

# PERFORMANCE APPRAISAL PRACTICES IN THE UNIVERSITIES OF THE PUNJAB, PAKISTAN

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**Abstract:** Universities are knowledge-based organizations and high-quality performance management of professionals in these organizations has particular importance. The paper analyses performance appraisal systems in universities with particular emphasis on teaching faculty and Head of the Departments' (HoDs) perspectives and their expectations. According to the information provided by the teachers and HoDs, Faculty members were generally given informal verbal feedback on their performance. Moreover, universities have written job duties and responsibilities and teachers were being measured according to that document. According to the responses in old and new universities, it emerged that students' results of teachers, academic activities, professional commitment, and punctuality were relatively more reported aspects in new universities, while knowledge, research and personal behavior related aspects were given more emphasis in ACR by the old universities' HoDs.

**Keywords:** Performance Appraisal, Universities, Faculty, Management

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Performance means the productivity of employees that shows their efficiency and effectiveness. Effectiveness refers to goal achievement while efficiency means the ratio of inputs consumed to output achieved. The greater the output for a particular input, the greater the efficiency. An appraisal is a judgment of value or worth of others' performance. In this way, performance appraisal is a formal procedure to evaluate the job behaviors of employees. Performance appraisal or merit rating is one of the oldest and most important practices of management (Krishna & Aquinas, 2004; Boswell & Bourdreau, 2002; Judge & Ferris, 1993). It refers to all the formal procedures used in organizations to evaluate their staff. Organizations seek to assess employees and develop their competence, enhance performance and distribute rewards (Fletcher, 2001). Murugaiah and Ishwara (2007) describe it as a process of evaluating the relative worth or ability of teacher (Lecturer, Professor) against predetermined, job-related performance standards usually set by job-descriptions. Krishna and Aquinas (2004) described that appraisals can be made by one or more superiors or by subordinates or by peers. But appraisals by direct superiors are the most common. There are many factors that affect the performance of individual employees such as their abilities, efforts long-drawn-out and institutional support. The role of HR department in an organization should depend upon what the top administration expects and HRM practices should

be developed, evaluated and changed as necessary so that they can contribute to the competitive performance of the organization and individuals at work. Universities and colleges are knowledge-based organizations especially dependent on the expertise, commitment and innovation of their staff (Simmons, 2002). According to the Standard Practice Guide of the University of Michigan, staff members are evaluated periodically to summarize demonstrated skills, abilities, and performance in relation to the requirements of the assigned position. Evaluations are initiated by the personnel office. According to the university regulations, staff members are evaluated prior to the completion of their probationary period; prior to the completion of six months following the date of hire or promotion; and annual evaluation i.e. prior to the anniversary of their employment of latest promotion. Supervisors evaluate the performance of staff members on a form and discuss the evaluation with a concerned staff member. Both of them sign the completed form and send it to the personnel section for further decision on granting compensation or possible disciplinary action according to the performance report. Hommadi (1984) mentions three methods to appraise teachers:

- Students' opinion about the teacher's performance.
- Self-appraisal reports.
- Peer evaluation- an appraisal by the fellow teachers/colleagues.

The University of Texas, Austin, in the peer observation guidebook stated an example of a graduate student feedback mechanism can be found in The University of Chicago's Graduate School of Business. They designed a one hour MBA course for graduate students in which they provide feedback to instructors by auditing a professor's classes, videotaping selected presentations, and gathering suggestions from enrolled students for mid-semester course changes.

Rewarding individuals requires criteria that define performance. Crews, Burroughs, and Nokovich (1987) validated students' ratings against instructor's self-ratings by assessing student-faculty agreement concerning day-to-day variability within courses. For 15 days, students and instructors in each of four courses made daily evaluations; the analysis showed that student ratings and instructor self-ratings were significantly correlated in three areas i.e. material covered, instructor performance, and overall impressions of the success of the class. Another study conducted by Murugaiah and Ishwara (2007) concluded that majority of university teachers agreed towards the evaluation of their performance by students. It was also statistically proved that, there is no association between teacher's attitude towards Student evaluation of teacher performance and their organizational, demographic and career-related aspects. The University of Texas, Austin, in the peer observation guidebook described major strengths and weaknesses of peer observation. Strengths include awareness of peers with college goals, priorities, values, faculty problems; peer observation helps faculty upgrade their own profession; and peer observers can be chosen from instructor's content area. The major weaknesses of peer observation Pinvolve biasness of data due to personal relationships and peer pressure; peer relationships may suffer; and possible bias due to observer's preference for own teaching methods. One example of no impact of self and peer evaluations on teacher accountability can be seen from a research study conducted by Tooley (2005) on public-private partnership in higher education, India. He reported about 200 institutions that have undergone evaluation did not show any impact on teacher accountability. It was also noted that some institutions had spent much time preparing documents and plans that would impress the peer team rather than undertaking real improvements.

Noe, Hollenbeck, Gerhart, and Wright (2015) draws attention towards the fact that appraisals include negative information, areas needing improvement, therefore meeting on performance appraisals tend to be uncomfortable for managers and employees alike. Often managers feel they do not know how to evaluate performance effectively, and employees feel that their contributions are not recognized. Usugami and Park (2006) in their study on performance

appraisal satisfaction and employee outcome found negative relationship for employees with low intrinsic motivation and a positive relationship for those with high intrinsic motivation. The primary objective of this study was to explore alternative relationships between performance appraisal satisfaction and employee out comes. Among the key findings, performance appraisal satisfaction was directly related to both effective commitment and turn over intention, while the relationship between satisfaction with performance appraisal and work performance was mediated by intrinsic motivation. Accordingly this research study provides empirical support and credit to the opinion that performance appraisal satisfaction may enhance motivation, commitment, and intention to stay in the organization. In testing the HRM practices-performance link Tassema and Soeters (2006) found a strong HRM-performance link. Links between employees' commitment and satisfaction with their jobs have been the subject of a large amount of empirical research. According to Rayton (2006) understanding these attitudes is important because they effect on performance, and these attitudes can be influenced by human resource policies and practices. In the words of Pfeffer (1994, p. 33), 'having good HRM is likely to generate much loyalty, commitment, or willingness to expend extra effort for the organization's objectives. Another study conducted by Kuvaas (2006) examined motivational factors behind performance. Among these factors the "wage and bonus increases" and "employment stability" was recognized as the strongest motivational factor by two different categories of respondents.

Middle management in the further education colleges carries out multifaceted tasks within complex and changing environment. Five aspects of role were identified e.g. corporate agent, implementer, staff manager, liaison, and leader (Briggs, 2005). Warner and Crosthwaite (1995) labeled HoDs and their equivalent as middle managers. They are required to conduct appraisals, to allocate duties, and to consider individual and group performance. So performance appraisal is important to ensure that people are well motivated to contribute to the organizational goals.

The importance of using performance as a basis for rewarding employees is critical to all effective rewards systems. In Pakistan, Report of the Commission on National Education (1959) emphasizes the need for proper system of performance evaluation to reward good teachers and penalize poor teachers. In the National Education Policy 1992, rewards and punishments were proposed to award on the basis of strict regimen of accountability through performance evaluation. According to the National Education Policy 1998-2010 following policy provision is stated:

“The system of assessment of the teachers’ performance shall be introduced for improvement of teaching learning process. Methods of self-assessment by teachers be introduced. The mechanism and assessment pro forma shall be designed with the help of Vice-Chancellors’ Committee” (p: 79)

General practice prevailing in colleges and universities of Pakistan for performance appraisal of teachers is to be made by the head of the department through Annual Confidential Report (ACR). In universities and colleges other methods are now introduced by the HEC. These include faculty evaluation by the students and peer appraisal.

## RESEARCH OBJECTIVES

The objectives of the study were to:

- examine the system of performance appraisal in old and new universities of the Punjab.
- evaluate the opinions of teachers and HoDs of universities on performance appraisal practices in old and new universities.

## RESEARCH METHODOLOGY

Public sector universities were the population of the study. There were 66 universities in Punjab. There were 36 general universities out of these 66 universities. Only ten general universities were taken as sample of the study. The sample size of the departments from the ten universities was decided as proportionate to the size of the number of departments in a university like Fifty (50) percent departments from each university was selected randomly with a minimum of four departments per university to ensure representativeness. Proportional allocation in taking sample from university departments distributed the sample in such a way that the sampling fraction is the same for all the universities for Example one old university was having 68 departments as compared to 17 departments of a new university. Equal allocation of departments from every university would have not been representative because of the different size of universities. That’s why proportionate sample of departments was taken to ensure representativeness. The universities were divided into two groups for comparison i.e. old and new. The sample of the study included teachers and HoDs/chairpersons. Following table shows the detail of sample and tools administered.

**Table 1: Type of Sample Personnel, and Research Tool**

Serial #	Sample of the study	Tool of research
1.	University teachers (Professors, Associate professors, Assistant Professors, and Lecturers)	Questionnaire I
2.	Head of the Department/ Chairperson	Questionnaire II

Two-stage random sampling was used. In the first stage required number of departments was selected and in the second stage teachers from each department were selected. Number of teachers from each department included two Lecturers, two Assistant Professors, one Associate Professor, and one Professor. In this way, six faculty members from each department were taken as a sample of the study. All the HoDs of selected departments were also included in the sample. There were some departments in every university that did not have the required number of teachers as needed in the sample. In such cases, another department was substituted randomly from the remaining list. The total sample includes 601 faculty members and 113 HoDs.

## RESULTS OF THE STUDY

Information and opinion from the teachers and HoDs were solicited through separate questionnaire for both about performance appraisal. Data obtained through quantitative

instruments were analyzed through descriptive statistics. The results of the study were presented in tables, graphs, and descriptions as per the nature of analysis and demand of the research questions.

ACRs, students’ feedback on teachers’ performance and peer appraisal were most commonly used methods to appraise teachers in universities. Information and opinion from the teaching faculty and university authorities were solicited through interviews and questionnaires. Practices regarding performance appraisal were analyzed through opinions and information on the outline given below:

- Teachers’ opinion
- HoDs’ opinions

### Teachers’ Opinions

The following table presents the Summary of results of teachers’ opinion on indicators of performance appraisal:

**Table 2: Old and New Universities' Teachers' Opinions about Performance Appraisal**

Performance Appraisal indicators	Type of University	Number of teachers	Degree of response level						$\chi^2$	Sig. level
			S.D %	D %	UD %	A %	SA %	Mean value		
1. ACRs are used for selection to higher posts.	Old	399	4.8	11.0	22.1	37.8	24.3	3.66	5.098	.277
	New	178	4.5	5.6	26.4	37.1	26.4	3.75		
2. People write ACRs free from subjective bias and favouritism.	Old	401	5.2	17.0	28.7	35.2	14.0	3.36	2.685	.612
	New	181	5.5	12.7	29.8	34.3	17.7	3.46		
3. Teachers need to be assessed against job assignments.	Old	401	3.8	14.3	24.8	39.5	17.8	3.55	5.485	.241
	New	181	2.8	9.4	21.0	47.5	19.3	3.71		
4. Open feedback is provided by HOD regarding performance.	Old	399	5.0	12.8	16.5	40.1	25.6	3.68	3.991	.407
	New	183	2.7	10.4	15.3	47.5	24.0	3.80		
5. Overall the procedures used for evaluating performance are quite fair.	Old	402	4.7	10.4	24.9	42.3	17.7	3.58	7.005	.136
	New	182	3.8	4.4	23.6	47.8	20.3	3.76		
6. The HOD uses ACR as a threat to control behaviour of teachers.	Old	393	22.9	36.1	16.3	15.3	9.4	2.52	9.214	.056
	New	173	25.4	39.3	20.8	11.0	3.5	2.28		
7. ACRs are influenced by the university politics.	Old	389	17.7	34.4	26.7	13.4	7.7	2.59	2.798	.592
	New	172	23.3	33.1	25.6	10.5	7.6	2.46		
8. Student feedback and peer appraisal contribute in performance appraisal.	Old	389	3.1	7.7	19.3	45.2	24.7	3.81	1.540	.820
	New	180	2.2	10.6	18.9	44.4	23.9	3.77		

The opinions of teachers on all indicators of performance appraisal were almost similar in the new and old universities. Non-significant value of  $\chi^2$  indicate there was no association between the type of university and teachers' opinion i.e., old and new university teachers' responses were independent of the type of the university.

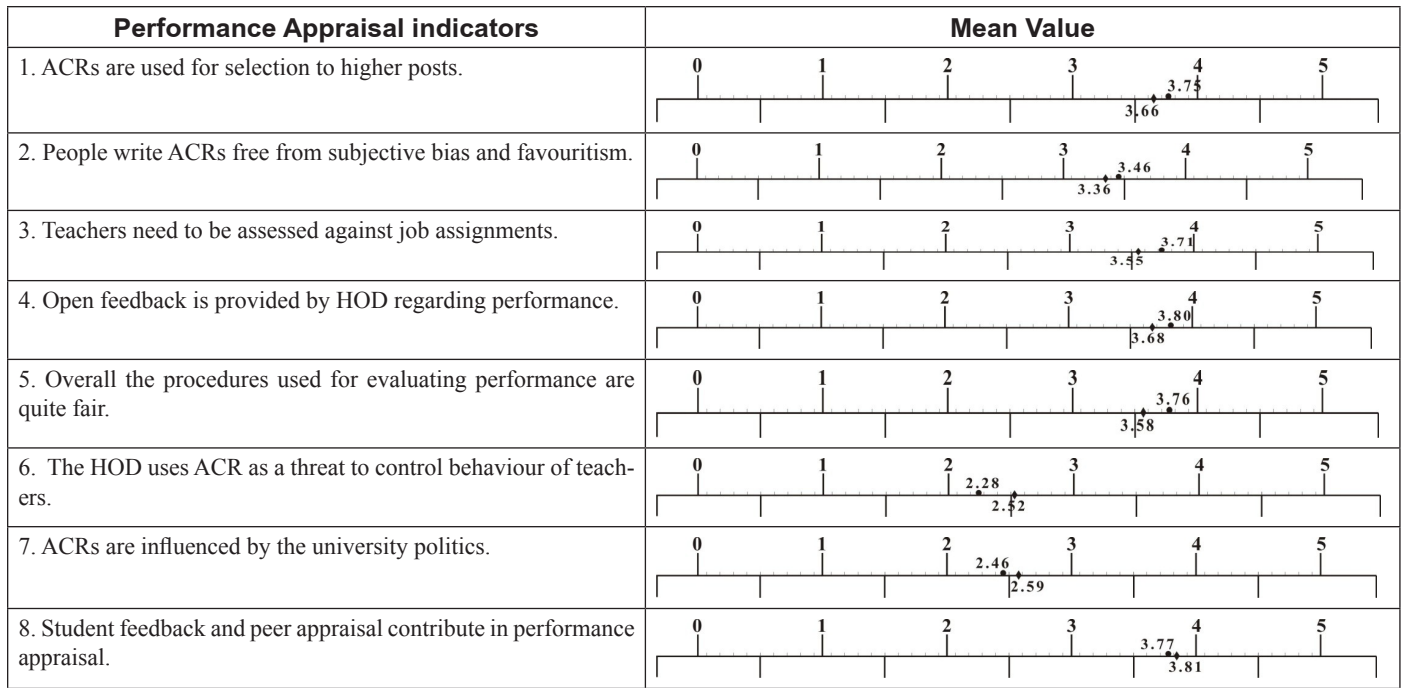
Teachers of both types of universities opined that ACRs were used while considering teachers for selection to next higher posts. The mean scores of new and old universities' teachers were 3.66 and 3.75, respectively. The mean scores on item No. 2 and 5 showed that teachers of both types of universities believe that their superiors write ACRs generally without any bias, and the procedure of writing ACRs was quite fair. Response on item 7, further confirmed this stance as teachers negated that ACR was affected by the politics of the universities.

Responses on item 4 and 8, soliciting opinions regarding feedback on performance by HoD, students and peers

revealed that open feedback on performance is provided by the HoDs and student feedback and peer appraisal also contribute in appraising performance in old and new universities. However teachers of both types of universities emphasize the need to assess teachers against their job assignments. Besides' the non-significant value of chi square, mean difference indicated greater emphasize on teachers' assessment against their job assignments in new universities ( $\bar{x}$  =3.71) than in old universities ( $\bar{x}$  =3.55).

The teachers of both types of universities negated the use of ACRs as threat by the HoD. In spite of the similar types of responses by the teachers of the old and new universities, a further comparison of mean scores showed that HoDs in new universities were more objective and fair in writing ACRs and they less frequently used ACRs as a means of threat to the teacher.

Following figure shows the relative mean difference of teachers' opinion on a scale ranging from 1-5, on performance appraisal practices:



◆ Old University ● New University

**Fig. 1: Relative means Difference of Old and New Universities' Teachers' Opinions About Performance Appraisal**

Methods to Get Feedback on Performance from HoDs

three categories i.e. informal feedback, written feedback, and no feedback.

Teachers were further asked to opine on feedback provided to them by the HoDs in narration. Teachers responded on

**Table 3: Methods to Get Feedback on Performance from HoDs**

Questions	Responses	Old Universities N=410		New Universities N=191		Total N=601	
		Frequency	%	Frequency	%	Frequency	%
17. How do you get feedback on your performance from your HoD?	Informally	222	54.1	116	60.7	338	56.2
	Written	52	12.7	32	16.8	84	14.1
	No feedback	83	20.2	32	16.8	115	19.1
	Missing response	53	12.9	11	5.7	64	10.6
	Total	410	100	191	100	601	100

More than 50% faculty members (54% in old universities and 61% in new universities) were getting feedback on their performance informally by their respective heads. On the whole, the above given data showed that 19% faculty members of both type of universities responded that no feedback was ever provided to them on their performance and only 14% said that they receive written feedback from their heads on their performance. Therefore, it can be concluded that informal feedback is generally provided

to faculty members on their performance in both types of universities. However, more new university teachers were getting informal and written feedback on their performance by their respective HoDs as compared to old university teachers. Lesser number of teachers of new universities than teachers of old university complained that no feedback on their performance was given to them by their respective HoDs.

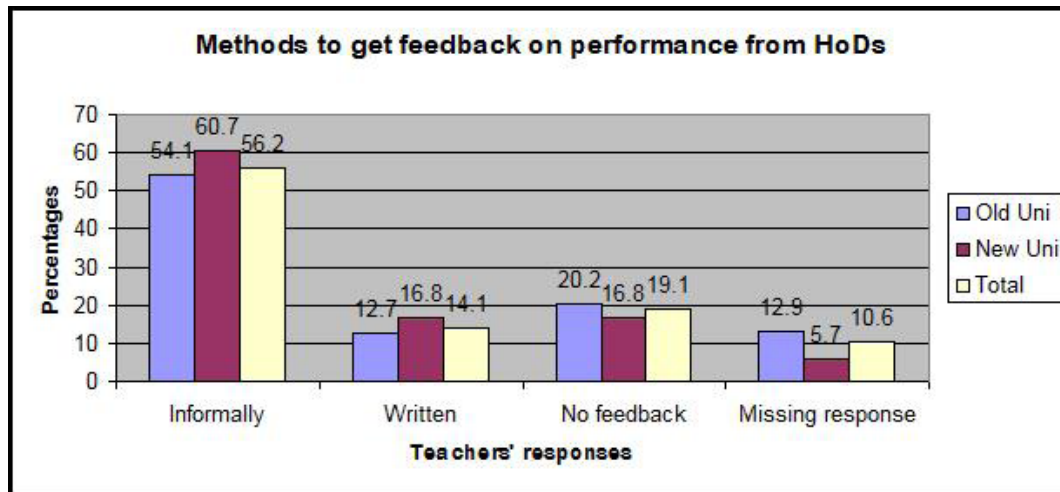


Fig. 2: Methods to Get Feedback on Performance from HoDs

### HoDs Opinions

HoDs' opinions regarding performance appraisal were collected through a questionnaire consisting items seeking response on a five point scale. Chi-square test and mean

response values were computed on seven close ended statements. Following table presents the summary of mean and chi-square values for each statement:

Table 4: Old and New Universities HoDs' Opinions about Performance Appraisal

Performance appraisal indicators	Type of University	Number of HoDs	Degree of response level						$\chi^2$	Sig. Level
			S.D %	D %	UD %	A %	SA %	Mean value		
1. Necessary information is forwarded to the teachers quickly to perform effectively.	Old	72	.0	.0	.0	43.1	56.9	4.57	4.561	.207
	New	41	.0	2.4	2.4	31.7	63.4	4.56		
2. ACRs of teachers are written on objective assessment and adequate information	Old	69	.0	2.9	.0	50.7	46.4	4.41	7.680	.053
	New	41	.0	.0	7.5	37.5	55.0	4.66		
3. The university has a written document about the duties and responsibilities of teachers.	Old	72	1.4	4.2	15.3	41.7	37.5	4.10	6.390	.172
	New	40	.0	15.0	22.5	37.5	25.0	3.73		
4. The performance of teachers is measured in the light of above-mentioned document	Old	71	4.2	8.5	18.3	43.7	25.4	3.77	1.573	.814
	New	41	2.4	9.8	26.8	41.5	19.5	3.66		
5. Verbal feedback is provided to teachers regarding their performance.	Old	70	1.4	.0	4.3	60.0	34.3	4.26	.318	.957
	New	39	2.6	.0	5.1	61.5	30.8	4.18		
6. Written feedback is provided to teachers regarding their performance	Old	70	2.9	32.9	17.1	38.6	8.6	3.17	2.893	.576
	New	40	2.5	25.0	22.5	32.5	17.5	3.38		
7. HOD has an excellent position to support the development program of teachers to improve their performance.	Old	72	1.4	6.9	9.7	43.1	38.9	4.11	2.750	.600
	New	41	.0	2.4	4.9	46.3	46.3	4.37		

Chi-square statistics given in table 4.14 revealed that opinions of HoDs of old and new universities were almost similar on all the indicators of performance appraisal i.e., there was no relationship between the type of university and teachers' opinions.

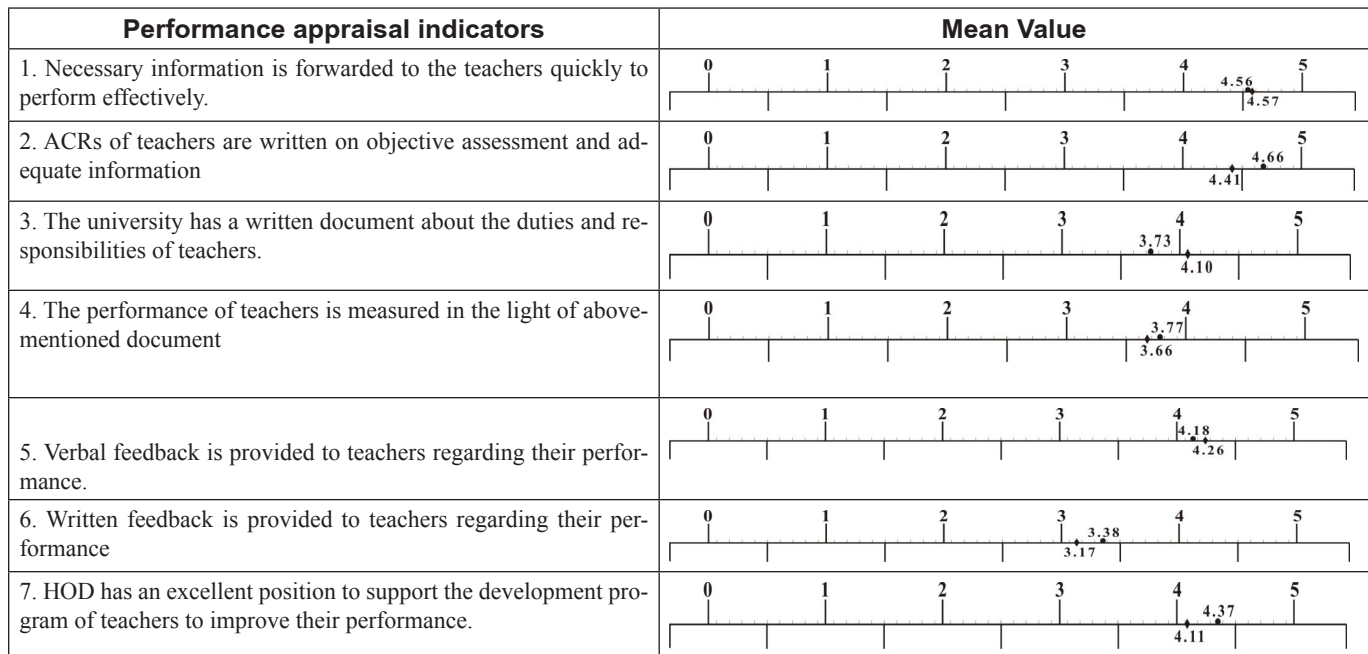
HoDs of old and new universities opined that they quickly forward necessary information to teachers to perform effectively and they said that HoDs has an excellent position to support and develop programs of teachers to improve their performance. Mean response values on item 2, further

indicate that ACRs of new university teachers were written on more objective assessment and adequate information than in old universities. However, relationship was not significant and similar opinion was found in both types of universities. Old and new universities teachers' opinions confirmed HoDs stance by previously saying that ACRs were generally written without bias and the procedure of writing ACR was also fair.

It was interesting to note that the old university HoDs responded more favourably that the university has a written document about the duties and responsibilities of teachers than HoDs of new universities. HoDs' opinions on item 4 further confirmed the presence of such document when they said that their performance is measured in the light of above mentioned document. The mean scores of old and new university teachers were 3.77 and 3.66, respectively.

The mean difference on item 5 and 6 indicated that teachers of both types of universities were given verbal feedback more commonly as compared to written feedback by their respective HoDs. But it was another interesting aspect that old university teachers were more commonly given verbal feedback by the HoDs on their performance as compared to written feedbacks issued to new university teachers. However, teachers' opinion was not related to the university type. Majority of teachers of old and new universities were also of the same opinion i.e. teachers were more commonly getting informal feedback as compared to formally written feedback.

Relative mean difference of old and new university HoDs' opinion on a scale ranging from 1-5, on indicators regarding performance appraisal is clearly shown in fig. 4.9 given below:



◆ Old University ● New University

**Fig. 3: Relative Means Difference of Old and New University HoDs' Opinions on Performance Appraisal Indicators**

Information About the Aspects Reported in ACR by the HoDs.

HoDs were further asked to give opinion in narration about the different aspects reported in the ACRs in the form of

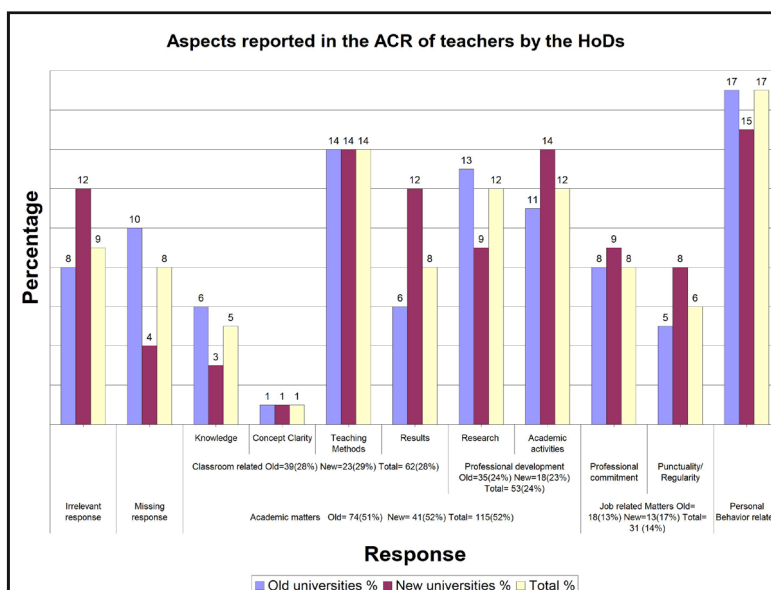
open ended response. The open ended responses comprise the four categories of aspects that were reported in ACR of teachers viz. irrelevant response, academic matters, job related and personal behavior related aspects.

**Table 5: Different Aspect Reported in the ACR of Teachers**

Responses Freq %			Old universities		New universities		Total	
			Freq	%	Freq	%		
Missing response			15	10	03	04	18	08
Irrelevant response			12	08	09	12	21	09
Academic matters	Classroom related	Knowledge	08	06	02	03	10	05
		Concept clarity	02	01	01	01	03	01
		Teaching methods	20	14	11	14	31	14
		Students' Result	09	06	09	12	18	08
		Sub Total	39	28	23	29	62	28
	Professional development	Research	19	13	07	09	26	12
		Academic activities	16	11	11	14	27	12
		Sub Total	35	24	18	23	53	24
Theme Total			74	51	41	52	115	52
Job related Matters	Professional commitment		11	08	07	09	18	08
	Punctuality/ Regularity		07	05	06	08	13	06
	Theme Total		18	13	13	17	31	14
Personal Behavior related			25	17	12	15	37	17
Grand Total			144	100	78	100	222	100

Eighteen percent of the respondents/ HoDs either gave irrelevant response or did not respond on the question. It was found that 28% classroom related matters (knowledge, concept clarity, teaching methods and results of students) and 24% professional development aspects (research and other academic activities) were reported by the HoDs in the ACR of teachers that made a 52% of academic matters. 14% job related matters (professional commitment, and punctuality/regularity) and 17% personal behavior related matters were also reported.

According to the responses in old and new universities, it emerged that students' results of teachers, academic activities, professional commitment and punctuality were relatively more reported aspects in new universities, while knowledge, research and personal behavior related aspects were given more emphasis in ACR by the old universities' HoDs.



**Fig. 4: Different Aspects Reported by the HoDs in the Teachers' ACR**

## CONCLUSION AND DISCUSSION

Regular performance appraisals are important for communicating expectations, assessing their skills, and developing short term and long term plans. Performance reviews are a key component of staff development. The performance appraisal should be a fair and balanced assessment of an employee's performance. Performance appraisals provide staff and supervisors to discuss feedback on staff performance, set goals for further professional development, and talk about their expectations and accomplishments. According to the information provided by the teachers and HoDs, Faculty members were generally given informal verbal feedback on their performance. Moreover, HoDs' opinion was that universities have written job duties and responsibilities and teachers were being measured according to that document. Another interesting aspect of this matter was the fact that when Researcher asked to provide her this document, not a single university provided such a document. However, three universities' authorities said that this information can be taken from their Calendar.

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