



HR PRACTICES AND PERFORMANCE AMONG TEACHERS IN PAKISTAN

Chaudhry Abdul Rehman¹, Afshan Hameed²

ABSTRACT

The purpose of this qualitative study is to explore the perceptions and understanding of teachers about 'HRM practices both in public and private universities of Pakistan. Further, to explore how teachers associate the fairness of HR practices and other organizational factors, to the individual and organizational outcomes/performance. To this end, semi structured interviews were conducted to explore the perceptions of teachers about HR practices and performance.

The findings of the interviews indicate that the existence of fairness of HR practices not only makes teachers work better (Teacher's performance) but also generate a feeling of obligation to contribute towards organizational objectives (Exchange relationship). It is also evident from the interviewees' account that among other organizational factors, organizational support is also one of the most critical factors which develops a feeling of commitment and satisfaction with the organization. However, in this context, the role of HR managers is very important not only in developing such HR systems that give employees a sense of organizational support but to implement those systems, practically giving them the signal of organizational justice.

This study is unique as it is an attempt to integrate the perspective of teachers in HRM and performance literature which is a highly under-researched group in developing countries like Pakistan. This study can also help HR practitioners and educational policy makers in designing holistic and employee friendly policies if they want to be competitive and successful. The paper is concluded by discussing the limitations and implications of the study and future directions.

Key words: HR practices, recruitment and selection, participation in decision making, training opportunities, Growth opportunities, Reward systems, organizational commitment, job satisfaction and performance.

1. INTRODUCTION

Every organization, whether it is public, private or an NGO, must operate through and with people. Human Resource, as being the key differential resource, needs to be properly facilitated to gain a competitive advantage not only in the manufacturing sector but also in the services sector and particularly in the field of education as being the backbone of any emerging economy. Since the trend of using conventional sources to be competitive has declined, HR has emerged as one of the vital sources of gaining and sustaining the competitive edge over competitors (Von Glinow, 1993; Lado

¹ Chairman, Superior University, Lahore (For Correspondance: ceo@superior.edu.pk)

² Lecturer, Business School, Superior University, Lahore

& Wilson, 1994))

HR practices are the source of improved productivity of both organizations and individuals (Becker & Gerhart, 1996; Huselid, 1995). In the words of Pfeffer (1994), having good HRM is likely to generate much loyalty, commitment or willingness to expend extra effort for the organization's objectives. Basically, there are number of theoretical arguments (e.g. expectancy theory, resource based theory, human capital theory and social exchange theory), supporting the idea that HR practices affect performance (e.g. Guest, 1997 Youndt et al., 1996). These theoretical arguments provide some insight into how HR practices translate into higher performance.

In other words, an effective use of these practices results in higher performance across all types of organizations worldwide. Therefore, HRM has now become the most important resource in the development process of developing countries like Pakistan. However, HRM has come under strong criticism in many developing countries with their effectiveness thrown into considerable doubts (Bennell, 1994; Budhwar & Debrah, 2001; Khilji, 2003). Most of the researchers (e.g. Cohen & Wheeler, 1997; Hilderbrand and Grindle, 1994; Khilji, 1999, 2003, 2004) summarized the situation of HRM in many developing countries as follows: low levels of salary, too few rewards for good performance, lack of training opportunities etc. Moreover, Budhwar and Debrah (2001) disclosed that many developing countries are trapped by outdated and ineffective HR systems that put unintended roadblocks in their way. Similar findings have been reported by Khilji (2003) that in the Pakistani management culture, HR practices adopted are not up-to the level that is required to compete with the coming multi-nationals in Pakistan. These firms are setting new HR trends and will go forward. Therefore, there is a need to research and highlight what kind of Human Resource policies and practices are relevant for developing countries, and especially in the educational sector. Currently, many researchers have explored the HRM in developing countries (see for example, Khilji, 2001, 2003, 2004; Tessema& Soeters, 2006 etc). However this area is still under-researched and needs to be more thoroughly evaluated.

Moreover, the Quality of Education is one of the major factors accelerating the development of a country and is the most important instrument in achieving the desired objectives of economic development. (Economic Survey of Pakistan: 2005-06). The establishment of Higher Education Commission by the Federal government and the providing of huge funds to provincial governments for education is a step towards achieving this purpose. (Economic Survey of Pakistan: 2005-06). In this regards, the role of teachers, as well as their performance in attaining and maintaining the quality of education is above any question. Though much of the budget is



spent on the administrative side of higher education development (curricula development, re-structuring, etc.), less attention is given to the underlying dimensions of teachers performance. The ability of teachers is often assumed to be the sole criterion for their performance. This oversimplification of the phenomenon results in an oversimplified solution to the problem.

This narrow view of 'performance' as the outcome of teacher's ability only, shifts the sole burden onto teachers, ignoring the fact that management should also take responsibility in dealing with performance related matters. In fact, the performance of teachers is a construct in relation to a variety of underlying dimensions such as HR practices, commitment, job satisfaction and perceived organizational support.

Since teachers are the least researched group in the studies of HR practices and performance, particularly in developing countries, the present study contributes to the body of knowledge by analyzing: firstly the existence and perceived fairness of the HR practices, and how they generate the feelings of organizational justice, commitment and satisfaction. Secondly, how these positive feelings encourage teachers to perform better both at an individual as well as organizational level. Finally it is concluded that the policy makers at higher education level and management of universities, irrespective of the sector they are in, should develop, adopt and implement such HR practices in a fair way to be competitive and successful in this globalized world.

Literature Review

Over the years, many scholars have identified a number of HRM-related practices that greatly affect organizational performance. For example, Pfeffer (1994) advocated the use of 16 HRM-related practices to achieve higher performance; Delery and Dotty (1996) identified seven HRM-related practices identified were internal career opportunities, formal training appraisal measures, profit sharing, employment security, voice mechanism and job definition. Most of the researchers have found that bundles, or systems, of HR practices had more influence on performance than individual practices working in isolation (Arthur, 1994; Baren & Kreps, 1999; McDuffie, 1995). In other words, a greater use of those specified practices results in higher performance across all types of organizations or countries (Tesssema & Soeters, 2006).

Huselid (1995) conducted extensive research into the effects of systems of HRM practices on firm performance. His approach combined individual practice such as training or selection into sets that he called "High Performance Work Practices" (HPWP). Huselid (1995) and McDuffie (1995) asserts that rather than focusing on HR practices individually, we should evaluate them in a systematic fashion with the rationale that

combines systems of HR practices, enables them to re-enforce each other and hence contribute to organizational performance through enhancing the level of individual performance. As Patterson et al., (1997) is of the opinion that the effectiveness of training programs might enhance when it works in collaboration with employee performance appraisals.

However, Harel and Tzafrir (1999) examined the effects of HR practices at the organizational level. He utilized seven HR practices to examine their impact on performance. The significant findings suggest those organizations that place greater emphasis on employee training increase human capital of individual employees and their job satisfaction, which then enhances the overall ability of the organization.

Richard and Johnson (2001) test the effects of strategic HRM effectiveness on organizational outcomes. They employed a resource based view of the firm to examine the effective use of human capital on organizational performance. The study result shows that HRM effectiveness significantly reduces employee turnover and increases overall performance.

Wright et al (2003) examined how Human resource Practices and organizational commitment influences performance and profitability of an organization. This study reveals that both organizational commitment and HR practices are significantly related to organizational performance & profitability.

Guest, Conway and Dewe (2004) have identified 14 HR practices that can help contribute to workforce competence as well as employee motivation, participation and commitment which together make up the high performance. Their analysis identified how HR practices are related to four key organizational outcomes: Employee performance, employee innovation, employee relations and intention to leave.

Bowen and Ostroff (2004) in their study introduced the construct “Strength of the HRM system” and described the meta-features of an HRM system that results in a strong climate in which individuals share common interpretations of what behaviors are expected and rewarded. Their analysis identified how HR practices are related to four key organizational outcomes: Employee performance, employee innovation, employee relations and intention to leave. Interestingly, one half of the HR practices studies showed a significant effect on organizational outcomes.

Tessema & Soeters (2006) examined how, when and to what extent HR practices affect performance at employee levels. In their study, they used HR outcomes as mediating factors between HR practices and employee performance. The authors argued that the Eritrean economic and political environment within which HR practices operate, has not been conducive in maximizing the impact of HR practices and performance. These findings



highlight the situation of most developing countries (see for example, Khilji, 1999, 2003, 2004). Finally, Bashir and Khattak (2008), evaluate the influence of Human Resource practices on perceived performance of employees in the public sector of Pakistan. This study examines the relationship between three key Human Resource (HR) practices i.e. compensation practices, performance evaluation practices, promotion practices with perceived employee performance. A questionnaire was distributed to supervisors and lower level employees in the public sector organizations of Pakistan. The results indicate that performance of public sector employees is affected by compensation practices, and promotion practices

Therefore, the above empirical studies provide evidence of HR performance at the organizational level. Very few studies have examined the performance at individual levels; rather, I have not found a single study with reference to Pakistan which has been conducted in the public sector with respect to teachers' commitment. No study has been found that addresses teachers' performance. Understandably, Pakistan in general has been described as an under-researched country by Aycan et al (2000). Since major research has been conducted in the West to explore the impact of HR practices on organization wide performance, no study has examined their applicability in the education sector, and especially the issue of teachers' performance (Individual perspective). Teacher's views are particularly important because, the National Educational Policy of the Government of Pakistan (1998-2010) states 'the teacher is considered the most crucial factor in implementing educational reforms at grass root levels'. Thus the present study will be unique in evaluating the impact of HR practices on teachers' performance for which no earlier research has been found. Furthermore, all studies used Quantitative Techniques to explore causal relationships but Qualitative Techniques have never been employed in this regard.

There is a great need to examine the impact of HR practices on employees' performance as well as to explore the nature of HR practices in developing countries like Pakistan, using Qualitative Methods, where these concepts of HR practices may not be very popular among teachers. Though organizations are converging HR practices from multinationals (Khilji, 2003), HR practices differ in different societal contexts and there are no practices, which can be applied universally. Each organization has to define the desired performance levels of its employees as Khatri (2000) argues that HR practices vary a great deal according to the performance measures. Khatri (2000) further suggest that HR managers should not copy HR practices from other companies blindly. Effective HRM would be contingent mainly upon country's economic and political conditions (Tessema & Soeters, 2006). Therefore, the qualitative phase of the present study will greatly help to

explore the nature of HR practices in developing countries in general and specifically to explore the meanings and perceptions of teachers about HR practices as contributing factor to their performance.

On the basis of theories and empirical evidences from literature of Human resource Practices discussed above (McDuffee, 1995; Way, 2002; Pfeffer, 1994; Guest et al., 2004), the present study identified five HR practices which are: Recruitment, Training Opportunities, Rewards, Participation in Decision-making, & Growth opportunities. The rationale of selecting these five HR practices lies in their strategic nature at one end and being universalistic at the other. Furthermore, most of the researchers argued that these practices will lead to performance mediating the relationship with job commitment and satisfaction (see for example, Boseli et al, 2003; Guest, 2001).

Research Methodology

Present study builds on qualitative approach for which two universities were selected one from each, the private and public sector. Based on Convenience sampling technique a sample of ten teachers (comprising four males and one female respondent from each university having minimum 2 years of working experience in their current organization) was selected. Since the purpose of the study is to get deep insight of the teachers' perceptions and feelings, semi structured mode of interview was used as the most appropriate tool of obtaining in-depth yet relevant data with economical use of resources, flexibility, balanced by structure and the quality of the data. (Gillham B. 2007)

During interviews, respondents were asked to share their feelings and perceptions as well as experiences regarding HR practices in their organizations and the organizational factors contributing to their performance using open ended questions. Interviews were conducted both in English and Urdu languages (Urdu being the first language in Pakistan) depending upon the convenience of the respondents. To avoid any issue regarding the validity and reliability while translating from Urdu to English, the translated transcripts were checked and counter checked by experts of both Urdu and English languages. All the interviews were conducted face to face with the respondents at their respective places ranging from 35 minutes to 90 minutes duration. Furthermore all the interviews were tape recorded and transcribed with the consent of the respondents.

In order to conduct analysis, rich descriptive data was obtained from the participants to draw meaningful patterns emerging from interview data by reading the transcripts several times. The relevant units of meanings are identified and coded from the raw data and categorized. These excerpts



were refined into the themes and were then used to develop a thorough description of the participant's experience of the phenomenon using the structural description approach (Cohen & Daniels, 2001).

Results and discussion

The analysis is performed on the interview transcripts conducted from the 10 interviewees; five from each public and private sector institutions to get an understanding of teachers' perceptions regarding HR practices and get acquaintance with the emergent themes of the topic under study. The analysis and discussion proceeds into three main segments in accordance with the research questions that are as under.

RQ1: Understanding of teachers about HR Practices in General.

The interview data shows that most of the participants share a common understanding of HR as facilitating, developing, motivating, and satisfying the individual needs. But some have emphasized the macro aspect of human resource as building human capital to create a competitive advantage (Guest et al., 2003) in the market. Employee development was very significant as most of the respondents gave importance to the employee development in terms of training as they see training to be very important for teachers. Participants highlighted that the role of HR is very critical to facilitate, to train, to motivate and to develop teachers.

“the role of HR department in any organization is very important. As far as the educational institutions are concerned Emmm..... to produce quality professionals in the market the role of the HR department is to encourage the existing staff academic staff Emmm..... to give them incentives to those who are DESERVING and Emmm.....to evaluate their performance first of all then to reward them in the shape of promotion, increments and Emmm.....in the shape of other benefits Emmm..... This is very important role in this competitive world”

Participants have identified the value of viewing human resource management from a strategic perspective by reporting the need of integration of HR practices with organizational objectives in order to meet the overall organizational goals. The findings also indicate that those organizations that have congruence between human resource management and organization-wide strategies can enjoy both individual and organizational performance. (See for example, Arthur, 1994 Delery & Doty, 1996; Huselide, 1995).

Human Resource Practices, I think it revolves around recruitment & selection, training and development of employees is a very important part,

particularly continuous training is very important, and the development should also be continuous and they all should be aligned with company goals.

RQ2: What are the perceptions of teachers about fairness of HR Practices and its outcomes?

Perceived Fairness of HR practices

This is a broader theme that emerged from data in which I will cover all the HR Practices that have been selected for this study (Recruitments and Selection, Training, Growth Opportunities, Participation in Decision Making, and Fairness of Rewards). Participants were asked about their perceptions and experiences of each HR practice under investigation. The goal was to explore the meaningful patterns in order to understand how teachers see the importance and fairness of HR practices that contribute towards both individual and organizational outcomes such as commitment, satisfaction and performance.

Furthermore the interview data also revealed that besides the issue of existence and non existence of HR practices, fairness of different practice implementation is also an important consideration of the sample teachers. Fairness in recruitment and selection, fairness in providing training opportunities, fairness in providing growth opportunities, fairness of performance evaluation and rewards criteria are the vital sources for the development of positive attitudes among responding teachers as derived from the interview data.

Recruitment and selection

The excerpt below of a particular participant gives a comprehensive view of the selection board which reflects that teachers are not only aware of the selection procedure but also see fairness in it. It also indicates that policies are well communicated in the organization.

“it is fair enough because the board comprises of two or three external experts then some internal members from different departments of the university and we have the vice chancellor and the head of the department over there.... so there is the team of experts who choose one faculty member at a time.....so I think criteria is fair enough because it is based on grades which are allotted against your academic record and your work experience and then the way you speak in the interview. They check the confidence level, and then based on that you get marks”

On the other hand in the private sector university, participants views



indicate that documentation of well defined selection criteria exists but a simple ‘reference based hiring’ is in practice, hence each individual is hired in different ways which results in feelings of unfair treatment among the respondents. As shared by respondents:

“Many of the CV’s are not catered that are on merit at least they MUST BE called for interview.... only the capable persons should be hired on the seats, and cost etc. should not be considered”.

On the basis of the above excerpts it can be derived that existence of fair criteria for recruitment and selection develops positive feelings and trust in the organizational policies and the system which may contribute to the individual and organizational outcomes such as job satisfaction and performance.

Training and development

This theme deals with the accounts of participants on how they perceive training as a means to enhance their personal skills and capabilities and how it impacts the employees’ behavior. It also checks their perceptions on opportunities to enhance their knowledge base and skills. As shared by one of the respondents.

“Obviously, it is very good opportunity. The capacity building ((through training)) work for the man afterwards in personal growth as well as in professional growth. And also it is useful for the institution, whatever we have done, we do implement that and when we implement it then better quality of product is generated.”

Unlike professional development and personal growth a few participants also attached importance of training to cope with the needs of students relating to technological development in the field of information. Training has become essential to equip teachers with updated knowledge and skills to satisfy the students in class, to maintain the quality of education and produce quality professionals.

Regarding fairness of the provision of training opportunities, most of the respondents feel that the training that their respective organizations offer is not sufficient. Many haven’t been given any training opportunity thus far, since the system of nominating employees depends on different factors including seniority and favoritism, the length of nomination procedures also affects the participation of the employees and results in somewhat pessimism as shared by one of the respondents;

“But AGAIN the criteria of choosing the specific employees and sending them on specific conferences go along favoritism.... [due to which] most of the teachers don’t even like to fill up the forms because they know finally who will be sent to attend the conference on the part of the university”

It is evident from both accounts of the private and public universities that participants perceived that fairness of training opportunities is associated with their behavioral outcomes as they feel happy (satisfied) when they are provided with training opportunities and vice versa. It can be argued that training interventions not only improve teachers' capabilities but at the same time can bring positive outcomes (such as commitment and satisfaction) which can contribute towards performance of both teachers and academic institutions. The findings also indicate that training opportunities bring a sense of happiness among teachers because they see training as a means to their personal growth as well as a source of enabling them to contribute to the growth of the organization.

Participation in decision making

With respect to the opportunities regarding participation in decision making, interviewees of both the public and private universities are invariantly of the view that they are not only given opportunities but also encouraged to participate in decision making processes. Furthermore their suggestions are not only taken into account but are implemented as well. As shared by one respondent below;

“We are encouraged to take initiatives and people in this organization have been taking initiatives and they were given full authority, they were rather given the opportunity to launch the new departments, new initiatives, new centres and so on so far”

This level of autonomy and independence develops confidence of employees in their organizations as well as gives them a sense of ownership just as if they are stakeholders and they take initiatives considering the organization as their own. At one end the respondents' accounts reflect their increased levels of loyalty (commitment) and on the other hand the motivation they gain from being contributors to decisions regarding the organization. It is also derived that with the very few exceptions of pre-decided decisions in the public sector and reservations regarding hierarchical channels of communication everyone is fairly provided with the opportunity to participate, to take initiatives and to enjoy the authority that consequently reciprocates the employees' behaviors and develops a sense of loyalty, encouragement, value and fairness associating it with their facets of job performance as shared by respondents

“In my point of view nobody feels bad when his opinion is taken into account... rather he feels good and particularly when his opinion is really given Weight age and also appreciated... then it's a sign of pleasure in fact you feel empowered and also powerful. Your energy and morale boost up for having a role in university decision making and your loyalty level increases



100 % ”...” you think that something is going on”

In addition another respondent said that

“Obviously, whenever your opinion is taken in any matter, it feels good. It also gives motivation and develops more interest and when it is not taken we normally feel depressed”.

It is suggested by the participants that by defining formal mechanisms of communication between the faculty and the high-ups in the private university, and having open house discussions prior to taking any decision would enhance the perceived fairness of opportunities to participate. This would lead to the enhanced level of loyalty (commitment), and also boost up the morale and energy (motivation) resulting in a positive contribution to the individual as well as organizational productivity (performance). On the other hand if decisions are pre-planned prior to a meeting and staff are asked to participate in the decision making, that would generate feelings of depression and deprivation causing rebellious behaviour in staff resulting in dissatisfaction, and mistrust in the management and ultimately a decline in their performance and outputs.

Rewards System

Interviewees attach importance to the fairness of rewarding practices. They do recognize that rewards really motivate them to work better, but if there is no justice in the distribution of rewards (distributive justice) it generates negative feelings among them. Rewarding practices vary between the public and private universities. In the public university rewards are given in the form of annual increments announced by the government that is based on BPS (Basic Pay Scale) system rather than performance of individuals. While in the private university, according to the respondents, the rewards system does exist and criteria are also undefined. But that is just in (theory) documents. Regarding fairness of the rewards system, the respondents do have strong reservations and dissatisfaction. According to the public university respondents, ACR (Annual Credential Report) system is followed in which the head of the department is the sole authority to give performance reports of each teacher, that results in favouritism, and feedback is not even discussed with teachers. On the other hand according to the respondents from the private university, the criteria for evaluation is varying for the same level of faculty, therefore the faculty members are highly dissatisfied with the level of fairness in rewards system as said by one respondent

“as far as salary package is concerned, fairness level exists but if we talk about reward; increments or some type of bonuses...there is worse condition

till now”...people including me, do feel that justice is not there...I feel extremely bad. Yes EXTREMELY BAD.

According to one of the respondents

“Rewards always make us to work better”

The fairness of rewards system as perceived by most of the respondents, results in satisfaction and makes them (motivation) work better (performance) and vice versa.

Growth Opportunities

As far as growth opportunities are concerned, these practices exist in both public and private universities. But the process varies between the two, for example, in the public university growth opportunities are associated with seniority cum fitness for the job whereas in the private sector, there are abundant growth opportunities which are dependent on the ability of the individual. As said by one of the respondents (private university) who has been in this organization for the last fourteen years, joined it as teacher assistant and now working as an assistant professor.

“((Growth opportunities)) are very much in this organization... people joined this organization when they were infants so far their growth and their experience was concerned now they hold key positions in this organization.... I haven't found any organization better than this one regarding growth opportunities...

In the case of public universities, it is reported that the perceived fairness is in doubt by most of the respondents as bias and favoritism is reported in growth opportunities in the form of unnecessary delays in promotions and delayed notices to apply for the higher positions. As shared by one of the respondents.

“Some times they even stop the opportunities which the teachers could avail for further growth, and they are not resolved from the side of the university either”

The respondents are of the opinion that, for a teacher, the best growth opportunity is higher education and studying abroad. One of the respondents elaborated that the provision of growth opportunities results in development of positive feelings and a spirit to go further as shared by one of the respondents.

DEFINITELY man has the spirit to go further and when you get such an opportunity, it appears very good...it feels that your organization considers you its asset”.

In the light of the above excerpts and going through other interview data, it is clear that provision of fair growth opportunities to teachers' results in developing a sense of valuable assets among the respondents, positive



feelings and perceptions in favor of the institution resulting in loyalty and satisfaction.

RQ3: What are the Organizational factors that contribute towards teachers' performance?

Other than HR practices, participants also highlighted other organizational factors that contribute to their performance, for example they highlighted that a conducive environment is also one of the contributory factors.

As shared by one of the respondents "in organizational factors, clarity of the vision that you are working for a noble cause, your recognition, motivation, the type of response from your stake holders and the conducive environment, that whether you are provided with all the facilities or not. All these things are included in it".....in fact you feel empowered you feel powerful your energy and morale boost up and your loyalty level increases 100 %

Among other organizational factors, the supportive behavior of the HR department in achieving their goals is also vital and for the good performance at the end of the individuals. Provision of flexibility in teaching hours, relaxation in workloads, and accommodating leaves (time off) for research activities support HR departments. As shared by one of the respondents.

I think HR people are very supportive as for the last two years during my M. Phil. that I was doing from another university, HR people gave me full support..... They accommodated my late arrivals, leaves for my workshops..... also accommodated me regarding the timings of my classes..... I had told them that after 2:00 PM I will not take any class and Emmm.... They fully accommodated me in that.... For their support my performance didn't decline... neither in my university nor in my M. Phil. studies.

The excerpt above reveals that organizational support results in creating organizational commitment that in turn contributes to the performance of the teachers as well as the organization through consistent implementation of the organizational policies and sense of the exchange obligation. As shared by one of the respondents.

"If he ((Employee)) is given his rights fairly ((then)) in the bad times of organization....if his own values are good , he will definitely think that university has supported me in ((my)) bad times.....so no problem at all ((and he will not leave the organization))...definitely you will be committed with an organization to the extent that the organization is committed to you.."

This excerpt shows that if the support of HR people exists, then teachers can manage multiple tasks and can even maintain their performance. So the supportive behavior of HR department is an important factor contributing to teachers' performance derived from the respondents' accounts.

Discussion:

The interview data revealed that both in public and private universities teachers attach great importance to the role of HR in the academic institutions. Like other organizations, they feel that effective HR policies and practices and their fair implementation can create competitive advantages for educational institutions. Participants reported that existence of fair HR practices can benefit both the individual and organization. In this regard, they expect that HR departments should adopt an employee friendly approach and should involve teachers in policy making (Stakeholder Approach).

It is also evident from interview data that in public sector universities, selection and recruitment procedures are very well defined and fair as well, but due to low salary packages, this system is not very attractive to newcomers. As a result, individuals prefer private sector universities because they offer them good salary packages. In case of private sector universities, interviewees feel that recruitment policies exist on papers but in reality they work differently (espoused vs. reality). They also feel that criteria of selection vary from person to person (Favoritism) which creates feelings of unfairness of recruitment and selection systems among teachers.

Training interventions also contribute in developing the knowledge and skills of the teachers. Participants' accounts highlighted that both in public and private universities, teachers share the common understanding that training not only develops teachers individually but also equally benefits students' achievements. If teachers are equipped and updated with the latest technological and academic advancement, they will feel more confident in sharing and imparting knowledge among students which in turn, will accelerate the learning of the students. It is also observed from the interview data that the extent of training opportunities varies between public and private universities. Participants' reported that training opportunities don't only bring individual outcomes (satisfaction, commitment and performance) but also contribute towards organizational ends. They also reported training opportunities are not sufficient both in public and private universities. There is also a feel of favoritism in training opportunities and the respondents claim that the criteria of training nominations sometimes gets complicated. It should be simple and on a merit basis. They encouraged the need of trainings that can help them to bridge their performance gaps.

The excerpts of the participants also highlighted a real dilemma for HR managers. For example, on one hand, teachers attach importance to training as a means to their personal growth and stress the need to increase training opportunities. On the other hand, it has been observed that if employees are given training opportunities they may not participate for the reason that it is an additional burden and waste of time, showing reluctant behavior. This is where the implication arises for HR managers in designing and creating



training policies and procedures.

In terms of participatory management practices, interviewees reported a great sense of loyalty and motivation and feel more empowered when they feel that their organization values their contribution in decision making. The account of the participants also reflects an important pattern of exchange relationship. Participation in decision making also generates positive behaviors (they feel satisfied and happy) among teachers and if they feel that their contribution is not valued it generates negative behavior among teachers. Although, participants reported that their organizations give them opportunities to participate yet they still feel that there is no explicit process of participation. They stressed the need that organizational communication levels need to be defined to avoid confusion.

Dissatisfaction with rewarding policies is reported by the interviewees from both public and private universities. In public universities, the criterion of rewarding is broadly based on seniority which should be based on individual performance as reported by interviewees. Whereas, in the private sector, though the criterion of rewarding employees is based on individual performance, yet it has the elements of favoritism, therefore, they question the fairness of rewarding practices in their institutions. As a result, it creates a feeling of frustration among employees. Generally speaking, the interview data shows that if rewards are allocated fairly (Distributive justice), it makes them work better (performance).

Growth opportunities are also prevalent in both sectors. Participants highlight that growth opportunities give them signals that their employing organization cares about their personal and professional development, which, in turn increases their commitment and satisfaction and also motivates them towards high academic performance?

Participants also highlighted that other than HR practices, organizational support, clarity of the vision, support from HR departments and channels of communication are also other organizational factors contributing to their optimum performance

Conclusion

The findings of the interview data reveals that participants' feel that fairness of HR practices is very important if educational institutions want to address the issue of teachers' performance. To this end, the role of HR managers is very important not only in developing such HR systems that give employees a sense of organizational support but to implement those systems, practically giving them the signal of organizational justice.

As teachers are the most important assets of academic institutions, efforts should be made to develop and retain these knowledge workers' through

not only fair and effective implementation of HR practices but attention should also be given to other organizational factors such as clarity of vision, respect, organizational support, support from HR department and effective communication channels to provide such a conducive and congenial environment which leads to improved teachers performance. Though both private and public universities have formal HR policies well documented, there is still frustration among teachers over existing policies which proves that there is a need for change.

As the findings of this study are based on a small pilot study therefore, it comes with limitations. The findings of the study cannot be generalized to larger populations and may not be the representative of any of the sectors (public and private). As the sample of the study is very small only 10 interviews were conducted, with only one organization from each sector. However, to generalize the findings, there is a need to conduct a quantitative study in order to examine the impact of these HR practices on teaching performance. Findings of the study also indicates that justice perception plays a very critical role in determining effectiveness of HR practices and teaching performance, therefore, future studies should investigate HR models within organizational justice scholarship and develop such a model that can help to address the teaching performance. Furthermore, the present study utilized selected HR practices, while future study may include other HR practices in order to establish the thesis that which practices are the strong predictors of teachers' performance in educational context and of developing countries as well.

References

- Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. *Academy of Management journal*, 37(3), 670-687.
- Aycan, Z., Kanungo, R., Mendonca, M., Yu, K., Deller, J., Stahl, G., & Kurshid, A. (2000). Impact of culture on human resource management practices: A 10-country comparison. *Applied Psychology*, 49(1), 192-221.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of management*, 17(1), 99-120.
- Barney, J. B. (1995). Looking inside for competitive advantage. *The Academy of Management Executive*, 9(4), 49-61.
- Baron, J. N., & Kreps, D. M. (1999). *Strategic human resources: Frameworks for general managers* (Vol. 149): John Wiley New York.
- Bashir, S., & Khattak, H. R. (2008). Impact of selected HR practices on



- perceived employee performance, a study of public sector employees in Pakistan. *Eur. J. Soc. Sci*, 5(4), 243-252.
- Becker, B., & Gerhart, B. (1996). The impact of human resource management on organizational performance: Progress and prospects. *Academy of Management journal*, 39(4), 779-801.
- Bennell, P. (1994). Improving the performance of the public sector in LDCs: New approaches to human resource planning and management (Vol. 25): International Labour Office.
- Bowen, D. E., & Ostroff, C. (2004). Understanding HRM–firm performance linkages: The role of the “strength” of the HRM system. *Academy of management review*, 29(2), 203-221.
- Bowen, D.E. & Ostroff, C.(2000). Moving HR to a Higher Level” In K.J. Klein, & S.W. Kozlowski (Eds.), *Multilevel Theory, Research, and Methods in Organizations*, San Francisco: Jossey-Bass, 211–266.
- Boxall, P. (1998). Achieving competitive advantage through human resource strategy: towards a theory of industry dynamics. *Human Resource Management Review*, 8(3), 265-288.
- Bryman, A. (2003). *Quantity and quality in social research* (Vol. 18): Routledge.
- Bryman, A. (2007). The research question in social research: what is its role? *International Journal of Social Research Methodology*, 10(1), 5-20.
- Budhwar, P. S., & Debrah, Y. (2001). Rethinking comparative and cross-national human resource management research. *International Journal of Human Resource Management*, 12(3), 497-515.
- Cherryholmes, C. H. (1992). Notes on pragmatism and scientific realism. *Educational researcher*, 21(6), 13-17.
- Chughtai, A. A., & Zafar, S. (2006). Antecedents and consequences of organizational commitment among Pakistani university teachers. *Applied HRM Research*, 11(1), 39-64.
- Cohen, A., & Daniels, V. (2001). Review of literature: Responses to” Empirical and hermeneutic approaches to phenomenological research in psychology, a comparison.”. *Gestalt*, 5(2), 5-2.
- Cohen, J. M., & Wheeler, J. R. (1997). Training and retention in African public sectors: Capacity-building lessons from Kenya. *Getting Good Government: Capacity Building in the Public Sectors of Developing Countries*, Harvard University Press, Cambridge, Mass.
- Creswell, J. J. 2003. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. *Handbook of mixed methods in social & behavioral research*, 209-240.

- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks.
- Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*: Wiley Online Library.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*: Sage.
- Delery, J. E., & Doty, D. H. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. *Academy of Management journal*, 39(4), 802-835.
- Emerson, R. M. (1976). Social exchange theory. *Annual review of sociology*, 2, 335-362.
- Gillham, B. (2005). *Research Interviewing: the range of techniques* (Maidenhead: Open University Press UK).
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274.
- Guba, E. Lincoln. YS (1994). Competing paradigms in qualitative research. *Handbook of qualitative research* [105-117.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2, 163-194.
- Guest, D., Conway, N., & Dewe, P. (2004). Using sequential tree analysis to search for 'bundles' of HR practices. *Human Resource Management Journal*, 14(1), 79-96.
- Guest, D. E. (1997). Human resource management and performance: a review and research agenda. *International Journal of Human Resource Management*, 8(3), 263-276.
- Guest, D. E. (2001). Human resource management: when research confronts theory. *International Journal of Human Resource Management*, 12(7), 1092-1106.
- Guest, D. E., Michie, J., Conway, N., & Sheehan, M. (2003). Human resource management and corporate performance in the UK. *British journal of industrial relations*, 41(2), 291-314.
- Harel, G. H., & Tzafrir, S. S. (1999). The effect of human resource management practices on the perceptions of organizational and market performance of the firm. *Human Resource Management*, 38(3), 185-199.
- Hilderbrand, M. E., & Grindle, M. S. (1994). *Building sustainable capacity: challenges for the public sector*: Prepared for the United Nations Development Programme, Pilot Study of Capacity Building by the



- Harvard Institute for International Development, Harvard University.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management journal*, 38(3), 635-672.
- Khatri, N. (2000). Managing human resource for competitive advantage: a study of companies in Singapore. *International Journal of Human Resource Management*, 11(2), 336-365.
- Khilji, S.E.(1999a). Management in Pakistan. In M. Warner (Ed.), *International Encyclopedia of Business and Management* London: International Thomson Press.
- Khilji S.E. (1999b). An Empirical Study of Human Resource Management in Pakistan: The Case of Pakistan. unpublished PhD Thesis, University of Cambridge.
- Khilji, S. E. (2003). To Adapt or Not to Adapt'Exploring the Role of National Culture in HRM-A Study of Pakistan. *International Journal of Cross Cultural Management*, 3(1), 109-132.
- Khilji, S. E. (2004). Whither tradition? Evidence of generational differences in HR satisfaction from Pakistan. *International Journal of Cross Cultural Management*, 4(2), 141-156.
- Lado, A. A., & Wilson, M. C. (1994). Human resource systems and sustained competitive advantage: A competency-based perspective. *Academy of management review*, 19(4), 699-727.
- MacDuffie, J. P. (1995). Human resource bundles and manufacturing performance: Organizational logic and flexible production systems in the world auto industry. *Industrial and labor relations review*, 197-221.
- Murphy, J. P (1990) *Pragmatism: From Pierce to Davidson*. Boulder, CO, Westview.
- National Education Policy of government of Pakistan (1998-2010)
- Ostroff, C., & Bowen, D. E. (2000). Moving HR to a higher level: HR practices and organizational effectiveness.
- Paauwe, J. (1998). HRM and performance: the linkage between resources and institutional context: RIBES, Rotterdam Institute for Business Economic Studies.
- Paauwe, J., & Boselie, P. (2003). Challenging 'strategic HRM'and the relevance of the institutional setting. *Human Resource Management Journal*, 13(3), 56-70.
- Patterson, M. G., West, M. A., Lawthom, R., & Nickell, S. (1997). Impact of people management practices on business performance: Institute of Personnel and Development London.
- Pfeffer, J. (1994). *Competitive Advantage through People*. Boston, MA: Harvard Business Press, 281.

- Pfeffer, J. (1995). *Competitive advantage through people: Unleashing the power of the work force*: Harvard Business Press.
- Pfeffer, J. (1997). *New Directions for organizational theory*, New York, NY, Oxford University Press
- Richard, O. C., & Johnson, N. B. (2001). Strategic human resource management effectiveness and firm performance. *International Journal of Human Resource Management*, 12(2), 299-310.
- Smith, J. K. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. *Educational researcher*, 12(3), 6-13.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches* (Vol. 46): SAGE Publications, Incorporated.
- Teclmichael Tessema, M., & Soeters, J. L. (2006). Challenges and prospects of HRM in developing countries: testing the HRM–performance link in the Eritrean civil service. *The International Journal of Human Resource Management*, 17(1), 86-105.
- Von Glinow, M. A. (1993). Diagnosing ‘best practice’ in human resource management practices. *Research in personnel and human resource management*, Supplement, 3(95-112).
- Wang, D., Tsui, A. S., Zhang, Y., & Ma, L. (2003). Employment relationships and firm performance: Evidence from an emerging economy. *Journal of Organizational Behavior*, 24(5), 511-535.
- Way, S. A. (2002). High performance work systems and intermediate indicators of firm performance within the US small business sector. *Journal of management*, 28(6), 765-785.
- Wright, P. M., Gardner, T. M., & Moynihan, L. M. (2003). The impact of HR practices on the performance of business units. *Human Resource Management Journal*, 13(3), 21-36.
- Wright, P. M., Gardner, T. M., Moynihan, L. M., Park, H. J., Gerhart, B., & Delery, J. E. (2001). Measurement error in research on human resources and firm performance: Additional data and suggestions for future research. *Personnel Psychology*, 54(4), 875-901.
- Youndt, M. A., Snell, S. A., Dean, J. W., & Lepak, D. P. (1996). Human resource management, manufacturing strategy, and firm performance. *Academy of Management journal*, 39(4), 836-866.