

Impact of performance management system on performance of academicians in higher education institutions

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Abstract

The Performance Management System (PMS) serves as a comprehensive and systematic approach aimed at enhancing the effectiveness of individuals, teams, and organizations as a whole. It functions as a mechanism for evaluating and gauging employee performance. This research aims to evaluate how the performance management system impacts the performance of academic professionals in higher education institutions located in the Delhi/NCR region. Drawing from previous literature, several significant factors of PMS have been identified,

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including transparent and equitable approaches, training and development opportunities, rewards, succession planning, continuous evaluation processes, satisfaction levels, and motivation factors. To investigate these relationships empirically, a questionnaire-based research design was employed. A total of 520 responses were collected and subsequently analysed using SEM AMOS and SPSS software. The findings revealed that PMS exhibits a significant association with the performance of academicians. Specifically, factors such as transparent and equitable approaches, training and development initiatives, rewards systems, succession planning strategies, continuous evaluation mechanisms, and motivation elements displayed a significant positive correlation with academicians' performance. Conversely, satisfaction levels demonstrated a significant negative correlation with faculty performance in higher education institutions (HEIs). This research holds potential benefits for both research scholars and human resource managers interested in exploring the impact of performance assessment on employee productivity. This study provides valuable insights into improving organizational effectiveness and employee performance in Higher Education Institutions (HEIs) by elucidating the complex interactions between PMS factors and faculty performance.

Subject Classification: 91B40, 62P25, 90B50, 97D30.

Keywords: Performance management system, Academicians, Higher education, Universities, Faculty.

I. Introduction

Performance management means planned and regular appraisal of work performance. It is a strategic and integrated approach that aligns individual and group efforts with objectives of the entire organization by emphasizing continuous improvement and development [15]. It involves measuring, supervising and increasing the performance of workforce, as a contributor to whole organizational performance [26]. Amongst the various tools of human resource management, performance management is a tool which is directly connected with human capital that is, knowledge of employees, skills, capability, competencies and experience. It's a strategic and encompassing approach that will help the organization to succeed in the long run [32].

Performance management system (PMS) is a comprehensive set of interrelated procedures and activities that is a crucial part of an organization's strategy for managing employee performance and enhancing the competencies of its human resources that contributes to maintaining competitive advantage and improving organizational capabilities [6]. It is a continuous practice, which starts from planning, performance, supervision and review as shown in figure 1.



Figure 1
PMS Cycle

Source: As per authors understanding

Planning is connected with determining the duties and responsibilities that individuals will be assigned; performance is associated with the carrying out the duties and responsibilities as per the planning, supervision is related with the examination and progress of employees in accordance with the plan whereas review is largely connected with the evaluation of performance and its comment with rewards and training so as to increase the abilities, when performance is not up to the planned schedules. The current faculty performance management system in India has not been developed in accordance with the norms of developed nations. [50]. The methodology used to evaluate educator performance is not standardized even though prominent academic institutions are using systematic yardsticks and expert guidance to evaluate faculty performance [43]. In Delhi and the NCR region medium aged and recently established institutions are unable to appropriately use this system to assess faculty performance. Higher education is challenged with higher expectation. Poor quality and dearth of qualified faculty members continues to obstruct the progress of higher education in the direction of achieving international standard [1]. The purpose of educational institutions is to foster students' physical, mental, emotional, social, and spiritual development.

Faculty community are possibly the most crucial constituent of any system of education. Faculty is the foundation of any institution and render a crucial role in all aspects of academic life. Higher education institutions aim to afford a framework which will help to attract, recruit

and retain the most appropriate faculty members by using the most suitable, competent, reasonable, open and effective methods. It is often documented that the higher education institutions are delegating non-academic work like placement, admission, and social development activities which leads dissatisfaction in job and they are not covered by any of faculty Performance Management System studies [10]. Similarly, none of institutions are focusing on the faculty development in a long-term basis. Effective PMS can stand as the distinction between an institution's success and failure. Therefore, this study is based on the identification of the PMS factors of academic staff in educational institutions and to analyse the impact of these factors on the productivity of academicians in HEI in Delhi/NCR region.

II. Literature Review

Performance management involves strategically and comprehensively improving organizational success by boosting the performance of employees [45] and developing the skills of both teams and individual contributors [4]. The research is driven by a review of the literature, which is also an essential phase in the completion of a research project [9, 57]. Through a detailed analysis of the body of research on the effect of PMS variables on teacher performance in Delhi/NCR higher education institutions, a conceptual framework for the study has been developed. PMS makes the workforce conscious about expectations they need to cater to, assesses their performance, provides continuous feedback on progress, and discuss further plans. Iqbal [24] undertook a literature review on performance appraisal. The purpose his study was to identify key factors that govern the performance appraisal in the turbulent business environment. Effective performance measurement outcomes have a significant positive impact on learning and teaching [44]. Students learning is the outcome of effective teaching.

Literature has evident that teacher appraisal is deliberated as necessary by governing bodies at the global level. It examines whether the current education level is sufficient and appropriate according to its educational requirements [52]. When it comes to evaluating higher education institutions teaching personnel's performance, the picture becomes more significant. This is because college graduates will become the working force of the country. Various rubrics opted by different higher education institutions can be used for measuring the effectiveness of

teaching employees as quality teachers are taken as one of the inputs in increasing the efficiency of education in institutions [14].

Transparent and Equitable Approach

O'Meara et al. [42] research findings indicated that fostering transparent and fair practices, including role rotations, had a positive impact on faculty contentment, emphasizing its substantial influence on workload perspectives and overall performance. Misra et al. [36] research demonstrated the beneficial impact of open and honest workload procedures on perceptions of equity, offering useful advice to improve inclusion and diversity in higher education. The findings demonstrated how crucial it is to implement transparent workload assignment procedures in order to improve the general faculty experience [16]. Ugarte and Rubery [56] investigation into women pay parity revealed consistent methods for starting salaries and raising pay, but it also highlighted barriers to promotions that prioritize potential over demonstrable achievement. The study stressed the need for in-depth research on innate biases in order to address gender pay disparities comprehensively.

Training and Development

Research study done on teacher performance in the Ghana Education Service revealed how inconsistent in-service training, a lack of resources, and low motivation can lead to less-than-ideal outcomes. The suggested actions include implementing motivational techniques to improve performance, conducting regular assessments, assigning funds for consistent training, and modifying training regulations in accordance with the needs of teachers. A positive correlation was found between faculty job satisfaction and training in Nagpur's technical education colleges by Paposa and Kumar [43] investigation. The study underlined the significance of tailored programmes and the critical role that training plays in motivating faculty and improving overall performance. Shafiq and Hamza [49] research on a private Malaysian company highlighted the positive impact of work enrichment and the role that training plays in enhancing employee performance [51]. For increased organisational effectiveness, recommendations included expanding HR activities, adaptable training strategies, and strengthening communication networks.

Motivation

Kwapong, Opoku and Donyina [27] study, which involved faculty members at Ghanaian polytechnics, established a strong correlation between motivation and performance [33], with motivation being responsible for 79.5% of the variance. The findings highlighted the possibility of raising teacher performance via improved instruction and research opportunities. Ali, Dahie and Ali [2] study of secondary school teachers in Somalia revealed a noteworthy relationship between job satisfaction, motivation, and academic achievement. The findings suggested that in order to improve educational outcomes and increase teacher satisfaction [8], a combination of extrinsic and intrinsic motivational approaches should be used [30]. Affirmative and significant impact of leadership, teaching skills, and motivation on teacher performance were found in Haryono, Amrullah and Surah [19] research in Merangin Regency. Recommendations included enhancing teacher competency for improved performance, motivating educators, and improving leadership strategies.

Continuous Evaluation

According to Van Waeyenberg et al., [55] research, a robust performance management procedure can help teachers become more committed, feel less worn out, and improve performance inadvertently. The findings made clear how important effective consensus-building and communication are to supporting teachers' performance and well-being [23]. Imo State University's 2020 project, led by Oguguo et al. [40], found that using moodle in the classroom significantly raised student achievement on the educational measurement and evaluation test. Proposals included promoting the adoption of learning management systems (LMS) [41], improving ICT infrastructure, and guaranteeing that all nigerian universities have access to the internet [17]. Muenks et al., [37] study examined how students perceived the mindset beliefs of STEM teachers and how those perceptions affected their academic achievement and psychological experiences [21]. The findings demonstrated how important it is to foster a growth mindset culture in learning environments in order to improve student engagement and success in STEM fields [22].

Satisfaction

The impact of principal oversight and teacher certification on motivation, contentment, and performance was examined in Sudirman et

al. [54] study. There are questions regarding the influence of teacher certification and supervision on faculty performance even though these factors showed strong impacts. The proposed mediation through motivation and satisfaction was not well-supported. The dynamics of work motivation, leadership style, and competency affecting job satisfaction and employee performance. Even while the research done by Hajiali [20] indicated that job motivation had a negative effect on satisfaction, it also highlighted the need for coordinated efforts to enhance organizational effectiveness and health. According to Basalamah and Asad [7] study on management instructors, financial incentives in particular had a significant influence on work motivation, which in turn affected job satisfaction. The findings highlighted the critical role that the workplace environment plays, leading institutions to enhance these aspects in order to increase instructors' job happiness [47].

Rewards

The establishment of a reward system that included compensation, bonuses, recognition, and health benefits had a significant favourable effect on workers productivity [39], according to Nazir et al. [38] investigation at McDonald's. The outcomes demonstrated how important a diverse compensation plan is for enhancing overall organisational productivity. In a 2020 study by Mihardjo on takaful agents in Southeast Asia, it was discovered that skills, knowledge, and capabilities of individuals, training programs, and incentives had a substantial effect on workplace dedication and service recovery success. [34], [35] The findings highlight how important HR procedures are to enhancing performance in the unique environment of the takaful sector. Jamali et al. [25] study at MUET, Jamshoro, showed that organisational culture moderated the positive effect of transformational leadership on faculty productivity in various academic settings. The findings demonstrate how appropriate leadership philosophies might enhance teacher performance in higher education [58].

Succession Planning

According to the JDR model, employee performance and engagement are enhanced by succession planning both directly and indirectly, according to Ali and Mehreen [34, 3] study on the topic in Pakistan's banking industry. The findings suggested useful uses for banks to improve performance on an individual and organisational level. Musakuro and De

Klerk [38] study revealed issues with staff strategy, salary, bonuss, coaching, succession planning, hiring, assessment, and evaluation in a South African higher education institution. The findings addressed these issues and provided suggestions for improvement, giving HR practitioners insightful information. The beneficial relationship between the CEO's temporal emphasis and succession planning in family firms was the subject of Lu, Kwan and Ma [28] study. It determined that the moderating factors were family relationships and environmental uncertainty. By integrating time perspective and upper echelon theories, the research produced insightful data that allowed for a thorough understanding of CEO incentives in succession planning.

III. Conceptual framework

In the eyes of the faculty members, the intention of Performance Management is to depict their level of performance to determine the required productivity from them. Performance management in educational institutions involves a combination of factors such as, transparent and equitable approach, training and development, rewards, motivation, continous evaluation, succession planning, and satisfaction as shown in figure 2. When these factors are well-balanced, they contribute to a positive and conducive environment that fosters high faculty performance [5]. Figure 3 illustrates the conceptual framework of the study.

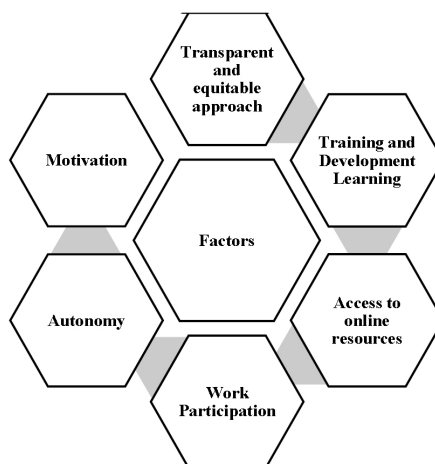


Figure 2
PMS factors

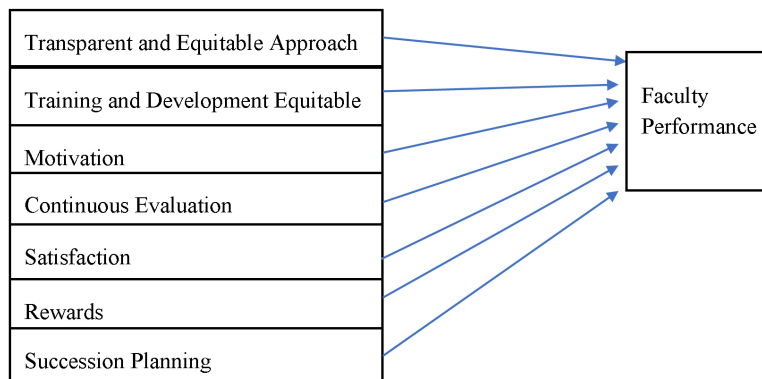


Figure 3
Conceptual framework

Research hypotheses

Based on explanation in literature review and introduction section, hypothesis are:

- H1: Transparent and Equitable Approach has a significant effect on Faculty Performance.
- H2: Training and Development has a significant effect on Faculty Performance.
- H3: Motivation has a significant effect on Faculty Performance.
- H4: Continuous Evaluation has a significant effect on Faculty Performance.
- H5: Satisfaction has a significant effect on Faculty Performance.
- H6: Rewards have a significant effect on Faculty Performance.
- H7: Succession Planning has a significant effect on Faculty Performance.

Research Objectives

1. To study the factors of the performance management system for academic staff in the higher education sector in Delhi/NCR.
2. To investigate the academic staff performance with respect to PMS factors in the higher education sector in Delhi/NCR.

IV. Methods

Target Population and Sample

The present study concentrates on HEIs of Delhi/NCR. The sample was collected from faculty members of HEIs. The six cities with the highest number of universities and colleges are Delhi, Gurugram, Noida, Ghaziabad, Faridabad, Bahadurgarh. Based on random sampling, faculty members from the list of universities and colleges of these cities have been targeted. The sample was acquired from the faculty members of any department of these recognized higher education institutions. Targeted respondents were from several departments of HEI with different academic ranks were considered for the study.

Sample Size

Four ways to state sample size for the population have been described by Salant et al. [48], i.e., size of the population, tolerance of sampling error, representative subgroup from the sample, and variation of the population measurement of the results. The present study has adopted as per the suggestions by Roscoe [46], a sample size from thirty to five hundred responses is ample for most researchers. For the comprehensive controlled experimental research, ten to twenty as the sample size is enough. Finally, it was suggested that a sample of fifty responses is considered as deemed inadequate and 500 as very good [12]. In the present study a sample size of 520 responses were collected from the academicians working in various higher educational institutions.

Data Collection

The questionnaire method is recommended as the most effective method and has been used in the present study [18]. The current study has identified PMS factors used for faculty evaluations in higher education institutions of Delhi/NCR. Besides this faculty performance was also investigated in the study using identified factors of PMS.

Research Instrument

The research tool was a semi-structured questionnaire. The questionnaire's content comprises basic information and subjective sections. The essential information section of the research instrument includes demographics of respondents. Additionally, the subjective questionnaire was designed to analyze the performance of faculty

members concerning identified PMS dimensions. The Questionnaire content and layout had different sections. Section 1 consists of the demographic profile of respondents. It includes information about respondents gender, age, type of university, city, state, designation, department, time of working in university, total work experience and qualification. Section 2 consists of items explaining PMS perceived attitudes based on eight correlated constructs transparent and equitable approach (TND), training and development (TNE), continuous evaluation (CE), motivation (MOT), satisfaction (SAT), rewards (REW), succession planning (SP) and faculty performance (FP). Items of these constructs are on 5-point Likert scale. Each construct consists of a different number of items.

Scale Used

Sekaran [57] divided two main sets of scales, i.e., ranking and rating scales in order to determine human outlook. Further, ten scaling methods were defined under the rating scale. Among the different types demarcated by Sekaran, the items chosen for various variables in the present study are mainly based on the semi structured likert scale (i.e., Five-point). The motive for choosing the Likert scale is dual: it is the simplest and most common method for collecting data from respondents via survey method [31]. It has been incorporated usually (either five or seven points) in the printed literature available in higher education institutions [53].

V. Data Analysis

Reliability and Validity of instrument

Statistical analysis like descriptive and inferential statistics were carried out using SPSS version 26 and AMOS. Statements were revised based on expert's opinions. Cronbach's coefficient α was chosen as statistical methods to check reliability. The reliability of all the constructs in the questionnaire was found to be above 0.70.

Table 1
Chronbach Alpha for the Variables

Variables studied	Chronbach's α
Transparent and Equitable Approach (TND)	0.911
Training and Development (TNE)	0.861
Continuous Evaluation (CE)	0.801
Motivation (MOT)	0.845
Satisfaction (SAT)	0.805
Rewards (REW)	0.730
Succession Planning (SP)	0.828
Faculty Performance (FP)	0.902

SEM (Structural Equational Modelling)

SEM is a versatile analytical approach to describe intricate connections among variables, whether they are observable or latent. Its capacity to explore complex causal pathways, incorporate latent constructs, test multiple hypotheses simultaneously, correct for measurement inaccuracies, assess model adequacy, and blend components of multivariate analysis distinguishes it. SEM serves as a crucial tool across diverse disciplines such as psychology, sociology, economics, and beyond. It validates theoretical frameworks, scrutinizes the impacts of interventions or policies, and simplifies intricate datasets, thereby enabling more rigorous and precise data analysis and hypothesis testing.

Measurement model and validity

Measurement models and validity are pivotal aspect in research, offering a systematic structure to guarantee the precision and relevance of data. Measurement models help researchers grasp complex concepts by depicting the association between observable variables and the underlying constructs they signify [46]. Validity assures that measurement instruments effectively measure the targeted variables, thereby preventing misleading or erroneous interpretations. Both measurement models and validity are fundamental aspects of research, laying the groundwork for dependable and trustworthy results [29]. This reliability is crucial for guiding informed choices and furthering understanding across various disciplines.

CFA has been utilized to rigorously evaluate the validity of our instrument. The factor loadings for each question exceeded the threshold

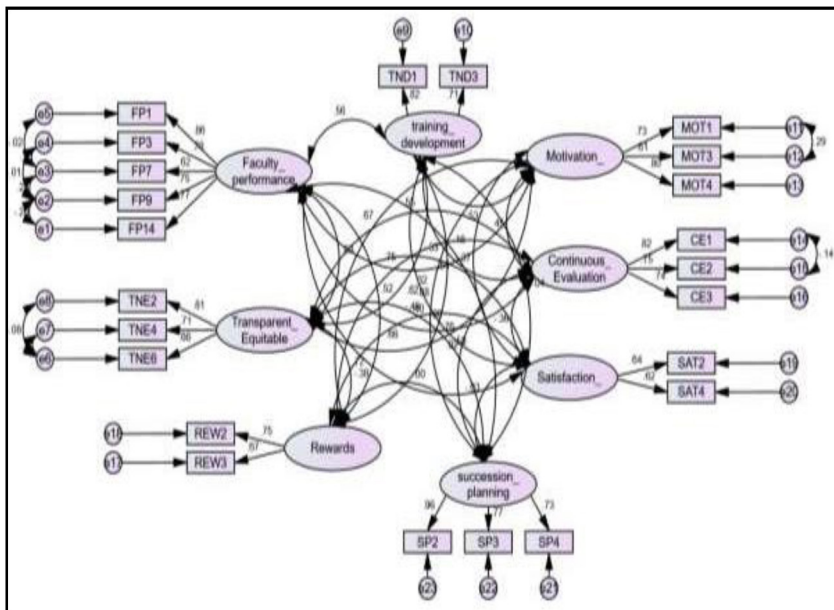


Figure 4

Confirmatory Factor Analysis

of 0.5, affirming the instrument's ability to accurately measure the intended constructs. This outcome underscores the reliability of our measurement tool. Several items have been excluded from further analysis due to factor loading values below 0.6, as depicted in Figure 4.

Model Fit Indicators

The fit statistics demonstrated that the model provided an acceptable representation of the sample data. The chi-square value ($\chi^2 = 22733.366$) indicated a reasonable fit. Additionally, the Normed Fit Index (NFI) was 0.907, the Incremental Fit Index (IFI) was 0.951, the Goodness of Fit Index (GFI) was 0.996, the Relative Fit Index (RFI) was 0.979, and the Comparative Fit Index (CFI) was 0.951, all surpassing the threshold of 0.90. Moreover, the Root Mean Square Residuals (RMR) was 0.051 and the Root Mean Square Error of Approximation (RMSEA) was 0.071, both below the critical value of 0.080. These results collectively indicate a good fit for the presented model, as evidenced by the RMSEA of 0.071, RMR of 0.051, GFI of 0.996, and CFI of 0.951.

Table 2
Model fit summary

Variable	Value
Chi-square value (χ^2)	2733.366
Degrees of freedom (df)	753
CMIN/DF	3.630
P value	0.000
GFI	0.996
RFI	0.979
NFI	0.907
IFI	0.951
CFI	0.951
RMR	0.051
RMSEA	0.071

Proposed Hypothesis

- H1: Transparent and Equitable Approach has a significant effect on Faculty Performance

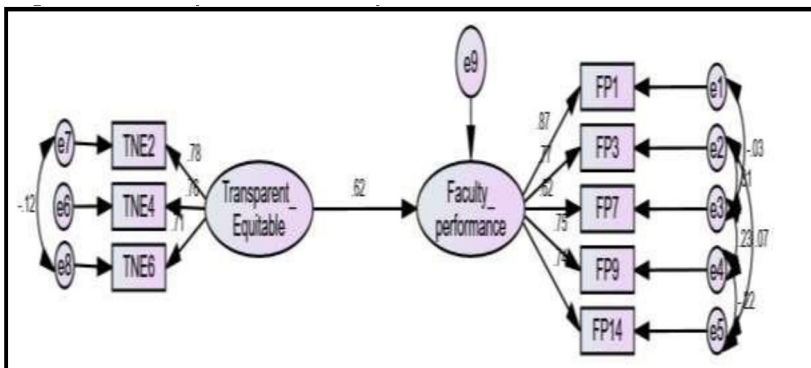


Figure 5
Analysis on Faculty Performance

As shown in table 3, depicts interdependence between two variables, namely the independent variable transparent and equitable and dependent variable faculty performance. The standardized coefficient of 0.617 with p

Table 3
Regression Weights

Path		Unstandard- ized Estimate	S.E.	Standard- ized Esti- mates	C.R	P
Faculty - performance	Transparent and equitable	.993	.086	.617	11.510	***

value below 0.001 indicating positive association between transparent and equitable and faculty performance. Hence H1 has been accepted.

- H2: Training and Development has a significant effect on Faculty Performance
-

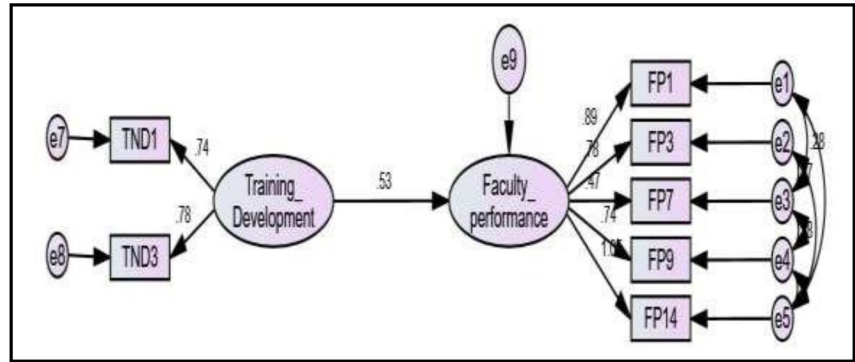


Figure 6
Impact of Training and Development on Faculty Performance

Table 4
Regression Weights

	Path	Unstandardized Estimate	S.E.	Standardized Estimates	C.R	P
Faculty -performance	Training Development	.960	.107	.527	8.952	***

Table 4 shows the intricate relationship between two variables, training development as the predictor variable and faculty performance as the outcome variable. The standardized coefficient of 0.527 with p value

below 0.001 indicating a positive association between training development and faculty performance. Hence H2 has been accepted.

H3: Motivation has a significant effect on Faculty Performance

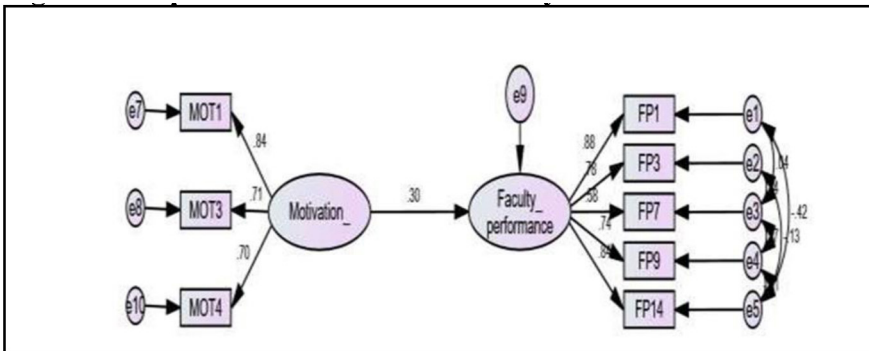


Figure 7

Impact of Motivation on Faculty Performance

Table 5

Regression Weights

	Path	Unstandardized Estimate	S.E.	Standardized Estimates	C.R	P
Faculty -performance	Motivation	.534	.093	.300	5.720	***

Table 5 depicts the mutual influence between two variables, motivation, which serves as the independent variable, and faculty performance, its dependent counterpart. The results intricate a clear and noteworthy association between faculty performance and motivation. The correlation between the two variables is positive, as evidenced by the standardized coefficient of 0.300 with p value below 0.001. Hence H3 has been accepted.

- H4: Continuous Evaluation has a significant effect on Faculty Performance.

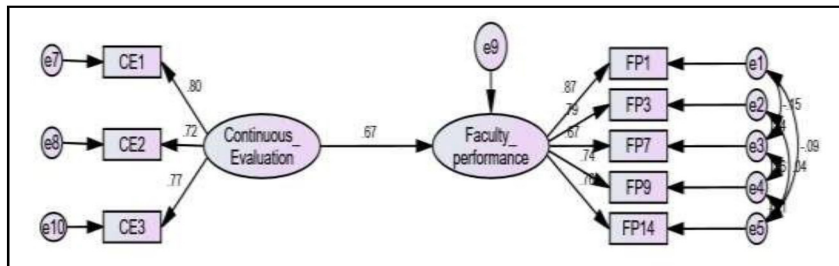


Figure 8

Impact of Continuous Evaluation on Faculty Performance

Table 6
Regression Weights

Path	Unstandardized Estimate	S.E.	Standardized Estimates	C.R	P
Faculty Continuous-performance Evaluation	1.083	0.089	0.669	.12.207	***

Table 6 depicts the interdependence between two variables, the independent variable continuous evaluation and dependent variable faculty performance. The path linking these two variables shows a standardized coefficient of 0.669, with a p-value below 0.001, demonstrating a significant positive correlation between faculty performance and continuous evaluation. Hence H4 has been accepted.

- H5: Satisfaction has a significant effect on Faculty Performance.

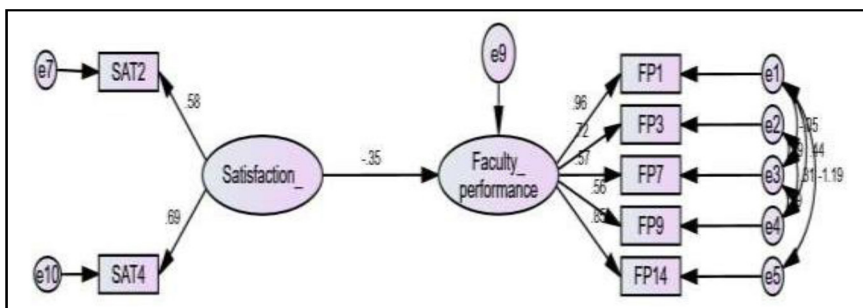


Figure 9

Impact of Satisfaction on Faculty Performance

Table 7
Regression Weights

Path	Unstandardized Estimate	S.E.	Standardized Estimates	C.R	P
Faculty Performance-Satisfaction	-.942	.202	-.353	-4.658	***

Table 7 depicts the interdependence between two variables, namely the independent variable satisfaction and dependent variable faculty performance. The path linking these two variables demonstrates the negative correlation between faculty performance and satisfaction, with a standardized coefficient of -0.353 and p value below 0.001. Hence H5 has been accepted.

- H6: Rewards has a significant effect on Faculty Performance

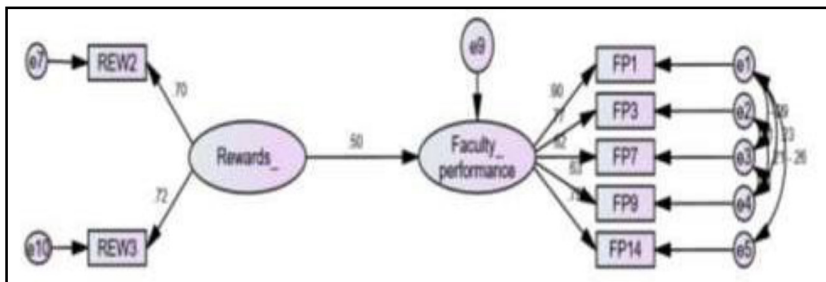


Figure 10
Impact of Reward on Faculty Performance

Table 8
Regression Weights

Path	Unstandardized Estimate	S.E.	Standardized Estimates	C.R	P
Faculty Performance-Rewards	.898	.118	.502	7.595	***

Table 8 depicts the interdependence between two variables, namely the independent variable rewards and dependent variable faculty performance. With a standardized coefficient of 0.502 and a p-value below

0.001, the findings indicate a positive association between these variables, thereby supporting H6.

- H7: Succession Planning has a significant effect on Faculty Performance

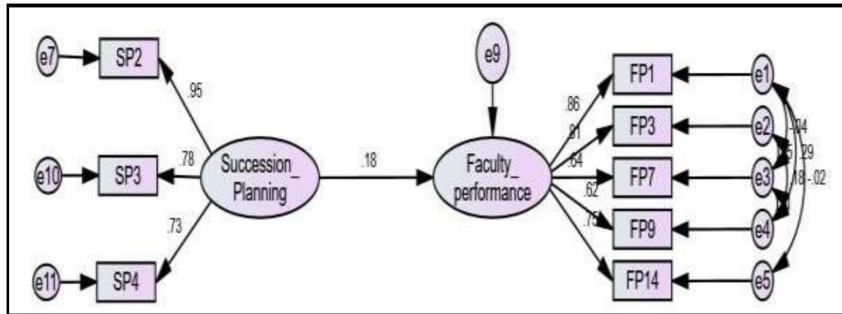


Figure 11

Impact of Succession Planning on Faculty Performance

Table 9

Regression Weights

Path	Unstandardized Estimate	S.E.	Standardized Estimates	C.R	P
Faculty Performance-Succession Planning	.317	.091	.177	3.498	***

Table 9 depicts the interdependence between two variables, the independent variable succession planning and dependent variable faculty performance. The standardized coefficient of 0.177 with p value below 0.001, indicating a positive association between succession planning and faculty performance. Hence H7 has been accepted.

Results for Hypothesis Testing

The current section includes the testing results for the proposed hypotheses in the present study. These hypotheses were investigated on the basis of t-value and p-value for each structural path coefficient. Table 10 depicts hypothesis testing results.

Table 10
Results of Hypothesis Testing

H No.	Hypothesis	Accepted/ Rejected
H1	Transparent and Equitable Approach has a significant effect on Faculty Performance	Accepted
H2	Training and Development has a significant effect on Faculty Performance	Accepted
H3	Motivation has a significant effect on Faculty Performance	Accepted
H4	Continuous Evaluation has a significant effect on Faculty Performance	Accepted
H5	Satisfaction has a significant effect on Faculty Performance	Accepted
H6	Reward has a significant effect on Faculty Performance	Accepted
H7	Succession Planning has a significant effect on Faculty Performance	Accepted

VI. Discussion

The study employed SEM using AMOS to explore the associations between Performance Management System (PMS) factors and faculty performance. The goal was to elucidate the complex interactions between PMS components and their impact on faculty effectiveness. Fit indices provided a robust evaluation of the model's fit to the data. Both the Comparative Fit Index (CFI) and Goodness of Fit Index (GFI) surpassed the recommended threshold of 0.90, indicating a strong model fit. Additionally, the Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) fell within acceptable ranges, further affirming the model's adequacy. Parameter estimates revealed significant relationships within the model. Factors such as Transparency and Equitable Approach, Training and Development, Continuous Evaluation, Rewards, Motivation, and Succession Planning demonstrated positive effects on faculty performance [11]. Conversely, satisfaction exhibited a significant negative relationship with faculty performance. These findings contribute to achieving the study's objective of investigating faculty performance in higher educational institutions in relation to PMS factors.

VII. Implication

The current research enriches the theoretical landscape concerning performance management system (PMS) factors and their correlation with the performance of faculty members within higher education institutions. The implications derived from the study's outcomes extend to policymakers, practitioners, and stakeholders engaged in human resource management within academia. Moreover, the insights garnered from this study hold significance for educational practitioners and research scholars alike, especially those delving into similar domains. This underscores the interdisciplinary relevance of the study's findings and emphasizes the potential for collaborative efforts across diverse fields. Understanding the drivers of PMS can serve as a foundation for tailored interventions or strategies aimed at optimizing staff performance. By leveraging these findings, evidence-based decision-making can guide the development of interventions focused on enhancing employee effectiveness. Furthermore, the discussion underscores the need for continued exploration to deepen our comprehension of the identified relationships. This suggests promising avenues for future research endeavors, fostering ongoing advancement in our comprehension PMS dynamics [13] and their effect on faculty performance. By identifying key drivers and impediments to faculty effectiveness, the study offers valuable insights for improving performance management strategies in academic settings.

VIII. Conclusion

This study includes and deliberates the proposed research model and presents constructs used to attain the objectives of the study. It summarizes variables and their interconnection with each other. Further, it describes the formulation of the research hypothesis. Seven independent variables that is transparent and equitable approach, training and development, rewards, succession planning, continuous evaluation, satisfaction, motivation as well as their relationships with performance among faculty members as a dependent variable have been investigated. Findings indicate positive significant relationship between the independent variables transparent and equitable approach, training and development, rewards, succession planning, continuous evaluation and motivation with the dependent variable faculty performance whereas a negative significant association between satisfaction and faculty performance. The procedure included searching the literature, extracting relevant information,

operationalizing the concepts, assessing their validity, and connecting the constructs to measurements. This is an effort to contextualize the characteristics and dimensions of performance management methods as a concept. Managers of higher education institutions should use the defined performance management practice measures as a practical guidance when it comes to managing staff performance.

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