# EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM (EPMS) AND LECTURERS' ORGANISATIONAL COMMITMENT IN HIGHER EDUCATION INSTITUTIONS IN SAUDI ARABIA: THE MODERATING ROLE OF CHANGE AGENTS AND THE MEDIATING ROLE OF LECTURERS' SATISFACTION

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by

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Praise be to Allah who said in His book; the holy Quran *"And remember also the time when your Lord declared, „If you are grateful, I will, surely, bestow more favours on you*‖ (14:8).

Peace and blessings be upon his servant and his messenger Mohamed that said "*He has not thanked Allah who has not thanked people.*"

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# TABLE OF CONTENTS

# LIST OF FIGURE

# LIST OF TABLE

# LIST OF ABBREVIATIONS

| | |
|---|---|
| HRM | Human Resources Management |
| EPMS | Employee Performance Management System |
| HEI | Higher Education Institutions |
| RBV | Resource Based View |
| HR | Human Resources |
| PM | Performance Management |
| HQ | Head Quarters |
| UK | United Kingdom |
| US | United State |
| IC | Intellectual Capital |
| HTVE | High Tech Virtual Enterprise |
| HE | Higher Education |
| CFA | Confirmatory Factor Analysis |
| EFA | Exploratory Factor Analysis |
| USM | Universiti Sains  Malaysia |
| MSA | Measure of Sampling Adequacy |
| PCA | Principal Components Analysis |
| GLS | Generalized Least Square |
| ICT | Information and Communication Technology |

# EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM (EPMS) AND LECTURERS' ORGANISATIONAL COMMITMENT IN HIGHER EDUCATION INSTITUTIONS IN SAUDI ARABIA: THE MODERATING ROLE OF CHANGE AGENTS AND THE MEDIATING ROLE OF LECTURERS' SATISFACTION

## ABSTRACT

The overarching aim of the study is to assess the Employee Performance Management System (EPMS) and Lecturers' Organisational Commitment in Higher Education Institutions in Saudi Arabia: the Moderating Role of Change Agents and the Mediating Role of Lecturers' Satisfaction. The study utilized quantitative and qualitative methods. Apparently, the highest importance of predictor affected the employment performance was observed with change agent (59%), followed by staff organization commitment (28%), level of satisfaction (10%) and field of study (3%). While the highest importance of predictor affected the staff organization commitment was observed with level of satisfaction (40%), followed by employment performance management system (30%) and change agent (30%). Subsequently, the highest importance of predictor affected the level of staff satisfaction was observed with staff organization commitment (63%), followed by experience (17%), employment performance management system (12%) and field of study (8%). The study hypotheses as reflected based on outcomes rejected the following null hypotheses: EPMS is negatively associated with lecturers' satisfaction to the institutions; EPMS is negatively associated with lecturers' organizational commitment; Lecturers' satisfaction is negatively associated with their organizational commitment; and Lecturers' satisfaction

moderates the relationship between EPMS and lecturers' organizational commitment, while the others fail to reject the null hypotheses. Furthermore, from the analysis of the data it was indicated that the EPMS is a very good system in the university as it is an easy, simplified and computerized way of assessing the staff performance and identifying their areas of needs and development as well. With regards to the level of satisfaction, it indicated that all the staff interviewed have a very high esteem in relation to the job satisfaction as there were no complaints from the participants. In relation to the lecturers as change agent, the data indicated that was actually a conflict in determining the actual change agent in the university, while many lecturers see the university managements as change agents. In this respect, the data analyzed suggested that there is a need for a clear policy definition in order to charge lecturers' up to their responsibilities as change agent. Therefore, the study recommended that: a clear policy definition regarding who are the change agents must be done. Subsequently, encourage the academic staff to see themselves as change partners and take up responsibilities so that universities can perform effectively.

# SISTEM PENGURUSAN PRESTASI PEKERJA (EPMS) DAN KOMITMEN ORGANISASI PENSYARAH DI INSTITUSI PENGAJIAN TINGGI DI ARAB SAUDI: PERANAN MODERASI AGEN PERUBAHAN DAN PERANAN PERANTARAAN KEPUASAN PENSYARAH

## ABSTRAK

Tujuan utama kajian ini adalah untuk menilai Sistem Pengurusan Prestasi Pekerja (EPMS) dan Komitmen Organisasi Pensyarah di Institusi Pengajian Tinggi di Arab Saudi: Peranan Moderasi Agen Perubahan dan Peranan Perantaraan Kepuasan Pensyarah. Kajian ini menggunakan kaedah kuantitatif dan kualitatif. Sehubungan dengan itu, kepentingan utama peramal yang mempengaruhi prestasi kerja adalah agen perubahan (59%), diikuti oleh komitmen organisasi pekerja (28%), tahap kepuasan (10%) dan bidang pengajian (3%). Namun demikian, kepentingan peramal utama mempengaruhi komitmen organisasi pekerja adalah tahap kepuasan (40%), diikuti dengan sistem pengurusan prestasi pekerja (30%) dan agen perubahan (30%). Seterusnya, kepentingan peramal mempengaruhi tahap kepuasan pekerja dengan komitmen organisasi pekerja (63%), diikuti oleh pengalaman (17%), sistem pengurusan prestasi pekerja (12%) dan bidang pengajian (8%). Hipotesis kajian berdasarkan hasil hipotesis nol yang ditolak adalah seperti berikut: EPMS dikaitkan secara negatif dengan kepuasan pensyarah terhadap institusi; EPMS dikaitkan secara negatif dengan komitmen organisasi pensyarah; Kepuasan pensyarah dikaitkan secara negatif dengan komitmen organisasi mereka; dan kepuasan pensyarah memoderasikan hubungan antara komitmen organisasi pensyarah. Sementara itu, hipotesis nol yang lain gagal ditolak. Selain itu, analisis data menunjukkan bahawa EPMS adalah sistem yang sangat baik di

universiti kerana ia mudah dan senang digunakan serta diprogramkan secara berkomputer untuk menilai prestasi pekerja dan mengenal pasti bidang keperluan dan perkembangan mereka. Berhubung dengan tahap kepuasan, berdasarkan temuduga yang dijalankan didapati bahawa penghargaan yang sangat tinggi berhubung dengan kepuasan bekerja kerana tidak terdapat sebarang aduan daripada responden. Manakala peranan pensyarah sebagai egen perubahan, didapati berlaku konflik dalam definisi siapa yang seharusnya menjadi agen perubahan di universiti kerana ramai pensyarah beranggapan bahawa pengurusan universiti adalah sepatutnya sebagai egen perubahan. Justeru, dicadangkan keperluan untuk definisi yang jelas agar para pensyarah lebih bertanggungjawab dan berperanan sebagai agen perubahan. Oleh itu, kajian ini mencadangkan bahawa: definisi yang jelas mengenai siapa agen perubahan harus dibangunkan. Seterusnya, staf akademik perlu melihat diri mereka sebagai rakan kongsi perubahan dan mengambil lebih tanggungjawab agar universiti dapat melaksanakan tugas dengan lebih berkesan.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Introduction

The core aim of the current study is to examine the Employee Performance Management System (EPMS) and Lecturers' Organizational Commitment in Higher Education Institutions in Saudi Arabia. Additionally, moderating role of change agents and the mdiating role of lecturers' satisfaction will be observed.

This chapter introduces the study, the background and followed by the problem statement. Subsequently, the outline of the research objectives, the research questions and the hypotheses that this study is intended to test are presented. This chapter further identified and explained the significance of the study both; at theoretically and practical levels, as well as the scope and limitation of the study. Finally, the terms of operational and conceptual definitions are highlighted of the study is presented in this chapter.

## 1.2 Study Background

During the 1940s, there were only seven universities offered higher education for students in Kingdom of Saudi Arabia. However, in recent years, the number of colleges and universities has grown to 57 (Ministry of Higher Education, 2010). Specifically, there are 25 public universities and 32 private universities (Ministry of Higher Education 2012). Based on 2012 statistics, the number of higher education personnel is approximately 45,593 (Ministry of Higher Education 2012). The recent progress in the Higher Education sector is associated with governmental programs and plans to develop the higher education in Kingdom of Saudi Arabia (Al-Khalifa 2010). In regards to the

government's drive to improve higher education in the Saudi Arabia, recently Ministry of Higher Education aims to gear initiatives that call for the integration of ICT to achieve efficiency and effectiveness among Saudi Universities (2010). The aim of initiative ICT is sharing knowledge across faculty members of Saudi Universities (Abokhodiar, 2014).

In view of the government's efforts to develop higher education, the researcher feels that it is vital to identify ways and means to manage their employees' performance in order to facilitate the government's ICT initiatives. Therefore, it is argued that the realization of these ICT efforts is dependent on the academic personnel performance management (Goll, Johnson, Rasheed, 2007). As such, there are many scholarly reviews stating the importance of academic personnel performance management (Brennan and Shah 2000; Middlehurst 2004; Ferlie et al. 2008; Decramer, Smolders, Vanderstraeten and Christiaens 2012). In that view, in the context of Saudi Arabia; there is a clear absence of available literature. Additionally, Asif and Searcy (2014) pointed out that higher education institutions in Saudi Arabia shown low performance in terms of efforts to improve their academic personnel performance. Additionally, these institutions also lack systems to manage staff performance. For that reason, this study is set to focus on academic personnel performance.

Employee Performance Management System (EPMS) is strategically a continuous process of identifying, measuring and developing the employee performance of individuals and teams as well as aligning employee performance with the strategic goals of the organization'(Aguinis and Pierce 2008, p. 139). This definition suggests a link between Employee Performance Management and subsequently, Human Resources

Management (HRM). The utilization of EPMS suggests the alignment HRM tools and tactics to maximise current, as well as future, employee performance. That in turn, it is believed to affect organizational employee performance in the long run (den Hartog, Boselie and Paauwe 2004). Customary, performance in the higher education institutes includes graduation rates and types of degree, publications, and the faculty-to-student ratio (Ball and Wilkinson, 1994). Highlighting the elements of performance is critical in pursuit of improvement in teaching and research at higher institution level. It is well established that academic personnel-based criteria takes the main criteria in the measurement of academic performance (see, Cave et al., 1988, Asif and Raouf 2013).

Research in higher education (Birnbaum, 2000; Gumport and Sporn, 1999) from the management perspective (Godard &Chatterton 1999; Leseure et al., 2004) argued that the aims and processes of management in higher education could be different from the private-sector. It appears that most research on EPMS is conducted on the basis of resource-based approach (Barney and Wright, 1998), and it is recommended that the resource-based view be used for probing the adoption of EPMS, policies and practices subsequently; it will be useful in positing the premise of the current study. Based on the study background discussed thus so for, the following sections presents the problem statement, the research objectives and the research questions as well as the hypotheses that will be tested.

## 1.3 Problem Statement

The intention of this study is motivated by the Ministry of Higher Education, Saudi Arabia initiatives to improve the overall academic performance across Saudi Universities (Ministry of Higher Education, 2014). Previous studies reveal and not

limited to, academic personnel satisfaction (Goll, Johnson, Rasheed, 2007) and the effectiveness of existing change agents have shown the importance of EPMS (Arrata, Despierre, & Kumra, 2007). Though, it is noteworthy to highlight the concepts and applications from various fields of management but the use of EMPS has been prevalent in the management of universities (Deem 1998; Ferlie, Musselin and Andresani 2008). In this regard, higher education institutions have been attempting to use new management systems that are initially develop for business in the private sectors (Brennan and Shah 2000; Middlehurst 2004; Ferlie et al. 2008; Decramer, Smolders, Vanderstraeten & Christiaens 2012).

From the Saudi Arabia context, study conducted by Abokhodiar's (2013), concluded that EPMS could lower the costs associated with the improvement of academic personnel performance and commitment.Though EPMS and personnel performance are associated positively. However, adopting EPMS must take into account personnel satisfaction and change agents effectiveness in the deployment of EPMS in maximizing current, as well as future, organizational commitment (Hartog, Boselie & Paauwe 2004). It appears that there is a gap in the literature as to whether the adoption of EPMS actually enhances the performance of academic personnel especially in the Saudi Arabia context.

Furthermore, satisfaction of academic employees is said to mediate the relationship between the adoption of EPMS and lecturers' organizational commitment. With reference to importance of EPMS highlighted by numerous management literature (Wright and Boswell 2002; Liao, Toya, Lepak and Hong 2009), evidently there are relationship between academic personnel knowledge and perceptions of EPMS and their

commitment. But whether or not the levels of their satisfaction mediates this relationship is still ambiguous. It is reasonable to say that the determination of the nature of this relationship is not only vague in the context of Higher Education Institutions (HEI) in Saudi but also in other contexts and other parts of the world.

Subsequently, reference to the said vagueness and literature gap in Saudi context, it is reasonable to say, there is inadequate research on the mediating role of academic personnel satisfaction that has been examined. Furthermore, researchers such as Boselie, Paauw, & Richardson, (2002) and Conner and Ulrich, (1996) assessment, to see whether or not change agents practices could be of help is also another area that may need to be examined. Additionally, change agent is a concept that reflects the effort devoted to facilitate organizational change (Conner & Ulrich, 1996). It appears that change agent to be strategically significant (Csoka, 1995). In addition, change agents are seen to be critical in enhancing the organizational commitment of academic personnel through EPMS assessment.

To the best of the researcher's knowledge, the nature and practices of change agents reflect a gap in the research of higher education institutions in the Saudi context, let alone its moderating effects. As highlighted change agents practices are expected to mitigate the EPMS-lecturers' organizational commitment relationship. Though, this argument lacks sufficient empirical evidence. That in turn, motivated the researcher to identify the gap. That is to say, while there has been research suggesting the relationship, no endeavour has, thus so far, put such claims to test. Therefore, it is worthwhile to examine this relationship comprehensively.

In essence, there is a lack of evidence as to how EPMS impacts academic staff members and whether or not it enhances their organizational commitment. With reference to the background of the study, traditional research agenda only limited to probes on employee performance appraisal, which is also an element of the EPMS (Murphy and Cleveland 1995).

Institutional leaders and employees generally have certain uncertainties towards EPMS in higher education (Cederblom & Pemerl, 2002). Although many researchers recognized the various benefits in performance relevance field such as benefits associated with it, communication among stakeholders, documentation and goal setting. There are various doubts in actual benefits of EPMS in higher educational institutions and relevant organizational setup. It is observed that in higher educational institutes the benefits and rewards of EPMS are flashy as stated by researchers Longenecker & Nykodym, (1996). Furthermore, researchers such as Nickols (2007) recommended that the typical EPMS in higher education system consumed a lot of time and energy, depresses and demotivates people, destroys trust and teamwork and, insult to injury, it delivers little demonstrable value at great cost‖ (p. 13).

Oberg (2007) mentioned several shortcomings that are common to EPMS use in higher education such as: the staff expects too much from superiors, the assessment is unfair, organizational principles overtaken by personal issues, lack of communication, more negative rating compared to positive due to superior biasness, demoralizing feelings of staff, coaching and assistance lacking. Bretz, Milkovich, and Read (1992) stated that the appraisal process of organization is weakening by the activities of the organization. As matter of fact, timeless appraisal processing, untrained supervisors‘

involvement in appraisal process, lack of accountability, role of employee in performance appraisal process might be ignored and important information for appraisal is missing by employees, colleagues, seniors and juniors.

With all the above arguments, this study is intended to contribute to the literature by widening the concepts and uses of EPMS. It also geared to fill the gap in research through positing and testing the moderating role of change agents and the mediating effects of academic employees' satisfaction. The current study expands the idea and process of evaluating the performance of employees and the possibility of attempting to link EPMS in an integrated manner with organizational commitment while accounting for the effect of their satisfaction and the use of change agents in Saudis Arabia. Subsequently, it is anticipated to address the lack of practical and theoretical knowledge this field.

## 1.4 Research Objectives

Primarily, the current study focuses on EPMS and lecturers' organizational commitment in higher education institutions in Saudi Arabia: the moderating role of change agents and the mediating role of lecturers' satisfaction. In line with this principal aim, the objectives of the current study are as follows:

    i-    To examine academic personnel level of understanding about EPMS;

    ii-   To examine academic personnel understanding about the role of change agents;

    iii-  To examine academic personnel view about their level of job satisfaction;

    iv-  To examine academic personnel level of organizational commitment;

    v-   To examine the direct impact of EPMS on lecturers' organizational

commitment;

vi- To examine the moderation function of change agents on the association between EPMS and lecturers' organizational commitment;

vii- To examine the direct relationship EPMS and lecturers' satisfaction;

viii- To examine change agent moderation of the relationship between EPMS and lecturers' satisfaction;

ix- To examine the mediating role of lecturers' satisfaction on the relationship between EPMS and lecturers' organizational commitment; and

x- To examine change agents moderation of lecturers' satisfaction mediation of the relationship between EPMS and lecturers' organizational commitment.

xi- To gather information and views from lecturers about EMPS, organizational commitment, change agents and satisfaction.

## 1.5 Research Questions

Following research questions are formed in relation to above stated objectives of the study.

i- What is the academic personnel level of understanding about the EPMS?

ii- What is the academic personnel perception as regards to the change agents?

iii- What is the academic personnel level of satisfaction to the institutions?

iv- What is the academic personnel level of organizational commitment?

v- Is EPMS positively associated with lecturers' organizational commitment?

vi- Does change agents moderate the relationship between EPMS and lecturers' organizational commitment?

vii- Is EPMS positively associated with lecturers' satisfaction?

viii- Does change agents moderate the relationship between EPMS and lecturers'

satisfaction?

ix- Does lecturers' satisfaction mediate the relationship between EPMS and lecturers' organizational commitment?

x- Does a change agent moderate lecturers' satisfaction mediation of the relationship between EPMS and lecturers' organizational commitment?

xi- What are the views of lecturers regarding EPMS, organizational commitment, change agent and satisfaction?

## 1.6 Hypotheses

Hypothesis 1: EPMS is positively associated with lecturers' satisfaction to the institutions.

Hypothesis 2: EPMS is positively associated with lecturers' organizational commitment. Hypothesis 3: Change agents moderate the relationship between EPMS and lecturers' job satisfaction.

Hypothesis 4: Change agents moderate the relationship between EPMS and lecturers' organizational commitment.

Hypothesis 5: Lecturers' satisfaction is positively associated with their organizational commitment.

Hypothesis 6: Lecturers' satisfaction mediates the relationship between EPMS and lecturers' organizational commitment.

Hypothesis 7: Change agents' moderates lecturers' satisfaction mediation of the relationship between EPMS and lecturers' organizational commitment.

**1.7 Significance of the Study**

The primary goal of the current study is to examine the impact of EPMS on lecturers'
organizational commitment in higher education institutions in Saudi Arabia. In addition,
by means of the resource based view theory (RBV), the anticipated impact will be
examined through the moderating influence of change agent and the mediating role of
academic personnel satisfaction. As the RBV theory focuses on how an organization
can utilize assets and resources within the organization to gain a competitive advantage
globally as stated by researcher Barney (1991); and also by the study of Wernerfelt
(1984). Furthermore study conducted by Barney, (1991) stated that multiple resources
are acquired and utilized by organization to compete in teh market and to sustain
competitive advantage. Utilization of resources remains the same for all organization
but sustainability of advantage in competition on long term basis is required by
organizations to sustain market position.

Additionally, this study intends to attain both theoretical and practical
significance. This means that the study is expected to have contribution to the body of
research on HRM and higher education, namely, EPMS and its relationship with the
lecturers' organizational commitment in higher education institutes. At the same time,
the study is also expected to contribute to Saudi Arabia and the Saudi people as it would
guide higher education institutions operating in the country to contribute to management
of academic personnel effectively which would in turn enhances the country's education
quality. The following sections address the theoretical and practical significance of the
current study.

**1.7.1 Theoretical Significance**

During the past few decades, EPMS has been viewed as one of the indicators of performance (Clarke and Newman, 1997; Ferlie, Musselin and Andresani, 2008; Pollitt and Bouckaert, 2004; Townley, 1993; Wilson, 2002) which would in turn secure long term quality of education and the institutions effectiveness and efficiency (Clarke and Newman, 1997; Ferlie, Musselin and Andresani, 2008; Pollitt and Bouckaert, 2004; Townley, 1993; Wilson, 2002). The current study uses academic unit as the unit of analysis. This means that, the unit(s) can be a department or research group in a university. EPMS is anticipated to be utilized across academic units. This study firstly, contributes in bringing an improved knowledge on EPMS and in academic settings in Saudi Arabia and, secondly, it plays a role in the debate on new public management under that setting (Clarke and Newman, 1997; Ferlie, Musselin and Andresani, 2008; Pollitt and Bouckaert, 2004; Townley, 1993; Wilson, 2002). Subsequently, the intention is, to add to the debate on contextual of change agent and employee's satisfaction (Paauwe, 2009; Paauwe and Boselie, 2007) and employee performance management in academia (Aguinis and Pierce, 2008; den Hartog, Boselie and Paauwe, 2004). This means that in future researchers may be give attention to examine the association among EPMS in educational units and manifested organizational commitment. This study therefore, attempts to fill in the gap in the literature in this matter by examining and validating the link between all the relationships that have been discussed thus so far.

Additionally, limited research attempted to examine the interference of other moderating and mediating factors that could impact the relationship between EPMS and organizational commitment (Decramer, Smolders, Vanderstraeten, 2013). Thus, it is hoped that by examining the moderating and mediating impacts, this study gains a

theoretical contribution by filling in the gap in the literature with the possible moderating influence of factors on the relationship between EPMS and organizational commitment. Finally, as it has been mentioned earlier that most of the previous studies conducted on the relationship between the said variables have been conducted primarily in western countries while developing and emerging countries like Saudi Arabia is left with a gap. This study specifically is conducted in Saudi Arabia by a local Saudi researcher to fill the gap in this area.

### 1.7.2 Practical Significance

The current study suggests that successful deployment of EPMS results in the improvement of academic personnel skills and the integration of EPMS into on-going processes and enhancing its use by members of academic units. As such, it is expected to provide leaders in academic units to have better knowledge that are critical for the achievement of efficient and effective practices. Institutional leaders with academic unit knowledge may find that this study could be better equipped them on how to use EPMS to obtain desired outcomes. Therefore, not only is that this study significant for theoretical purposes, but it also contributes to an on-going debate with regards to the design and usage of EPMS in higher education institutions in Saudi Arabia, (Mackay, 1995).

### 1.8 Limitations of the Study

### 1.8.1 Limitations

In accordance with the primary goal of present study that is to assessment of the effects of EPMS on lecturers' organizational obligation in higher education institutions in Saudi Arabia. This impact will be examined through the moderating influence of change

agents and the mediating role of academic personnel satisfaction. The respondents of this study include academic personnel of academic units. Moreover, the study scope and limitations are inferred from its objectives. That is to say, it is limited to the examination of the levels of academic personnel perception and knowledge of the adopted EPMS and change agents, their satisfaction, and organizational commitment. Specifically, it limits its scope to the examination of the direct, moderated, mediated, mediated moderation relationships between EPMS and lecturers' organizational commitment.

From the interview aspect, limitation involve the likelihood of response distortion with such human factors as personal bias, nervousness and even politics (Patton, 2002); and all these factors could limit the accuracy of this significant data collected. An additional dimension of the research's limitations includes the possible lack of honesty and over-stating of issues. It should be made clear here that the results may be skewed due to various personal factors on the part of the participants.

## 1.9 Conceptual Definitions of Related Terms

### 1.9.1 Employee Performance Management System (EPMS)

EPMS is understood in terms of the identification of regular process of assessing performance, enhancing the performance of employees at individual level and team level as well. Further, if should considered and focused on performance and its alignment with organizational strategic goals and objectives as described by the researcher Aguinis and Pierce (2008, p. 139). Primarily, EPMS is said to have the capability of assessing the staff performance that is predetermined by the superior and imposed on the staff. The period that will be evaluated is also set and the assessment

period is continuous to finally achieve the desired objective(s) of the institution or any other authority higher up.

## 1.9.2 Change Agent

The definition of change of agent is explained as "an individual that can create change to an organization" (Arrata, Despierre and Kumra 2007). In other words, a change agent is someone from in or outside an organization who can assist to make the necessary changes in order to make the organization ultimately become more effective and productive. Internally, they can be managers or employees or externally they can be consultants who are tasked to see change management. The current study adapts Ulrich's (1998) scale of measure to tap change agent. As such, ten items scale of measure is employed to measure the construct. For instance, these items encompasses enquires about whether HR helps the university to adapt to change, HR practices and processes that facilitate change (for more on the designated scale, please see the measurement section).

## 1.9.3 Academic Personnel Satisfaction

This concept is understood as how staffs feels regarding his or her work as described by the authors such as Locke (1976) and Odom, Boxx, and Dunn (1990). It is about satisfaction of workforce in general work environment phase for example salary, monitoring, and prospects of promotion. Retention of staff can be predicted by the satisfaction level of workforce related to academia. Academic staff job satisfaction studies found numerous differences in determining factors contributing to job satisfaction. Among other factors such as performance, motivation, morale, attrition, and ultimately students' performance may have direct influence.

### 1.9.4 Lecturers' Organizational Commitment

As posited by Lee, Ashford, S, Walsh, & Mowday, R (1992), commitment is regarded as a person's identity and his or her involvement in an organization. Specifically, there are three elements of commitment: Staff's beliefs and awareness of organizational objectives and beliefs, willingly struggle of staff towards the organization; wish to retain position and employment in particular institution. Specifically, Steers's (1977) definition of the concept shows relative lecturers' strength and its identification through his involvement in educational institute.

### 1.10 Operational Definition of Related Terms

### 1.10.1 Employee Performance Management System (EPMS)

The current study adapts Decramer, Smolders and Vanderstraeten's (2013) scale of measure to tap on EPMS. The construct is tapped on the basis of internal consistency, vertical alignment, communication, and tight control.

**Tight control-** Tight control is measured with an eight-item summated scale tight versus lose control' developed from Merchant and Van der Stede (2003). The adapted scale is used in the context of higher educations. Statements of the scale which include the practices found in their academic units will be indicated by the respondents and their indication that up to what extent they are agree with the presence of these practices. Items of the scale are rated against the seven-points, in which 1 indicates strongly disagree and 7 states strongly agree. Various statements are asked from the lecturers to rate them according to their agreement level on the expectations specification with detail, explicit definition of required results, specification of policies related to work and rules in use, supervision of activities of employees which takes

place regularly, employee performance monitoring, measurement of performance on time, feedback on performance details, rewards and penalties related to the performance measures of employees.

**Academic Personnel Satisfaction -** Lecturers; performance management satisfaction is measured based Decramer, Smolders and Vanderstraeten's (2013) scale and by asking about subject satisfaction with three employee performance management practices (i.e. goal-setting, monitoring and evaluation). For each practice, binary responses were collected, 0 indicating not satisfied' versus 1 _satisfied'. A count variable was constructed for satisfaction with the system where 0 ¼ if the respondent was not satisfied with 1, 2 or 3 employee performance management practices; 1 ¼ for each practice within the system the respondent was satisfied.

**Lecturers' organizational commitment-** this study adapts Meyer and Allen's (1997) measure to tap lecturers' organizational commitment; as such, ten items scale of measure is employed to measure the construct. For instance, respondents are enquired whether it's hard to leave current position at university even it is willingness of individual, whether they do not consider obligatory to retain current position in current educational unit and etc. (for more, please see the section designated to explain the measurement for this particular construct).

**Job performance –** it is about do all employees fulfil their tasks, duties and responsibility in relation to allocated job and goals. Evaluation of performance: it fulfils the purpose of various options by which assessment of all employees takes place and it helps them to develop required skills, knowledge and competency. It plays  an

important role to enhance performance of employees and enable them to achieve rewards (Fletcher, 2001). Performance Appraisal Methods: measurement and assessment of performance of all employees of any organization assess by various performance scales and instruments in a structure manner in which includes: narration, documentation, rank ordering, scales to rate their skills, behaviour, availability of skills set, reports about performance, occurrence of incidents identified as critical in operations and specifically in achievements of objectives. Appraisal system for measuring performance of employees: details of job specification, determine the measurement scale and standards for performance evaluation, development of assessment tools, result's collection and reports and expected outcomes from job is being evaluated in the said process of performance appraisal system (Brown, 1988).

## 1.11 Organization of the Study

Current study has five main sections, namely: 1 - introduction, 2 - review of literature, theoretical background and framework, 3 - methodology, 4 - analysis, findings and discussion, and 5 - finally conclusions and recommendations. Briefly below is an overview about each of the chapters in this thesis.

**Chapter Two:** The chapter represents the review of literature on the constructs and variables that are examined. The chapter is constructed in a way that meets the objectives of the research. In this chapter literature has been reviewed related to the variables used in study. General view related to the construct of performance of employees is included in chapter primarily in which the constructs' definitions and foundations are addressed. The chapter proceeds with introducing the construct of lecturers' organizational commitment, change agents, and academic personnel

satisfaction. The relationship between the two construct of EPMS and lecturers' organizational commitment is then addressed. The chapter also represents the theoretical framework and hypothesis development in this study. The chapter begins with introducing the theoretical underpinnings of the study in which the theories upon which the study is grounded are presented and discussed. The chapter proceeds with addressing the hypotheses designed for the relationships between the study's different variables. The chapter concludes with presenting the framework upon which the study is grounded.

**Chapter Three:** Third chapter represents ―methodologyǁ used in current study. This phase of chapter includes the design of research appropriate for this scenario. It includes the discussion about instruments that are used to measure the study's variables (Independent, Dependent, Moderating and Mediating). The methodology chapter includes population and appropriate sample selection procedure. Technique for data collection is also represented in third chapter. Detailed analysis technique is also given in chapter with consideration of ethical context in relation to conduct this study.

**Chapter Four:** Chapter four includes the findings and detail analysis of the findings identified in current study from the two approaches of the study i.e., qualitative and quantitative methods as well as the two sources of data consisting questionnaire and the interview protocols, they were conducted in light of the research problems and the research objectives outlined in the foregoing chapters.

**Chapter Five:** this chapter concludes the study by summarizing its main findings. The researcher also extensively discusses the findings from both quantitative

and qualitative perspectives. Furthermore, the findings of the study were discussed in line with the previous studies. From the discussion, the study proposes several recommendations for the improvements of the study through explaining the research contribution and recommendations made for future studies.

## 1.12 Summary

The chapter thus so far has introduced an overview about the study in general and the objectives set. The chapter begins with an introduction in which the concept of EPMS and academic personnel performance and how EPMS contributes to a better long-term lecturers' organizational commitment in higher education institutes in Saudi Arabia. The chapter proceeds with the background of the study in which an overview about the higher education in Saudi Arabia is introduced. Statement of the problem is then presented in which the gaps in the literature on the relationship between EPMS and lecturers' organizational commitment are highlighted. Significance of the study is then presented in which it is divided into two parts, namely theoretical significance and practical significance. Scope of the study is then presented. Lastly, the chapter concluded with a tentative organization of the study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

In the first chapter the researcher has embarked on the background of study, problem faced by institutions regarding employees' performance management, objectives and the research questions, significance of the study as well as scopes, limitations and delimitations of the study, and subsequently the operational definition of the terms used in the study. Consequently, the second chapter which is; the literature review will focus on the discussion of the literature review on the terms and variables related to the study as well as the theoretical concept and conceptual framework of the study is presented.

## 2.2 Organizational Commitment

Employee retention and enhancing their performance has attracted the attention of researchers as its point of concern for managers and analysts of business for gaining commitment of employees towards organizations (Steers, 1977). Steers stated that involvement of an individual and relative strength shows the organizational commitment towards particular and specific organization. Porter et al (1974) provided conceptualization and characteristics of commitment of employees towards organization as (a) organizational goals and values of organization are accepted by the employees, (b) significant effort and intention of employees for achievement of goals towards stated goals, objectives and values and (c) willingness and desire to remain in organization and association continuation in the organization. Other researchers such as Meyer and Allen (1991) postulated different mind sets consist on three types for jugging employee involvement and commitment. He stated that commitment of employees is associated

20

with psychological state of mind of an individual. Three components are identified which are distinguishable from each other (Meyer et al, 2002). These commitments of employees' model or three components framework is given by Meyer and Allen (1991) which gives reflection and detail as under:

(a)     Use of Desire: Initially it can be said as an effective commitment. The relation of employee with specific organization, involvement of employee and having an emotional concern towards the organization can also be defined as an effective commitment or use of desire. (p.67). Strong effective commitment of an employee shows that they want to remain in organization for longer and they are willing to be committed (p.67);


(b)     A Need: Commitment with its continuation. An employee decides to remain in organization to get separate from the membership of company as discontinue his/her services. Discontinue or continue providing services in an organization specifically association with the gain or loss or may be faced as the cost of discontinuation of service from particular organization. Need of the job encourage employee to remain in organization and keeps them continuing providing their services. (p.67). It has been observed by researcher that if cost of discontinuation of services increases by leaving an organization may encourage employees to continue their service and gain commitment. (p.77);


(c)     An Obligation: Another type of commitment known as normative commitment. Normative commitment defines the obligatory situation for an employee to remain and continue his/her services in an organization. Normative committed employees remain longer in organizations due to their feelings to provide service in their organization they

have to perform (p.67). Normative commitment of an employee to carry on their service in an organization and they feel moral obligation to continue their position even alternative options are much more beneficial and attractive. This mind set may be developed due to the loyalty towards organization as they own and consider organizational efforts, resources and investments that organization has made upon them for course of time. Obligation sense towards organization creates mind set of recognition of right or wrong.

Commitment of an employee is described as psychological state as pointed out by Meyer and Allen while conceptualizing above stated approaches for employee's relation within the organization. This state of mind and psychological state of employee encourage employees to continue or discontinue the affiliation of employee with the specified organization. Meyer, Becker and Vandenberghe (2004. p.994) have noted that researchers have developed theories for understanding, predicting and influencing behaviors of employee such as motivational aspect as well as commitment aspect over the time period. Further; it is stated that commitment theories are associated with the continuation or discontinuation of services by the staff.

Human resource management deals with the workforce of organization to utilize them efficiently to be effective to gain objectives of organization. Organizations need employees to be committed to achieve its objectives effectively and efficiently (Arthur, 1994). Researchers also established the link that growth of organization is associated with the growth of employees (Ajila and Abiola, 2004). Therefore, it is observed that organization encourage employees to be committed while providing effective practices for employee to work. Researchers have identified & accredit the importance of

organizational commitment of employees in literature. The importance of organizational commitment is associated with these points such as (a) various activities related to employee's behaviour such as job search, employee turnover, presence of employee during working hours and performance of employees (Porter et al, 1974; Angle and Perry, 1981; Meyer et al, 2002); (b) satisfaction of employee with the job given and involvement of employee in the allocated task related to attitudes of employee (Bateman and Strasser, 1984; Porter et al, 1974); (c) personal and job characteristics, experience of employee, age, gender, qualification, experience and further associations within organization (Angle and Perry, 1981; Steers, 1977; Greenberg and Baron, 2003).

Researchers have established the belief that commitment with organization is much more strong and long lasting as compare to satisfaction with job from the employee's perspective (Porter et al, 1974; Bateman and Stresser, 1984), so that ideal understanding is necessary for under-standing of constructs. According to researcher Steers (1977) postulated that implementation of practices requires better understanding of constructs. A study conducted by Elizur (1996) found that various work values are correlated with commitment of employees. The study of Elizur found that correlation among work values and employee commitment is low, these values at work place includes advancement opportunities, achievements, and salary are observed as positive correlation with commitment with organization.

Collins, Ericksen and Allen (2005) found in their study that practices related to human assets of organization are highly related to gain commitment of employees which discourage employees to leave the job and keep employee turnover low in long term. The study found that working condition also plays an important role in motivating

employees. Researchers have involved working conditions in their literature various times as working conditions are pretty much important for employees. The working conditions are perceived by employees very differently and literature has considered this link (Ukaegbu, 2000). It has been observed by various researchers such as Ukaegbu (2000, p. 298), that employee turnover increases due to the poor conditions at workplace, this encourages lack of commitment. Working conditions of employees, satisfaction with job actually influences the commitment of employee towards its organization. These factors influence the work behaviour and their performance as well as concluded by (Greenberg and Baron, 2003). Specifically, researchers such as Greenberg and Baron found that behaviour of organization, performance of employee, absenteeism and voluntarily turnover are associated with working environment of organization (p. 148). Further, researchers such as Porter, Steers and Mowday (1974, p.604) postulated that remaining in an organization shows the commitment level of employee which is strongly inverse relation with turnover intention. The study was conducted as longitudinal study, which showed that university employees left the organization were having low level of commitment and lower level of satisfaction was observed as well. University Commitment of university employees can be the predictor of employees' turnover ratio and intention of university employee to leave the organization. As low level of turnover intention and high level of organizational commitment is required for organization to achieve its objectives.

**2.2.1 Organizational Commitment regarding Universities**

Organizational commitments as variable in conducting various in studies higher education has received great attention from researchers (Chughtai & Zafar, 2006; Mowday, Porter, & Steers, 1982). Among other reasons for the prominence in the