

EMERGING PERFORMANCE MANAGEMENT STYLES AS THE DYNAMICS OF INDIVIDUAL PERFORMANCE: A CASE STUDY OF PUBLIC SECTOR UNIVERSITIES OF PAKISTAN

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ABSTRACT

Indeed, performance of the human resource at workplace substantially relies on the way they are groomed in the alma maters, thus, human resource performance is one of the functions of the teachers' performance, so an attempt to streamline academia's performance will exert exponential and positive impact on the man at workplace, enterprises and the economy by and large. The empirical studies in the local context, portray a grim picture of existing performance appraisal system prevailing in the Public Sector Universities of Pakistan criticizing their effectiveness and impact on the Public Sector Universities' teachers, therefore this study is aimed at investigating, analyzing and revealing the coexistence as well as respective roles (relative effectiveness and impacts) of contemporary and conventional performance management styles in individual performance and satisfaction associated with performance management practices prevailing across the public sector universities of Sindh, Pakistan.

The present study consists partly of applied and pure research designs with quantitative approach. The data was collected through two pilot tested and closed ended questionnaires distributed among 700 students and 300 faculty members as 2 strata in the sampling plan. The data was analyzed using mean, standard deviation, regression model and one sample T test with SPSS. 24. The study unearths two categories of Performance Management /Measurement systems ramifying into four styles concurrently exercised in the public sector universities of Pakistan. The categories include (a) Contemporary Performance Management Approach and (b) Conventional Performance Appraisal Approach, the former consists of two styles i.e. (a) Explicit Performance Management style and (b) Implicit Performance Management Style, whereas the later comprises its two types i.e. (a) Explicit Performance Measurement Style and (b) implicit Measurement Style. These four styles were found to coexist in the public sector universities of Pakistan. The study provides conclusive grounds for generalization that Contemporary Performance Management Styles have a significant impact on teachers' performance and satisfaction, whereas Conventional approach based styles were found to exert insignificant impact on the teachers' performance.

Keywords: Performance Management, Higher Education, Academia.

THEORETICAL BACKGROUND

Academia is not only the nucleus of higher education institutions but also of the economies as a whole and thus is engaged in formation of human capital for organizations. (Shakeel Sarwar *et.al.*, 2010) by and large,

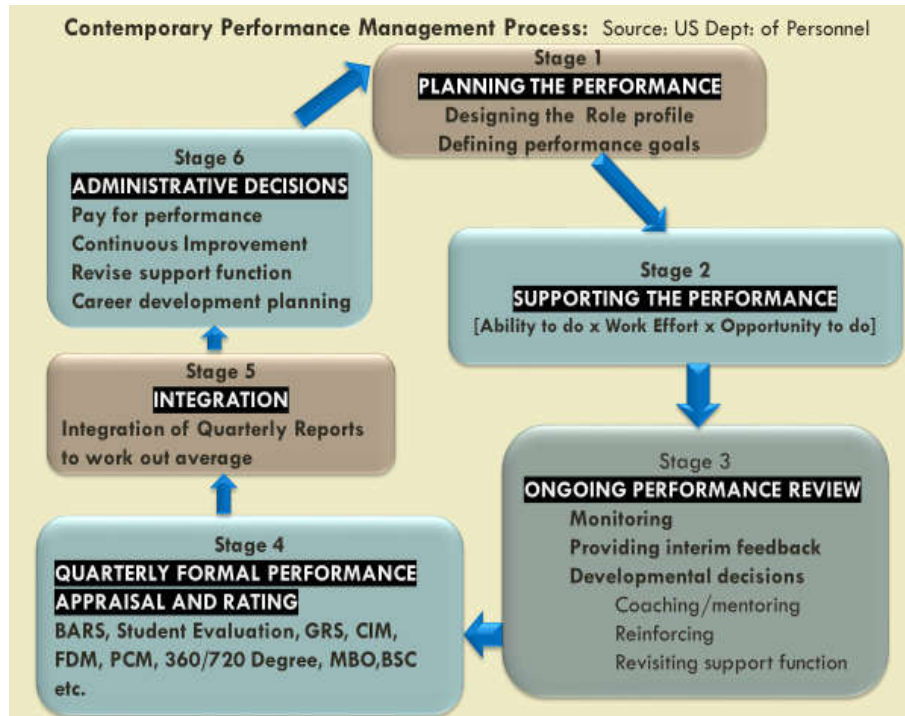
education provides the base for socio-economic development, therefore it would not be wrong to proclaim that economic development is the function of higher education (Sheikh, 1998) and conversely, a mismanaged educational system underlies economic instability as witnessed by of underdeveloped countries (Sheikh, 1998).

Memon G. R. (2007) articulates that without teachers' transformation we cannot transform the education system for improving the quality of education. In this regard, a series of education reforms in the area of teacher education were introduced in the public sector but their vision seemed to be narrow, hence, they failed to make any substantial impact on the quality of teachers and teaching process. As compared to leading universities in the world, higher education institutions in Pakistan are still growing or struggling organizations. There is no doubt that significant developments have been made by the Government of Pakistan in order to increase performance of universities in Pakistan including infrastructure development, increased staff salaries and quality assurance plans, yet their performance is still wide of the mark (Shakeel Sarwar, 2010). A sizeable number of studies report that there are numerous factors which affect the performance of university teachers, among them the effectiveness of performance appraisal system stands out as a hardcore and a major force behind the staggering performance since the public sector universities (PSUs) are still practising Annual Confidential Report (ACR) as their performance appraisal system, this system in the recent time, has faced enormous controversies on different grounds i.e. it emerged in 1940s and fails to address contemporary performance issues, secondly it is replete with a number of potential or existing issues such as absence of communication, employees' participation and proneness to rating errors (Stafylarakis *et.al.*, 2002). In contrast to the classical paradigm of appraisal which remained focused on spotting right or wrong performance, the contemporary paradigm of appraisal system stresses employee motivation and providing opportunities for desired performance (J.W. Newstrom *et.al.*, 1993).

Performance Management System: The foundation of performance appraisal and performance appraisal concepts can be traced back to Frederick Winslow Taylor and Max Webber who initially floated the idea through their paradigms of management and work efficiency (Kathryn, 2012) getting inspired with the work of Weber and Taylor. Finer (1941) and Behn (2001) inheriting the legacy from these early contributors advanced with the ideas such as 'making the managers manage' and modus operandi at work. Performance management is a recent off shoot of human resource management therefore the attempts of authors to define it comprehensively are still underway. Neely *et.al.*, (2005) conceptualizes that performance

management consists of certain tools and techniques to measure workers' efficiency. Armstrong (2009) adds that it is an organized process which encompasses bilateral communication, motivation, performance definition and agreement and performance measurement. Performance management is aimed at defining, evaluating, rectifying and improving the performance (Lee, 2005). Davis (1995) defines that Performance management consists of a collective mechanism that entails both the Line Manager and sub ordinates who recognize and decide upon common goals in line with institutional goals. Wilson (2005) argues that Performance Management is a complex and an ongoing process focused on employee motivation, performance definition, performance evaluation and developmental action where required (Aswathappa, A., 2002) cited in Zelalem (2007) spells out that "It is the systematic process of evaluation of the individual with respect to his or her performance on the job and his or her potential for development. More comprehensively, it is a formal, structured system of measuring and evaluating an employee's job related behaviors and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organizations, and society all benefit". The United States Office of Personnel Management (2001) defines that performance management consists of setting and communicating goals, measuring performance, providing feedback, conducting progress review, addressing poor performance and finally rating for reward or corrective action. Williams (2002) & McMaster (1994) highlight some salient characteristics i.e. setting goals mutually and consensually, performance review, developmental and administrative actions, it is a mechanism whereby line managers and other stake holder's judge and concludes whether employees' performance is up to the mark, or needs to be streamlined.

John Mooney (2009) keeping in view empirical evidence, proposes in his dissertation, some features of an ideal performance management system including setting individual goals congruent with strategic plans, clear description of roles and responsibilities, determination of competencies and training required, performance review and comprehensive rating system. Maureen (2010) & Gregorio (2003), Jack (2011) from perspective of emerging paradigms conceive that Performance Appraisal system consists of a format rather than merely a form, which clarifies goals of workers, appraises their performance, provides feedback with two major purposes i.e. administrative and developmental. The preceding viewpoint is further endorsed by a web survey (CIP & D, 2009) that a vast majority i.e. 90% regard that performance management revolves around regular review meetings, whereas others think that it is all about regular feedback, evaluation and analysis of development aspects.



Higher Education Sector in Pakistan: Growth and Development at a Glance: In Pakistan higher education system is governed by federal government in consultation with provincial government under the Universities Acts enacted by statutory bodies i.e. the National and Provincial Assemblies. Whereas Higher Education Commission (HEC) is a federal agency which allocates the financial funding, overseas research outputs and teaching quality of 183 higher education institutions including private, public, military and vocational institutions. HEC gained significant movement during the period of 2002 and 2008 which earned the recognition of Pakistan's higher education on global platforms i.e. science societies, research journals, scholarships, international certifications and accreditation etc. (Wikipedia) Domestically, HEC has been focused on both growth and development aspects of higher education in the country including formation of HEIs, quality enhancement, research, innovation and commercialization avenues. Ever since it underwent rationalization and structural changes in 2002, the HEC has been making a significant contribution towards the development of knowledge based economy, as evident from the fact that during the five-year span from 2010 to 2015 Pakistan achieved 78 percent rise in the number of universities and Degree Awarding Institutions in the

public and private sectors and at the same time a phenomenal rise of 174 percent in student enrollment (Khalid Mahmood, 2016).

However, there is a long way to go abreast with developed nations when compared on certain performance indicators i.e. gross enrollment ratio (GER) in tertiary education accounts for 9 percent (Khalid Mahmood, 2016) looming pathetic as compared to 50% in the USA and 49% in the UK (Gov.UK). While in terms of overall ranking on the basis of number of universities in global ranking Pakistan ranks 124 out of 140 countries standing among lowest performing countries in tertiary education (World Economic Forum Global Competitiveness Report 2015-16).

LITERATURE REVIEW

The performance of Public Sector Universities' Teachers (PSUTs) has received a substantial attention of researchers in an attempt to explore the restraining forces in the way of optimal performance of PSUTs, in this context, A.Rehman (2005) reveals a stunning fact that around 70 percent PSUTs do not come up to expectations of stake holders and the cause behind this bedlam is attributed to sub standard qualification, teaching practices and inappropriate appraisal system (Memon G. R., 2007). Khurram Shahzad *et.al.*, (2008) in a relevant empirical study found a very weak correlation (0.15) between evaluation practices and the PSUT performance attributing this upset towards obsolete ACR based appraisal system in the PSUs. The findings of Khurram Shahzad *et.al.*, (2008) are endorsed by Muhammad Zia-ur-Rehman (2012) that Public Sector Universities' teachers seem less motivated to demonstrate ideal performance in pursuit of good appraisal results because they perceive that appraisal has nothing to do with their efforts, promotion decisions are based on seniority and qualification. Empirical studies attribute questionable performance of PSUTs to outmoded performance appraisal system in place and poor motivation for appraisal system or lack of amenability of PSUTs towards the existing appraisal system (Hassan Danial, 2011). This finding is supported by Memon G. R. (2007) that questionable performance of PSUTs is due to inappropriate performance appraisal system prevailing in the PSUs, more specifically and in the local context, outmoded performance judgment practices that raters do not communicate assessment standards and nor do they provide performance feedback, consequently, rates grieve that how come they get to know that what is expected from them and where they are wrong, a state of complete blindness (Mansoor, 2010). This plight is reported to further deteriorate by psychometric errors i.e. strictness, biases and transparency issues (Shakeel, 2010).

From the global perspective, the empirical studies carried out in various developed nations establish that a great deal of controversy over

appraisal methods or instruments transpired consequently various changes and reforms have been brought about in the system (Sameen Shah, 2012). The second worldwide appraisal issue has been subjective standards which allegedly lead to inaccuracies like leniency and strictness biases but mostly leniency bias remains in place in a bid to prevent potential resentment of employees (World Bank Evaluation Group Report, 2008). As a result, performance appraisal system in many developed countries has witnessed numerous reforms and improvements such as Management by Objectives, 360 degree feedback system, Balance Score card and some modern performance management models proposed by various scholars.

Empirical Standing of Public Sector Universities and Some Key Dynamics: Even though Higher Education Commission (HEC) has been all focused on faculty development, empirical studies report that PSUTs' performance varies from university to university in Pakistan and in this context, PSUs fall into two categories i.e. high performing and low performing universities (Dr.Khalid, 2011). HEC is playing its due role effectively, as it has been taking various initiatives and remedial measures to streamline teachers performance and address their development concerns such as scholarships, training sessions, workshops, seminars, target based compensation packages i.e. Tenure Track System, Approved Research Supervisors and so on. (Ambreen, *et.al.*, 2011), hence these arguments throw the ball into the court of the universities' Administration, performance evaluation policies and practices etc as there are numerous studies which testify to extrapolate that performance appraisal system at the public sector universities is a major cause behind this bedlam. Shahzad (2008) reports that in true sense, no appraisal system exists in the PSUs as most of raters are engaged in annual ritual of filling ACRs having no input data, feedback or remedial action. The report further alarms that it is unfeasible to get the teachers to demonstrate model performance if there is a weak correlation between appraisal system and the performance. Khan *et.al.*, (2012) going beyond and extending his study covering a wide range of Public sector organizations expose that PMS in Pakistan has fallen prey to a number of problems, most critical among them include low priority and least focus on implementation of PMS, insufficient resources, unclear goals and standards, hostile attitude, absence of or poor Linkage between reward and appraisals, rating errors and biases. Whereas Malik Ikramullah's (2012) empirical findings and CSHIDP (2005) report correspond to the overall findings presented in the literature that PAS in public sector organizations (in the context of civil services) of Pakistan has failed in going abreast with contemporary PMS paradigms, though various remedial measures are being contemplated at institutional and national levels nevertheless an explicit and a much intensive drive is the need of the day.

PROBLEM STATEMENT

A significant number of the empirical studies draw attention towards effectiveness of performance appraisal systems i.e. Annual Confidential Report (ACR) as one of the major dynamics affecting the public sector universities teachers' (PSUT) performance. ACR based appraisal system has been in practice since the British ruling in the sub continent Asia, though it has been a long standing and a stable system yet has witnessed severe criticism due to some drawback such as vague or subjective standards, absence of feedback, absence of appraiser's participation in appraisal system, biases and rating errors rendering this system an outmoded and redundant (Stafylarakis *et.al.*, 2002). Therefore the present system needs to be revamped to meet the challenges of the 21st century (Rusli, 2013). Despite these setbacks, there is a severe variation in the individual performance as well as the associated satisfaction, as some PSUA are performing up to the mark (Sajid Rehman, 2009) and whereas some teachers' performance is questionable (Akhtar Ali, 2005).

The empirical evidences of these divergent perceptions and variation underlie basis for realizing a research problem/gap that holding other factors constant, i.e. Herzberg's hygiene and motivators (Kathryn, 2011) certain extrinsic Performance management related factors may exist behind the observed variation. Hence, the above-mentioned situation underlies a proposition that there may be a coexistence of different performance management styles across PSUs of Sindh exerting their impacts on individual performance and the associated satisfaction.

OBJECTIVES

- To Investigate and reveal that there is a spontaneous and latent coexistence of conventional and contemporary performance management styles across the public sector universities of Sindh.
- To compare the relative impacts of Neo-paradigmatic Performance Management Styles and Classical Performance management styles on the individual performance of the PSUTs.
- To measure the satisfaction levels of PSUT with Neo-paradigmatic and Classical performance management styles (Associated Satisfaction).
- To put forth implications to various stake holders including HEC, QEC, statutory bodies, administration, teachers' Associations and faculty members to take remedial measures in the wake of performance and system gaps prognosticated to be revealed in the present study (research contribution).

RESEARCH HYPOTHESES

- H₁: Contemporary Performance Management Styles and Conventional Performance Appraisal Styles inherently or spontaneously coexist in the Public Sector Universities of Sindh, Pakistan.
- H₂: There is a significantly greater impact of Contemporary Performance Management styles on the performance of the Public Sector University Teachers as compared to the impact of Conventional Appraisal Styles on the performance of the Public Sector Universities' Teachers of Pakistan.
- H₃: Public Sector University Teachers' Satisfaction level under contemporary Performance Management Styles significantly outweighs the satisfaction level of PSUTs under Conventional PM styles.

RESEARCH METHODS

The proposed study lies in the domain of social sciences in the framework of pure and applied research with exploratory and explanatory designs. Two close-ended questionnaires consisting of four-point Likert Scale were designed and disseminated; Teachers' performance questionnaire was adopted from HEC i.e. Student Course Evaluation Questionnaire, whereas Questionnaire projecting Supervisors' performance management styles was pilot tested. The study covered three public sector universities; University of Sindh (Main Campus, Badin, Mirpurkhas, Thatta & Dadu campuses), Mehran University of Engineering & Technology and Liaquat University of Medical & Health Sciences, sample size comprising 750 students and 350 faculty members was determined on the basis of empirical evidences as well as by online calculators. Stratified sampling method at convenience was applied i.e. teachers and students, following empirical precedents. Data was analyzed with help of quantitative and qualitative Modeling using SPSS 24. To ensure reliability of the questionnaire used in this study a pilot study was conducted which helped to probe into 50 sample respondents applying Cronbach's Alpha Test.

Debut Models to be tested and propounded in the study

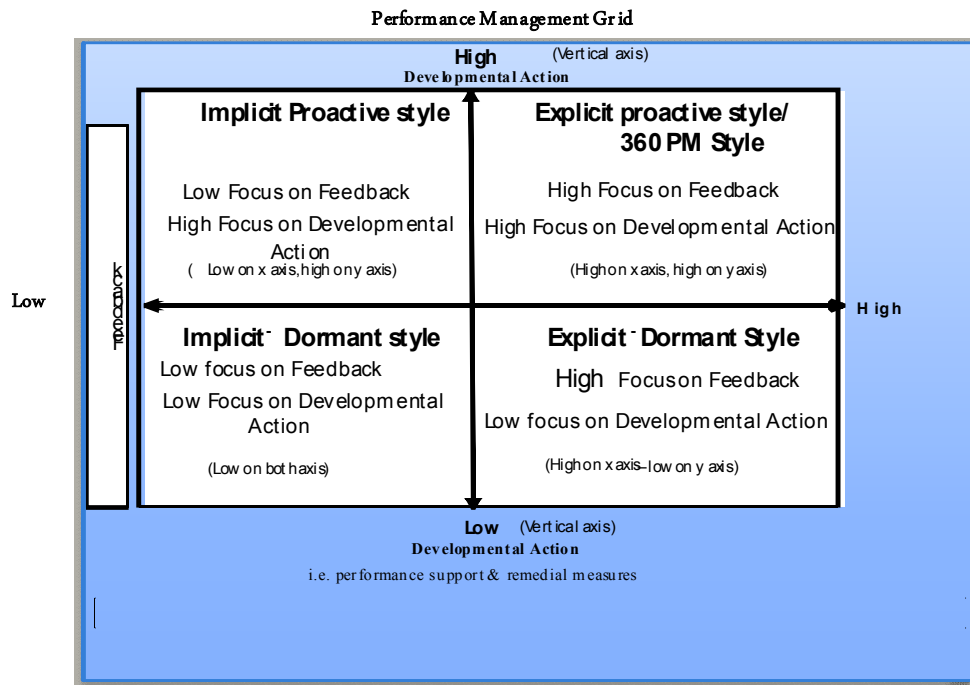
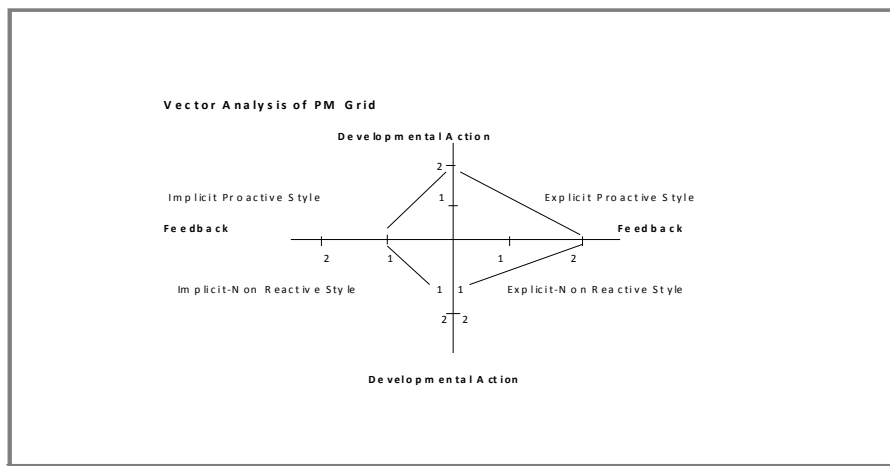
FIGURE-1
PERFORMANCE MANAGEMENT GRIDFIGURE-2
VECTOR ANALYSIS OF PM GRID

FIGURE-3
PERFORMANCE MANAGEMENT CONTINUUM

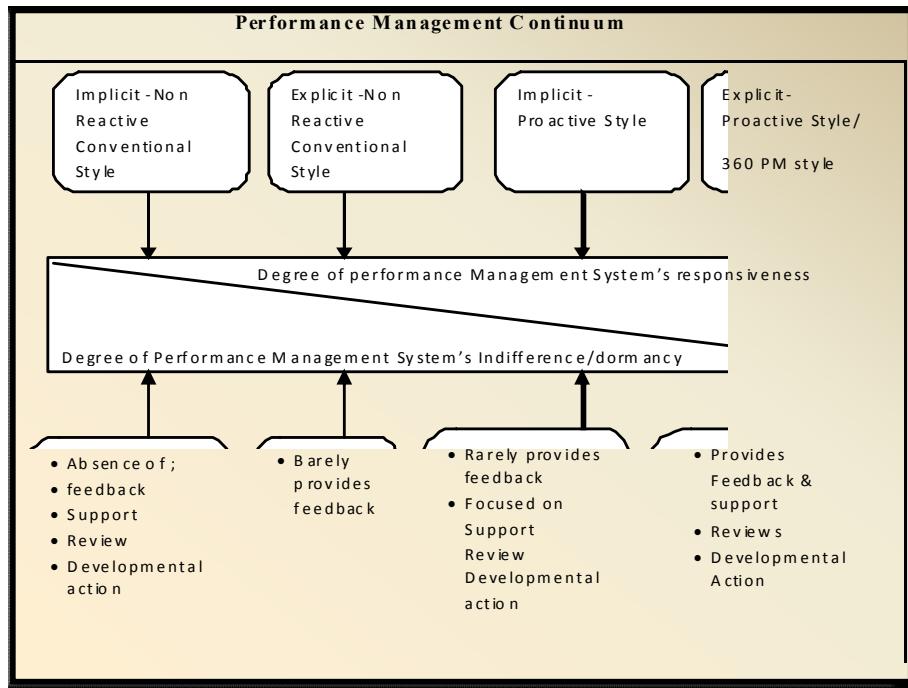
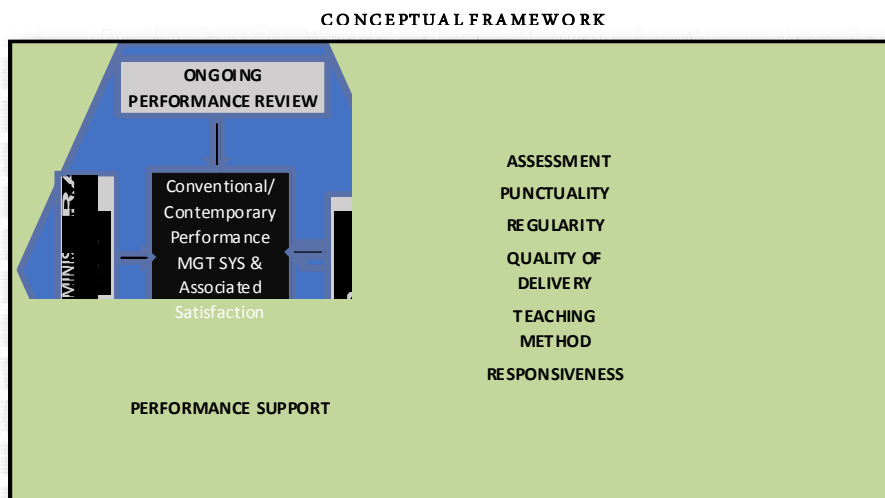


FIGURE-4
BASIC CONCEPTUAL FRAMEWORK



RESULTS AND DISCUSSION

TABLE-1
RELIABILITY STATISTICS

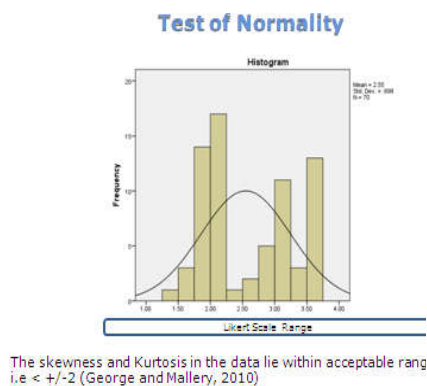
Results, Analysis & Discussion

Reliability Statistics

Variables	Cronbach's Alpha	No. of Items	Overall/Standard Reliability
Role Profile	0.65	04	76%
Performance Support	0.84	07	
Ongoing Performance Review	0.82	08	
Administrative Action	0.72	06	

As revealed in the table above that except for one factor i.e. Role Profile whose alpha value falls slightly short of the mark, rest of the factors' alpha values are acceptable. On the other hand, if the alpha values are taken into account altogether, the standard or average reliability is acceptable. Since the importance of the items in the variable 'Role Profile' was deemed high therefore its items were not changed.

TABLE-2
TEST OF NORMALITY



Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Do	Sig.	Statistic	df	Sig.
Teachers	.212	70	.000	.898	70	.000

a. Lilliefors Significance Correction

Distribution is non normal yet parametric tests were used i.e. regression and T test as these techniques are robust and thus are not sensitive to normality of data (Tomasz Rak; Eduardo Santiago, 2015).

Table 3: Break-Up Of Sample Population

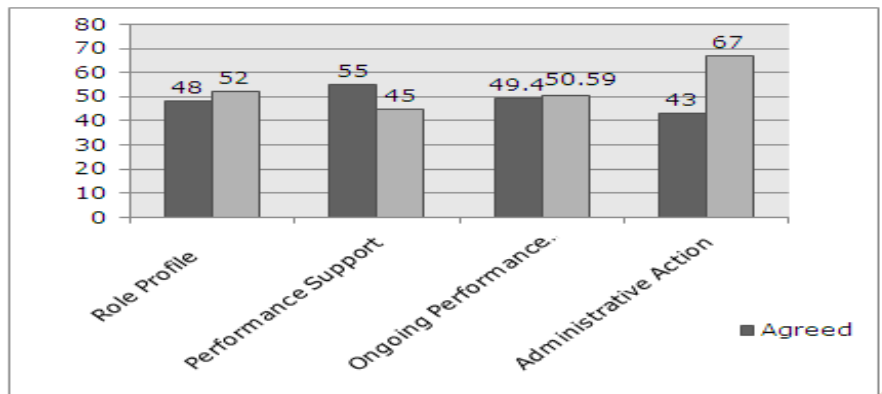
Title of University	No. of Faculty Respondents	No. of Student Respondents
University of Sindh, Jamshoro.	182	380
Mehran University of Engineering and Technology	55	150
Liaquat University of Medical and Health Sciences	75	200
Total	312	730
Gender		
Female	105	200
Male	207	530
Employment status	All permanent	

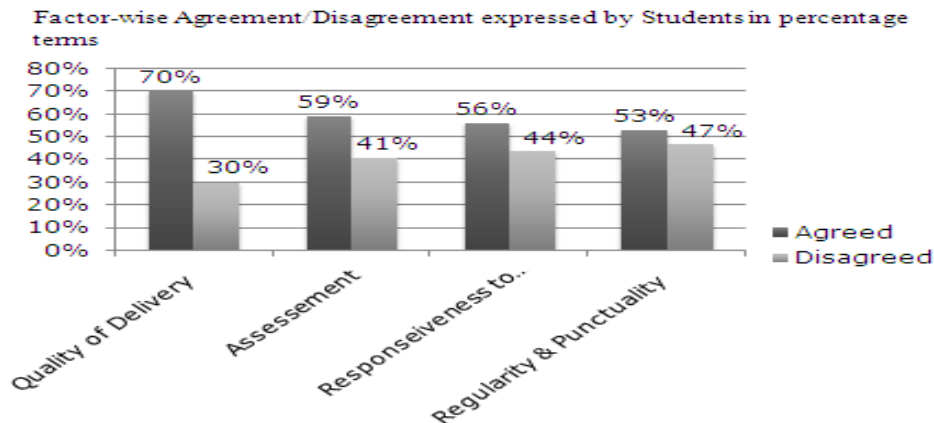
Table 4: Data Segmentation

Data Segment	PM Approach	Performance Management Style	PM style parameters	Department or Program	Faculty Respondents	Student Respondents
1	Contemporary PM Approach	Explicit Proactive Style (360 PMS)	High focus on feedback, high focus on developmental action	13	45	150
2		Implicit Proactive Style	Low focus on feedback, high focus on developmental action	20	90	200
3	Conventional PAS Approach	Explicit-Dormant Style	High focus on feedback, low focus on developmental action	25	120	250
4		Implicit-Dormant Style	Low focus on feedback, low focus on developmental action	12	57	130
		Total		70	312 (89%)	730 (97%)

The above table presents distribution of data according to their responses i.e. 45 teachers belonging to 13 departments who were satisfied that their immediate bosses provide feedback and take developmental action including performance support and remedial action hence that situation was termed Explicit Proactive Style (EPS). 90 teachers belonging to 20 disciplines/programs seemed to be satisfied with development action but dissatisfied with feedback provision hence it was named Implicit-Proactive Style (IPS). 120 teachers from 25 programs seemed to be satisfied with feedback they receive but dissatisfied with developmental action hence it was declared Explicit-Non Reactive Style. Finally 57 teachers at 12 programs were of the opinion that their bosses neither provide feedback to them and nor take developmental action and the situation was recognized as Implicit-Non Reactive style. Since these four situations are not found in the literature because of topic novelty therefore critical debate could not be made between findings of this study with those of other related studies.

Factor-wise Agreement/Disagreement expressed by Teachers in percentage terms





30

TABLE-5

One Sample T Test: Comparing the data sets of Conventional styles with the mean of contemporary style.

One-Sample Test						
	Test Value = 3.1					
	T	df	Sig. (2-tailed)	(2-Mean Difference)	95% Confidence Interval of the Difference	
					Lower	Upper
CS	-29.071	36	.000	-1.15000	-1.2302	-1.0698

The above table substantiates hypothesis No.1 that Contemporary Performance Management Styles and Conventional Performance Appraisal Styles inherently or spontaneously coexist in the Public Sector Universities of Sindh, Pakistan. The table reveals the significant difference between the mean of conventional styles and contemporary style whose mean value has been used as the test value proving that both are separate entities and exist simultaneously.

TABLE-6
REGRESSION ANALYSES

Impact Analysis through Regression Model (Continued)

PM Paradigm	Performance Management Style	R Square	Model Fitness (F)	Beta Coefficient	Sig .	Impact
Contemporary PM Styles	Explicit Proactive Style	.521	11.969	.722	.005	Significant
	Implicit Proactive Style	.501	10.013	.702	.005	Significant
Conventional Appraisal Styles	Explicit Non Reactive Style	0.011	0.111	.105	.746	Insignificant
	Implicit-Non Reactive Style (11%)	0.108	2.783	-.329	.109	Insignificant

$$PSUTs' \text{ performance} = \beta_0 + \beta_1 (\text{Explicit Proactive Style}) + e$$

$$PSUTs' \text{ performance} = \beta_0 + \beta_1 (\text{Implicit Proactive Style}) + e$$

$$PSUTs' \text{ performance} = \beta_0 + \beta_1 (\text{Explicit Non Reactive Style}) + e$$

$$PSUTs' \text{ performance} = \beta_0 + \beta_1 (\text{Implicit Non Reactive Style}) + e$$

In the above models, Public Sector Universities' Teachers' performance as dependent variable is based on the concerned students' perception, whereas the four styles as independent variables are based on the perception of concerned teachers regarding their immediate boss that how they handle their performance appraisal matters. The above results in table 4 provide scientific evidence to accept Hypothesis No.2 that there is a significantly greater impact of Contemporary Performance Management styles on the performance of the PSUTs vis-a-vis impact of Conventional Appraisal Styles on the performance of the Public Sector Universities' Teachers of Pakistan.

TABLE-7
PAIRED COMPARISON TABLE OF MEANS (ONE-SAMPLE T TEST)

Paired comparison table of means (One-Sample T test)

PM Style	As compared to	Test Value	T value	Sig. (2-tailed)
Explicit Proactive Style (Mean:3.5)	Explicit-Dormant Style (Mean: 2.50)	2.50	33.33	0.000
Explicit Proactive Style (Mean:3.5)	Implicit- Dormant Style (Mean 1.98)	1.98	55.128	.000
Implicit Proactive Style (Mean 3.1)	Explicit-Dormant Style (Mean 2.5)	2.5	11.271	.000
Implicit Proactive Style (Mean 3.1)	Implicit-Dormant Style (Mean 1.98)	1.98	23.427	.000

As evident from the above table that the significant P values substantiate that the satisfaction level of PSUT under Contemporary performance Management Styles (Explicit-Proactive Style and Implicit-Proactive Style) significantly differs from the satisfaction level of PSUT under conventional PM styles (Explicit Non Reactive Style and Implicit-Non Reactive Style) when tested against their test values. Whereas both contemporary styles fall in the upper bound i.e. satisfaction zone that is above a mean of 2 on the 4-point Liker Scale.

TABLE-8
INTERPRETATION

Interpretation Table				
Hypothesis	Testing method	Acceptance Rules	Status	Objective
H1	Test of significant difference of two means	P< 0.05 T> 2 F>3.5	Accepted	Objective 1 achieved
H2	OLS	P< 0.05 P< 0.05 T> 2 F>3.5	Accepted	Objective 2 achieved
H3	Test of significant difference of two means	P< 0.05 T> 2	Accepted	Objective 3 achieved

CONCLUSION

The field of Performance Management is a recent offshoot in the realm of Human Resource Management which has emerged in the backdrop of drawbacks of the classical performance appraisal paradigm such as Annual Confidential Report which emerged in 1940s in Pakistan and since then has still been used in the public sector universities of Pakistan. A substantial volume of the literature was found to expose the grim side of the picture overlooking the possibilities for rationalizing the existing system. Therefore this study unveils the bright side of the picture showing that despite the drawbacks and challenges in the existing appraisal system prevailing in the Public Sector Universities of Pakistan how some appraisers are improvising to manage their subordinates' performance.

The present study unearths two categories of Performance Management/Measurement systems ramifying into four styles concurrently exercised in the public sector universities of Pakistan. The categories include: (i) Contemporary Performance Management Approach, and (ii) Conventional Performance Appraisal Approach, the former consists of two styles i.e. (a) Explicit Performance Management style, and (b) Implicit Performance Management Style whereas the later comprises its two types i.e. (i) Explicit-Dormant Style, and (ii) Implicit Dormant Style. These four styles were found to coexist in the public sector universities of Pakistan. The Conventional ACR systems are hereby reported to be prevalent in the PSUs across the board. The report corresponding to the findings presented in the cited literature reveals that the Classical paradigm of performance Evaluation of PSUTs i.e. ACR has had an insignificant impact on the individual performance of public sector universities' teachers over the decades, as this system is reported to be replete with multiple problems such as subjectivity of standards, absence of feedback, lack of support and developmental action to manage performance, and thus has failed in motivating and satisfying PSUTs for demonstrating performance up to the mark. However, contradicting the cited literature, this study establishes that some variations amid the practices of appraisal tacitly exist as some heads of departments do nothing but filling ACR pro-forma at the end of a year, whereas others merely provide feedback to their sub ordinate faculty erratically. Conversely, a minute number of heads of departments are often focused on corrective and remedial measures in response to the potential or existing performance gaps as well as the Quality Enhancement Cells' formalities i.e. Course Evaluation, Self Assessment Report and Online Students' Attendance System, this fact may be further substantiated with a report released by QEC of a case University revealing that a vast majority of the Academic Program Teams are wide of the mark in complying with QEC's requirements which establishes that there are some HODs in the PSUs who are actively involved in assessing

and managing performance of the teachers in pursuit of quality enhancement and vice versa.

On the other hand, the Contemporary Performance Management Styles i.e. Explicit and Implicit PM styles were observed to be exercised by very few Heads of Departments and they were found to have a significant impact on the teachers' individual performance with a remarkable satisfaction levels as compared to conventional appraisal styles.

IMPLICATIONS

The findings of the present study provide the policy makers, competent authorities and stake holders i.e. HEC, QEC Syndicate bodies, Teachers' Associations and PSU's administration with conclusive grounds for deliberation and contemplation over reviewing and then rationalizing the existing appraisal practices across the public universities in the backdrop of its drawbacks. This review would lead the stake holders to a paradigm shift from conventional appraisal inertia towards an explicit performance management paradigm as need of the day. Following the review of the existing system, some initiatives proposed hereby to rationalize the existing ACR-based appraisal practice include: (i) conduct of awareness sessions or workshops to provide research insight into performance management styles and their impacts on individual performance. (ii) Split of annual appraisal into quarterly or semester evaluation with ongoing or interim feedback in a bid to prevent poor performance way before the end of a year in contrast to post performance feedback given after the end of a year and thus sounds tantamount to a post mortem approach. (iii) For the communication of an effective and timely feedback the present performance appraisal system at PSUP needs to be converted from Confidential to Explicit to teachers so that each individual may be able to know his/her performance gaps and improve on them in next session. (iv) Motivation and performance support to PSUTs from the heads of departments are pre requisites for a successful performance management system therefore an attempt to increase effort to performance expectancy of PSUTs would yield desired results as this study reports teachers' dissatisfaction with motivation function and performance support under the classical paradigm based styles of performance measurement approach. (v) Finally, the credibility of a performance management system works in a correlation mechanism i.e. the linkage between performance management system and the rewards or expected outcomes therefore provision of financial or non financial gains should be commensurate with individual performance as this was a major concern of the PSUTs that ACR is merely an annual confidential ritual which has nothing to do with performance and outcomes.

FUTURE RESEARCH

With reference to the performance management styles identified in this study, a great deal of research can be conducted on (i) demographic variables (ii) testing of the conceived models in various industries and sectors other than Public sector universities of Pakistan.

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