory performance.

This review was commissioned by the then Minister for Employment Education and Training to examine the higher education system with "the objective of developing excellence in management and accountability for the resources available to the sector" (Hoare 1995, p1). The Hoare Report addressed a range of specific issues including employment and personnel practices and recommended, as part of workplace reform, that all universities should phase in a comprehensive

approach to performance management based on agreed performance and developmental objectives for the individual. As far as possible, it was suggested that the consideration of these matters, currently undertaken in a disparate manner, should be brought together" (Hoare 1995 cited in Lonsdale 1998:307). Clearly the stated purpose here moved from a narrow focus on performance appraisal to recognition for the need to develop performance management systems in universities that were strategic, developmental and administrative and were also aligned, integrated and credible within the organization.

In developing such a system Enterprise Bargaining has provided a mechanism for individual universities to do so in a way that suits their own needs. University Enterprise Bargaining Agreements (EBAs) have been negotiated collectively at the local level by the National Tertiary Education Union (NTEU) since 1994. Since that time the academic sector has had four bargaining rounds in which academic performance has been a key component. This industrial environment has given universities an opportunity to determine their own form of performance management. Despite the fact that it has been the covert policy of the NTEU to engage in pattern bargaining and if possible have similar clauses in agreements across universities, it is possible that these systems can vary considerably between universities.

A number of questions concerning the current status of performance management in Australian universities emerge. These include, what do performance management systems look like in Australian universities today? Are they linked to strategic goals if so how and what kind of feedback mechanisms do they include? Do they have a developmental focus or they more concerned with monitoring and control? Are they becoming more integrated and streamlined with other HRM policies? Importantly are there different types of performance systems emerging in universities with different foci? One way to begin to answer these questions is to explore the role and status of performance management in Enterprise Bargaining Agreements. As EBAs are legally binding documents the inclusion of performance management clauses and how and where they are expressed can give valuable insight into the importance that the university places on PM systems and the approach that the university takes to the performance management of its staff.

#### **Academic Performance Appraisal in Pakistani Context**

Pakistan is going through a difficult period on several fronts. Form the past few years, the political situation has hindered the timely undertaking of corrective actions needed for the deteriorating economy. An

acute shortage of qualified labor in every sector hinders prospects of further progress and will become more of a bottleneck as the country transitions toward a knowledge-based economy and may even prevent sustaining a healthy growth. This is why constituting a strong pool of skilled workers is a long term strategic goal, and the existence of this a prerequisite without which the Pakistani economy will not be able to adapt it self and to compete in the global market. Education sector especially the higher education sector is responsible for creation of highly productive workforce that is an important route to competitive advantage (Wright et al., 2001). Unfortunately, the higher education sector in Pakistan (public and private universities and degree awarding institutes) has suffered from neglect for many years. Thus, the sector lacks the capacity to leverage the knowledge economy that the country aspires to become and unable to provide the productive workforce that is required to get competitive advantage.

In Pakistan, higher education refers to education above grade 12, which generally corresponds to the age bracket of 17 to 23 years. *The higher education system in Pakistan is made up of two main sectors: the university/Degree Awarding Institutes (DAI) sector and the affiliated Colleges sector.* The Higher Education Commission (HEC - a reincarnation of the erstwhile University Grants commission), is an autonomous apex body responsible for allocating public funds from the federal government to universities and DAIs and accrediting their degree programs. Colleges are funded and regulated by provincial governments, but follow the curriculum of the HEC funded universities/DAIs with which they are affiliated. While the HEC primarily funds public universities, it has recently opened a limited number of avenues for making funds available to private sector universities for research and infrastructure development.

Most higher education institutions (HEIs) are characterized by poor quality teaching and learning, and a lack of focus on quality assurance and quality improvement. There is both a dearth of qualified staff and a lack of incentive/accountability mechanisms to optimize the time and competences of existing staff. The situation is no better at the post-graduate level, a fact which is reflected in the higher education sector's weak research outputs. The sector's output of graduates is not aligned with the needs of the economy --whether in quantitative or qualitative terms. It is also out of sync with the requirements of a modern, tolerant and open society. Sector-wide governance issues are a pervasive impediment to the optimal functioning of

universities. The administrative structure of public universities is not well defined, responsibilities are not clearly defined. Aycan et al. (2000) termed Pakistan as 'under-researched' country in the field of HRM practices. Performance is not properly rewarded, let alone measured. Most of the public sector universities are still using Annual Rating System (ACR) that's been obsolete from civilised societies from ages ago. There is no formal performance appraisal system and process being applied through out in all higher education institution so the issue of uniformity as pointed out by Shelley (1990) prevails in this sector. The government encouraged diversity can be indentified in most of the public sector universities to focus on a particular academic product and a niche market. These influences intern create differentiation, which coupled with institutional autonomy allows significant diversity of human resource management and performance appraisal practices to co exist (Shelley, 1990). Shahzad et., al has recently conducted a study to evaluate the relationship between Performance Evaluation Practices and teachers' performance and concluded that it is quite weak (0.15) in Pakistani context . He suggested that the reason for these different findings is that in most of the Pakistani universities there is no proper system of teachers' performance evaluation. In public sector universities it is based on typical confidential reporting of performance after one year and in private sector if any system exists that has no impact on teachers' performance. (Shahzad et., al, 2008)

Higher educational institutions (HEIs) in Pakistan are generally considered as an independent institutions, backed by an ideology that led staff to expect and enjoy high levels of independence and autonomy, relatively free from any sense of management, commercial responsibility and accountability (Egginton, 2010). The government of Pakistan empowered the public universities with the freedom of academic thought and practice, at the same time, the security of job. Mackay (1995) provides an informative account of the development of performance appraisal/management practices in universities. She describes the difference the convergence between the new and the old universities. Up until 2000s, old universities in Pakistan were adopting a *laissez-faire* approach to performance appraisals. They operated on a "high trust" basis with in an ethos that emphasized independence of thought and scholarship, academic freedom, and collegiality. This "high trust" mode of operation meant academic staff were not closely monitored or assessed (Mackay, 1995).

After two decades of serious neglect, the higher education sector in Pakistan has, in recent years, undergone a rebirth. The situation began to reverse itself in the early 2000s, with the government showing a clear commitment to improving higher education, as evidenced by significant increases in spending on higher education, the creation of the HEC in 2002 and the establishment of an ongoing major policy reform program outlined in the Medium-Term Development Framework (MTDF) 2005-2010 prepared by the HEC.

Created in 2002, the Higher Education Commission (HEC) has launched a series of measures to rehabilitate HEIs and to create the conditions to enhance the stock of skilled Pakistanis able to contribute to an economy increasingly based on knowledge innovation and technology, through an overhaul of the university sector while address the issues related with quality and performance. These measures are encapsulated in the Medium Term Development Framework (MTDF-HE), which covers the period from 2005-2015. They encompass all critical areas in urgent need of improvement: faculty development, access, learning and research, relevance, governance and management, quality enhancement and technological development.

The measures launched – and those planned – by the HEC have the potential to redress the effects of the long period of neglect of Pakistani HEIs and transform them into one of the engines of economic growth and progress. These measures can be categorized into four pillars: (i) improving the quality and relevance of teaching and research; (ii) broadening access to, and equity of, higher education; (iii) strengthening the governance and management; and (iv) increasing the fiscal sustainability and effectiveness of expenditure.

The set of reforms undertaken in higher education is part of a comprehensive plan to overhaul the entire education system, starting from primary education all the way to tertiary education, encompassing both general and vocational streams, and involving both federal authorities at the centre and provincial and district authorities at the decentralized level. In particular, reforms are underway in Punjab, Sindh, and NWFP to increase access and improve quality at basic and secondary education levels, and are supported by IDA. The MTDF-HE is consistent with the *National Education Policy 1998-2010* and the proposed HESP is the natural complement to, and continuation of, these reforms and operations at the federal level.

As a result of the reforms introduced since 2002, the higher education sector has made some progress toward addressing the significant issues and

challenges that faced the sector at the turn of the 21st Century. The result of these measures can be seen at both University/DAI and HEC levels. For example, total enrollments grew at an average annual rate of 21% between 2002/03 and 2004/05, recruitment procedures for HEI leadership and academic staff is now explicitly based on merit, and HEC is able to process a huge volume of transactions with reasonable turnaround time. Despite considerable progress in addressing the issues and challenges facing the Pakistan higher education sector, much remains to be accomplished.

In comparison with Australian higher education institutions, Pakistan higher education sector is far behind in the development and implementation of performance appraisal and management. It is still in planning stage and what Lonsdale (1998) call it first generation approach. The 'first generation' approach is the conventional and narrow approach to performance appraisal which involves formal assessments by supervisors using structured forms, together with the provision of feedback to subordinates. This approach is usually authoritarian in nature, individualistic, non-aligned to strategic goals and reflected a monitoring and control-oriented approach to management.

### **Conclusions**

As we approach the 21st century, the past emphasis on the management *of* quality will need to be replaced by management *for* quality. The first three generations of appraisal and performance management, including those currently being introduced in Australian universities, are unlikely to assist us to achieve the quality outcomes. A fourth generation approach is needed, with the basic aim of facilitating strategic management and transformational leadership, rather than the review and management *of* performance, that offers a way forward. The successful development and introduction of fourth generation performance management approach require significant cultural change and is likely also to require attention to a range of related institutional policies and processes. An orchestrated approach to organizational development and change management will be necessary while avoiding the past usual approaches to performance appraisal and management.

In particular, the fourth generation approach will require the integration of performance management with (a) the leadership of academic and general staff, (b) management and leadership development programs for deans, department heads and others with leadership responsibilities, and (c) the strategic planning, management and development of



university departments (both academic and administrative/support), in the context of university strategic goals.

Generally, Australian universities perceive academic performance management not solely as a tool to manage individual performance but as an integral part of university-level strategies aimed at enhancing academic excellence. Consequently, the management of performance is seen within a “whole of university” approach to goal achievement as mentioned in fourth generation approach.

Pakistan’s situation is opposite as past approaches to appraisal and performance management in higher education have had limited and confused purposes and their contribution to enhanced institutional performance and quality has been minimal. In some cases, the impact has been negative. For performance management to be relevant to the management and development of quality in the 21st century, the spotlight will need to fall on the manner in which organizational units are managed and led, and on the nurturing of teams, rather than the management of individual performance. A shift in emphasis from management to leadership will be required such that performance management becomes a central element in the leadership of change and the provision of transformational leadership. Universities should develop and maintain a university-wide strategic approach to academic performance management. The broader strategies of the university should be translated within the various faculties, schools and departments to achieve specific university-level objectives to achieve quality outcomes. It is evident that the quality of institutional outcomes depends fundamentally on the work of staff, individually and collectively. Systematic staff appraisal or performance management procedures are generally assumed to comprise an important part of quality management and development in higher education institutions.

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