

Analyzing the Impact of Higher Education Commission Policies on Motivation of the Faculty Member of Jamshoro Education City

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Abstract

The purpose of this research study is to investigate the impact of HEC promotion policies on the motivation and performance level of faculty members of Jamshoro Education City (JEC). To measure the policy impact on motivation of both tenure (1st and 2nd) policies of HEC are studied. The research questionnaire was designed to determine the factors of motivation (intrinsic & extrinsic) that have impact of HEC policies on performance of faculty member. Data is collected through the mix methodology and analyzed in SPSS. 190 respondents that were only faculty members were randomly selected from the JEC universities. The study concluded that the performance factors qualifications and publications of all faculty members have been increased in the time frame of first and 2nd tenure of HEC policies in which some developmental schemes and rewards were announced. From this research study it was also found that there is a positive relationship between the intrinsic and extrinsic motivational factors in faculty members of Jamshoro Education City. However, the negative relationship is found between HEC policies and one of the extrinsic factors i.e. promotion which could be tough criteria and eligibility has been set by HEC. Overall no significant impact of intrinsic and extrinsic motivational factors has been found on the qualification and publication done by FMJEC.

Keywords: Motivation, Extrinsic, Intrinsic, Empowerment, Perceived Competency, Recognition & Appreciation, Salary, Benefits, Promotion, Faculty members

Introduction

There are four main resources which playing a key role in any organization; named men, money, machine, and material. It is a human who make use of non- human resources. According to Peter F. Druker (Principles of Management PP, 418), Human Resources are most valuable assets for any organization and to manage, retain, and motivate them is an art which firms are using successfully for gaining the competitive advantages over the market.

Human Resource and its management playing a critical role in managing people at work and enhance their motivation towards achieving its set of goals (Khanka 2004). Naturally human beings happened to be heterogeneous. The major differences between individuals are showing intrinsic and extrinsic of nature: personality, perception, sentiment, ethics, attitude, motivation and mindset which is inconsistent and unpredictable (Khanka 2004).

An employee is a backbone of organization and he/she only sustains by continues motivation. Motivation is a one of the forces that drives our performance; targets are achieved by motivated employees in an organization (Shah et al, 2012). The term motivation is defined differently by many scientists such as Stephen P. Robins (2010) Says Motivation is the keenness to exercise high level of efforts to achieve organizational goal.

Luthans (1995, p 203) defines motivation as a process that starts with physiological or psychological deprivation which stimulates performance to achieve goals. Motivation is divide into intrinsic and extrinsic which comes up with the ends of employee and required to be fulfilled for making them satisfied. The Intrinsic motivation is intangible and known as psychological rewards such as empowerment, job satisfaction, reward & appreciation. (Shah et al 2012) On the other hand, the extrinsic motivation is tangible in nature and satisfied one's need through salary, benefits, promotions, job security given to them for their contribution in achieving the organizational goal (Shah et al 2012). Carreher et al, (2000) advocates there should be performance management system to reward employees recognition and incentives for their improved performance and productivity. Such system motivates the individual to retain their performance in the organization.

Competitive and productive employees or people may only be produced by academia under the specialized faculty member. Fast striving system of education will always need to evaluate and conforms consistent quality. Every higher education institutes needs to seek reputation in quality of its education system and staff expertise which attracts the applicants and employees. (Reid, 2012).

The higher education institutes sustain social mobility and a higher living standard. The higher education can deal with the public policy challenge including democratic restoration and social wellbeing of the masses. (Lashari et. al. 2013).In Pakistan higher education institutes working under the supervision of Higher Education Commission since its emergence. HEC is playing an important role at the regular basis for updating the skills, and knowledge of faculty member since its emergence. HEC is the regulatory body and supervising all the concerned universities to maintains the quality. HEC formulates policies in every department but specially focused on the development of faculty member from every perspective of HEI's. The mechanism of development has always been an issue for HEC in this regard. HEC has focused to launch the development program to address the higher education sector in the country as a whole. (HEC 2002-03).

HEC and university administration motivates faculty members through different promotion policies & requirements for promotion through re-appointment process. The policies are changing regularly, based on Qualification, Experience, and the publication indicators. HEC encourage those individuals who fulfilled the requirement and play their role in the development of concern sector. Therefore, purpose of this study is to analysis those motivating factors of HEC policy for promoting the faculty member in Jamshoro Education City including LUMHS, SINDH and MUET. For this analysis, the following objectives are studied in this research.

Problem Statement

The HEC knows the significance of higher education system in Pakistan. To enhance the standards of higher education and faculty development programs have been introduced by HEC. The primary aims of the programs were to improve and retain the qualified faculty and to provide conducive environment for academics and research and development in the universities. HEC and university administration adopt such policies to motivate them through promotion policies and provide learning programs for their development. Such policies are based on Qualification, Experiences and Publication indicators. HEC encourage those individuals who fulfilled the requirement and play their role in the development of concern sector. Therefore, purpose of this study is to analysis those motivating factors of HEC policy for promoting the faculty member in Jamshoro Education City including LUMHS, UoS and MUET.

Background Of The Study

Universities in public and private sectors pay higher and generous salaries and a good career ladder in compliance with the policies developed by HEC. Therefore faculty members are now concentrating to pursue this career seriously institutes. Therefore, faculty members are willing to develop and update themselves for their career growth. Most of the faculty members avail MS/Ph.D studies' opportunity to achieve the highest satisfaction and performance level. The performance of faculty members is evaluated by his/her research publication, experienced and qualification based and awarded promotions according to the policies to eligible candidates.

Research Objective

The motivation of the study is the rising demand of this profession. Hence this Study aims to determine the effects of policies on faculty member's performance. To analyze the impact of HEC policies on faculty members the research is based on following objectives.

1. To identify changes in the promotion policy of HEC since 2002-12
2. To review the performance of Faculty Member of Jamshoro Education City (FMJEC) in terms of qualifications, publication since 2002 – 2012.
3. To investigate relationship between changes in the promotion policies and performance of faculty member through intrinsic & extrinsic motivation.
4. To investigate relationship between the HEC promotion policies and the performance of FMJEC.

Literature Review

Motivation

The inspiration time or means to carry the Latin word 'move', (Khanka 2004) is taken. Stimulation is a constantly moving and inspiring performance that has such power. Social scientists have been provoked by the most realistic definition of behavior encouraged, direction, and commitment (Luthans, 2005) is the beginning of a mental process. Thus inspired provocation, direction, and goal-directed actions that control the strength of those factors is a mental. Such as incentives and rewards encouragement award programs for workforce factors are most preferred. However, performance is very important motivator of employee job satisfaction and psychological and environmental conditions (Jahanzeb ET al. 2012) is an arrangement. The main components of incentive program benefits, rewards and performance of organizations with associate are recognized as success factor. Employees are motivated when organizations taking good care of their needs.

Motivation is such a factor that practices a powerful force on our actions and effort. According to Barron (1983) and *Jhanzeb et al 2012*, motivation, intrinsic and extrinsic as well, is an addition of various practical approaches which induces behaviors to achieve certain goals. Increase motivation, and levels of engagement and participation are the key aspects of the organization currently. The remuneration policies play an important role in motivating the workforce to provide high levels of performance, and the efforts and contributions estimated. Stimulation process usually starts with someone who understands unmet needs. Then the goal was founded, and in this way to meet the needs. Organization can determine the rewards and incentives for people to better achieve a particular goal(Anna, Kirmanen 2010).

Forms Of Motivation

Intrinsic Motivation

Refers to something interesting or enjoyable and doing tasks with the full concentration. In addition of that account, intrinsic motivation is based on the need for capability and self-willpower. Even though intrinsic motivation is not a major force, it boosts behavior and is very important to human function (Deci and Ryan, 1985).

Intrinsic motivation has emerged as an important phenomenon for faculty inexhaustible natural source of learning and achievement that can be stimulating or systematically undermined by the parents and teachers practices (Ryan & Stiller, 1991). Self motivation for learning and creativity, resulting in a high quality, because the weak against emerging factors and forces you to detail is particularly important. In humans, self-motivation, or even encourage volunteer activity is not the only form, but a wide and important. Since the birth and they learn healthy employee and desire to explore the exhibition, actively curious, inquisitive, playful creatures, and they do not need external incentives. Cognitive, social, physical activity and this natural phenomenon is a key element, and it works because of the inherent interest grow in the knowledge and skills (Ryan & LaGuardia, in press).

Intrinsic factors can be combined in a comprehensive measure of job enrichment. When people find that their jobs are more enriching, they are internally motivated and satisfied (Cummings and Worley 2007). Fundamental factors give the subject of internal causal seen the person, which means that they are responsible for their actions and behavior. This, along with a sense of autonomy will make the job more attractive and satisfying (Deci and Ryan 2000).

A. Empowerment:

According to Vogt and Murrell (1990), Empowerment is a period of decision-making to improve the capacity of staff through cooperation and participation, training, education and teamwork. Behavioral aspect of empowerment can be defined as the period from autonomising and encourage staff to improve decision-making skills, and the transfer of guidance and take advantage of the abilities and experience of power (Cacioppe, 1998). According to Wallerstein (1992), Empowerment is a process of social action that encourages the participation of people, organizations and communities towards achieving the goals of increased individual and community control of the political and effectiveness, and improves the quality of life of the community, and social justice. In the same vein, Wetmore (p.13, 1988) defines accountability: an interactive process by which people experience personal and social change, and enable them to take the necessary measures to achieve the effect on organizations and institutions that affect their lives and the communities in which they live procedure.

B. Perceived Competence:

What have the adoption of an external objective requires that we are effective with respect to it. And students will be more likely to embrace and absorb goal if they understand and have the relevant skills to succeed in this. Thus, we theories that support efficiency (for example, providing optimum reflection and feedback from the relevant challenges) to facilitate internalization. (Ryan and Deci). It indicates the perceived competence to evaluate individuals in their ability to interact effectively in a particular area embodiment (Horne, 2004). In addition, a positive self-perception such as physical self-esteem associated with perceived efficiency task orientation, while more have been found negative correlations with the aim ego orientation (Duda, 1988). The perceived efficiency. Perceived efficiency seems to be building a strong motivation which has been linked to the implicit theories and performance targets (Dweck and Leggett, 1988).

C. Recognition & Appreciation

The famous French writer, Voltaire, once said: "appreciation is a wonderful thing: It makes what is excellent in others belong to us as well." (Voltaire, ND). Recognition is the process of giving the employee a given situation within the organization. This is a very important factor in order to motivate staff. It describes how to recognize the employee's work is assessed, and how the estimate was receiving in return the organization. It also identifies the availability of regulation reward their employees and put their work and activities.

Extrinsic Motivation

Extrinsic defended the construction belonging to word this activity in order to achieve results for the separation. Extrinsic drivers and thus in contradiction with the internal motivation, which refers to the act of any activity simply enjoy the activity itself, rather than its role as actual values.

A. Salary

Many managers and workers in the government and the private sector and believes that the magical way to increase job satisfaction is to increase the salaries and financial benefits. Staff also share these ideas, arguing that the increase in wages will increase at all, job satisfaction, which will reflect on the motivation to work and raise the level of human performance or quality of products or services (Al Zu'bi, 2012). One aspect of the theory of justice that the rush happens if employees perceive their participation in the workplace exceed the output received for their efforts (Adams, 1963; Adams, 1965).

B. **BENEFITS:** Benefits have gained importance in recent decades. Benefits and rewards based on organic and non-financial support to attract and retain employees (Decenzo and Robbins, 2002). This includes business profits, the cost of compensation, the appearance and the availability of staff to take advantage of the plan. Employees and waits at least basic package of health care benefits, retirement and paid leave and managers who do not provide the benefit of addressing the problem in recruiting qualified staff. The services provided by organizations that also keep workers to be unfaithful. In a world of quick challenges, a company can provide different benefits with other companies. Benefits and rewards based on organic and non-financial support to attract and retain employees (Decenzo and Robbins, 2002).**PROMOTIONS:** Pay and promote dependent on performance and provide a strong incentive for employees to work harder to be upgraded (LE

C. PAK and Snell, 1999). In any organization, outstanding

performance is possible with excellent staff that is committed to this cannot be achieved only through employee motivation. According to Chiu et al.(2002). The situation is the status of the individual in the organization or group for others within the hierarchy. Being an abstract concept, it is characterized by the state with appreciation and respect shown by others (Hoberman and Onculer 2004: 103).

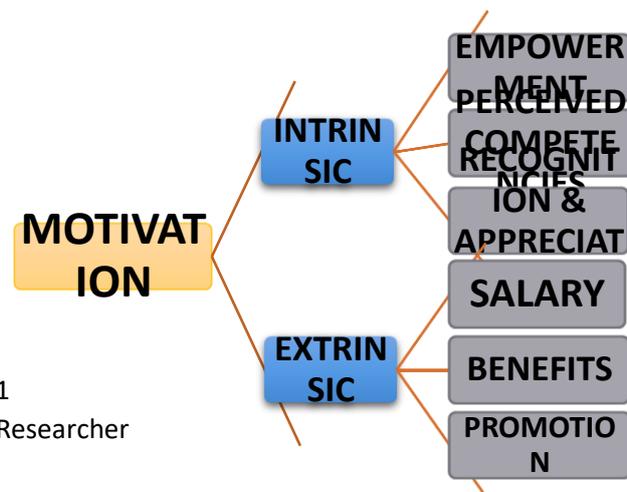


Figure 01
Source: Researcher

Theories Of Motivation

Maslow's Needs Hierarchy Theory

Must be Maslow's hierarchy of needs, and one of the worlds known theories of motivation. Maslow is a good starting point to begin the study of the various theories of motivation point. Maslow begins with the idea that people always tend to want something and what their needs will depend on what they already have. Maslow suggested that there are five different levels of people with needs must seek to satisfy their basic needs. (Mullins 2007.258)

1. Physiological needs.
2. Security needs.
3. Love and belonging needs.
4. Esteem Needs
5. Needs of self-actualizations

And need the highest level of Maslow's hierarchy of needs of self-realization. This development is based on the need satisfaction in the other four lower levels. It refers to the need for self-realization and the tendency to become effective in what is a potential person.

Herzberg Motivation/Hygiene Theory

As it is well known theory of motivation / hygiene Herzberg two-factor theory. Herzberg create his theory of motivation factors and health factors. These two factors motivate employees but they work for different reasons. Cleanliness short-term factors tend to cause the only satisfaction for workers while stimuli likely to cause satisfaction, long-term work. The theory that the six essential (motivation) impact of job satisfaction: achievement, recognition, work itself, progress, responsibility and salary. It was found on the fundamental factors that have a direct impact on job satisfaction (Gruenberg, 1980). Lack of job satisfaction external factors impact (hygiene): Salary and supervision and the policy of the company, and working conditions, and focused this study (Anna and Kirmanen 2010) on external factors, "the advancement of salaries, benefits and promotion (grade) and factor essential to enable, perceived competence, appreciation and recognition of faculty member Education City Jamshoro.

Expectancy Theory

The most plausible motivation by Victor Vroom explanations have been proposed (1964). His theory known as the theory of expectancy. Theory says that the tendency of the work force in a certain way based on the expectation the power that the act will be followed by certain results, and the attractiveness of this result on the individual to do this simple theory, he says, the hope that the employee can be motivated to perform better when there is a belief that the best performance will to good performance evaluation and that this should lead to the achievement of personal goals under a reward.

The theory focuses on three things:

- Efforts and the performance of the relationship.
- Performance and rewarding relationship.
- Bonuses and personal goals relationship.

Higher Education Commission

HEC was established in September (2002), to guide higher education policy and to help universities and institutes award in the pursuit of quality education in the seat of higher education, both public and private institutes. Its goal is to work with the university community for more and better higher education and assist in the social and economic development of Pakistan. (Akhtar, 2007)

HEC program for research grants that are awarded under the creators of researchers in the country working in various fields of science, technology and social science research grants for R & D in priority areas launched. HEC is also encouraging all universities to introduce

the evaluation mechanism so that ongoing assessments of teacher performance become available. (Akhtar, 2007). Pakistan is a developing country and its education system faces many challenges. Education system can attempt to maximize internal efficiency through effective management and adequate resources and the optimal use of available resources to improve the quality of education (Akhtar, 2007).

Learning, teaching and research at the heart of higher education. It is the main activity of all higher education institutions, and are heavily in public perceptions about the role and achievements of the sector. Supreme Commission for Elections and aims to raise the quality of teaching and learning, and working to support, encourage and reward excellent practice and inform the student's choice. HEC also aims to improve the status and recognition of the excellent teaching and learning as an essential element in the mission of higher education, in parallel with the search. Enterprises face a challenge and an opportunity to develop innovative approaches to learning that respond to the changing needs of learners and the community (HEC 2005-10) Plan cannot be considered faculty development in isolation and should be considered in conjunction with the development of an environment conducive to academic and research and development in universities. Faculty must also develop programs to consider related to the retention of qualified teachers in higher education institutions in the public sector factors (HEC 2005-10) plan. Consequently, many of the faculty members are now focusing on the continuation of his / her career seriously. In addition, it was observed that wages and political life HEC clearly defined. Faculty members are willing to develop and update itself in the growth of their careers.

To meet the needs of human resources for the institutions of Pakistan, the Supreme Committee for Elections various development projects for faculty members launched. However, as scholarship programs to long periods of pregnancy, and is also focusing on the development of training faculty that will improve teaching skills, communication skills and knowledge of teachers are subject to the current members of the university programs.

Focus on the programs developed by the Higher Education Commission, and then the aligned highly qualified in the development of a strong base of teachers to the doctoral level. These scholarship programs to increase the teaching Ph.D basis of body members, as well as improved facilities for Ph.D current faculty members are eligible to make sure you have an academic career intellectually stimulating. (HEC FD Report 2002-2008)

HEC School of development-oriented strategy for the development of human resources in order to overcome this lack of professional lecturers qualified and competent in the field of higher education. The main reason for this failure in the adequacy of attractive incentives for the College of Higher Education. This led to a brain drain, with the most qualified and competent scientists to leave the country for better incentives, both in terms of salary, benefits and other possibilities of academic progress. This displacement is necessary to university work more attractive solution. HEC has some very exciting incentives to attract new teachers fast and keep that list. (HEC FD Report 2002-2008)

Recognizing the importance of higher education in the salaries of the faculty at the University of tables in 2006 have been updated according to observations magazines university professor in BPS was 18 developed, Assistant BPS Professor 19 and Associate Professor in the BPS 20 and a professor of BPS 21. and led the strategy for current college and helped recruit qualified personnel to work University. HEC has taken a revolutionary step in order to increase the number of Ph.D in HEI' and provides direct access to assistant professor (BPS 19) for his Ph.D..

HEC attract, retain and motivate faculty member by offering the rewards in different ways. In this regard HEC has announced the different re-appointing criteria for the faculty in all grades, and also it includes promoting the member internally. The criteria is containing the following table will help in answering the objective 1 of this research.

Methodology

Research Design

This research Study data detection and for the purpose of both qualitative and quantitative methods used, and focused on the performance of faculty in terms of qualification and research publications. Mostly, the performance of the faculty is increased due to policies of HEC in different timeline. Preliminary step of data collection literature review in which theories, annual reports, and media publications and policies have been studied. On the basis of secondary data a self made close ended questionnaire has been distributed among the faculty member and conduct interview with the authorities of planning & departments and faculty members about the policies and its impact & reaction on faculty member motivation. After qualitative and quantitative data collection, must be vigilant analysis (SPSS and in the program Microsoft EXCEL).

Selection Of Sample / Population

The random sampling technique will be on the basis of lecturers teaching body, Assistant Professor, Associates Professor, university Professors, members of the JEC. Faculty members selected for the survey and belonging to another geographic location, age, races, and experience, the number of publication and rehabilitation. This is important for the selection of participants from different cadres to know their problems and views on policies HEC.

Questionnaire Design

The self designed instrument used to collect the information's from the respondents is a structured questionnaire. In this questionnaire Likert Scale is used, it is structured in closed ended, multiple choice, questions to extract the information from the respondents

Data Collection

An access to data through the questionnaire is the situation superior to the researcher. Choose the method of data collection is one of the critical point of the research. Decisions are rarely informal; there are a lot of issues that are well thought out. In this research was used two methods basic survey:

- Interviews
- Survey questionnaire

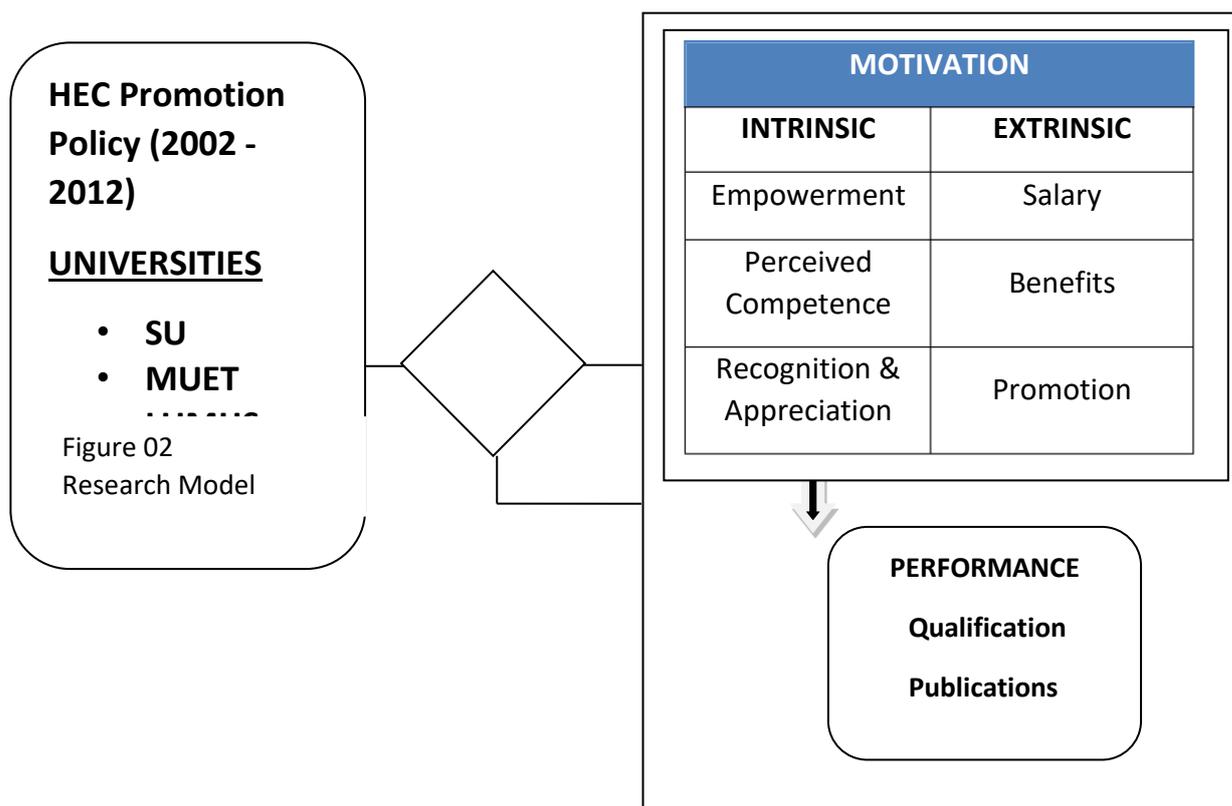
This paper discusses the universities and the public sector only, which is also a limitation of this study. Data is collected by three major universities of the JEC. For the convenience of participants from each university faculty members are distributed the questionnaire personally and / or an interview where applicable. The questionnaire included a sample in the Annex.

Data Analysis

As it is already mentioned that the data was collected by survey questionnaire and it was analyzed through SPSS (Statistical Package for Social Sciences) tests ANOVA, MANOVA and MS-Excel programs and inspected to generate the objective findings. This will offer to a person who reads to know the real and desires and expectation of the faculty regarding concerned universities of HEC policies, and it is also helpful to find solution in the light of the data. At the end the drawn conclusions will help the HEC and universities of JEC too, in formulating and designing new policies for the development and motivation of faculty members.

Research Model

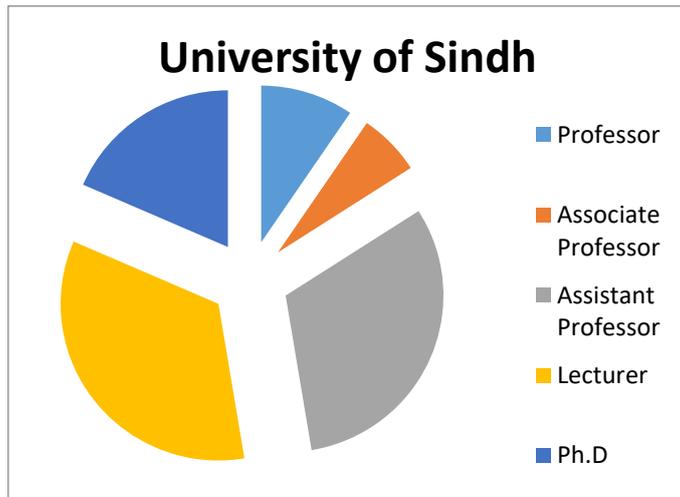
According to literature motivated workforce is an important factor behind the success of any organization. Therefore, HEC make changes in its policies to motivate the faculty member towards ultimate performance and open a ground of opportunities for learning & development, so that faculty members can play its role in socio economic development. The figure 3.8 shows that the in input sections in this research study are the HEC policies of both tenure (old and new) and the selected universities of HEC. In medium are intermediating factors of motivation which may affect or not by policies and on last output section in which impact of HEC policy on performance are analyzed.



Jec Universities And Faculty Strength Faculty Strength Of University Of Sindh

University of Sindh is one of the oldest in the country and 65 departments are currently enrolled in the 2012-13 academic year, including nearly 40,000 students. Academic challenges of the university, and faculty member of the University of Qualified Strength in numbers, and in a meeting with the teaching staff of the members of the different grades. Distribution of university faculty rank wise are show in Figure

Figure 03
Source: Sindh University Annual Report 2011-12



Faculty Strength Of Mehran University Of Engineerring & Technology

Mehran University of Engineering and Technology is one of the leading academic institute in Sindh province in the field of engineering universities in this country, MUET awarded ISO 9001 in 2003-2004. MUET includes 17 departments and almost 15,000 students currently enrolled in the 2012-13 academic cycle. A meeting with the academic challenges of the university, and the strength of the university formed on the numbers of qualified faculty member, and this faculty member working on various grades. Distribution of university faculty rank wise is show in figure.

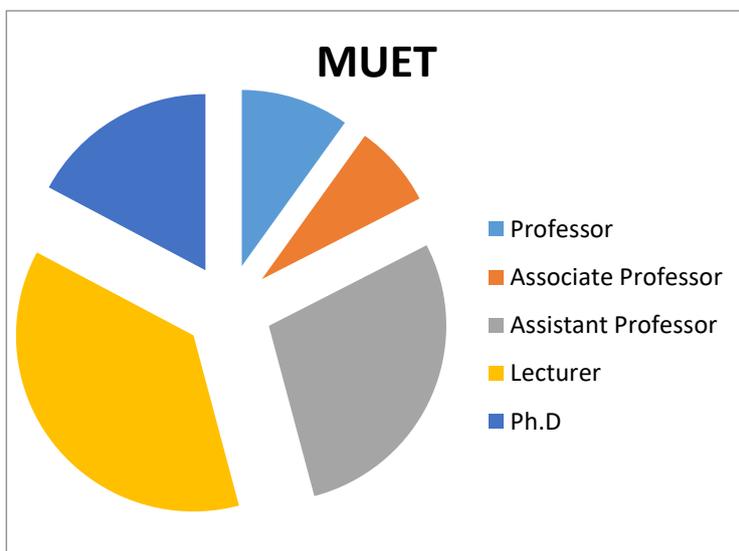


Figure 04
Source: (MUET Annual Report 2011-12)

FACULTY STRENGTH OF LIAQUAT UNIVERSITY OF MEDICAL & HEALTH SCIENCES

Liaquat University Of Medical & Health Sciences, of the leading academic institute in Sindh province in the field of Engineering universities of this country, LUMHS awarded ISO 9001 certification in 2008. LUMHS comprises 4 faculties are consists of 29 departments and almost 15,000 student currently enrolled in academic session 2012-13. To meet with academic challenges of the university, the university’s strength consists on numbers of qualified faculty member, these faculty member are working on different ranks. The distributions of faculty rank wise show in figure.

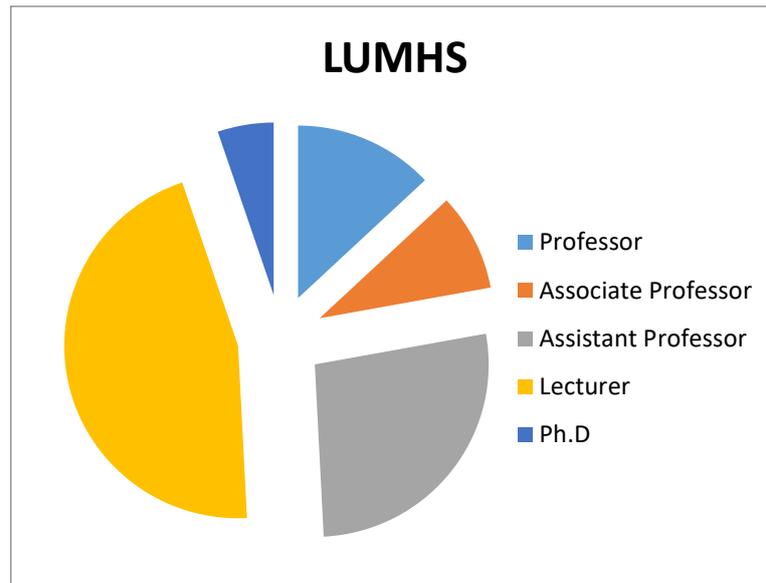
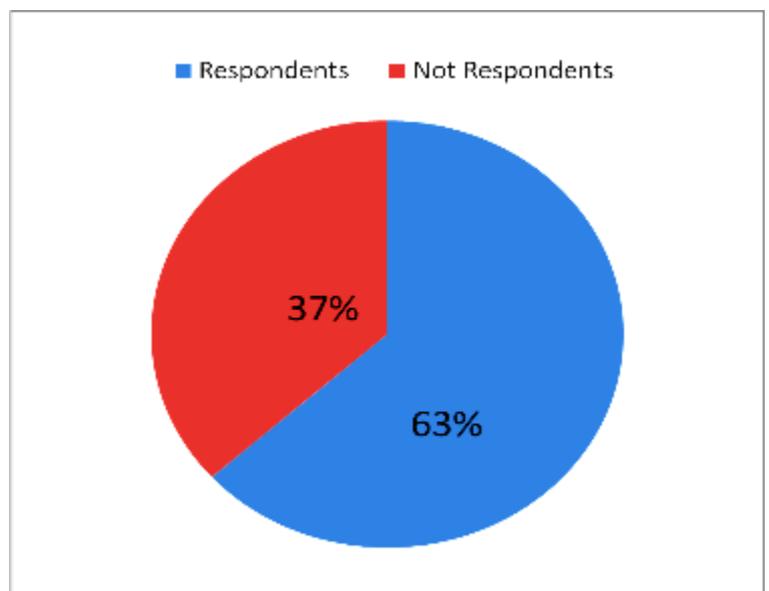


Figure 05

Source: LUMHS Annual Report 2011-12

Characteristics Of The Respondents

Researcher introduced himself, the field of research and the purpose of this research, especially in a particular area. The faculty members universities selected of the JEC to the survey experience and inexperience / New faculty in various departments, belongs to different geographical location and age, races thus, all the respondents of different cadres, qualification and their publication numbers and according to them the experiences of years of personal information section of the questionnaire asked about the individual the name, gender, department, qualification, designation, university, teaching experience, the number of publishing in survey inquiring about the actions taken by the HEC for the development of faculty members and enhance education system by focusing on the research work of the knowledge their capabilities and skills in the



use of that knowledge. Not only that, the questionnaire also find-out the impact of HEC policies, as well trend of qualification and publication from 2002-12 in term of performance.

As it was already mentioned that after review the literature and media publications, a self made questionnaire is distributed among the faculty members to investigate the impact of HEC policies on their motivation and performance as well. Faculty members are from different cadre, qualification, departments of selected universities. Total 300 Survey Questionnaires distributed to the sample population via direct meeting. In response, 190 questionnaires were collected. The percentage of respondents is showed in figure 6

The mentioned percentage of respondents demonstrating that the 63% faculty members are motivated showing their enthusiasm and sharing what they perceived for researches, 37 % indicating that faculty member not participating, mostly senior cadre have not respond in this research due to any reason. Most of faculty members are scared to talk or participate in a research regarding HEC or any administrative topic they demonstrate a negative expression and avoid to respond proper and timely. One of the reason of their avoiding was observe that faculty was not aware the policy of HEC, its steps for their development HEC expectation from the faculty goal and vision.

Demographic Profile Of Respondents

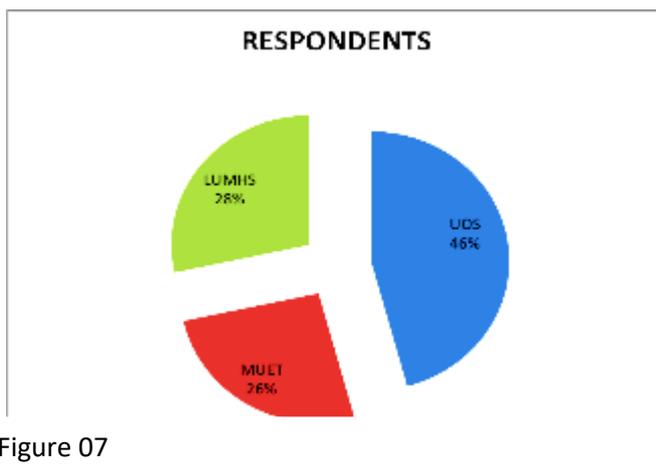


Figure 07
Source: Survey Results

Faculty members are the internal strength of an academia, and it gives breath to the institute therefore institute can compete in red ocean market and flourish accordingly. In Figure 07 shows the result of respondent’s demographic characters University viz, 46 % from University of Sindh, 28% from LUMHS, and 26 % from MUE

Figure 06
Source: Survey Results

RESPONDENTS UNIVERSITY & GENDER VIZ

In figure 8 among the 190 valid respondents, males accounted 66% (28% UoS, 17% MUET, 20% LUMHS) and females accounted 33.6 % (17.3% UoS, 8.4% MUET, 7.8% LUMHS).

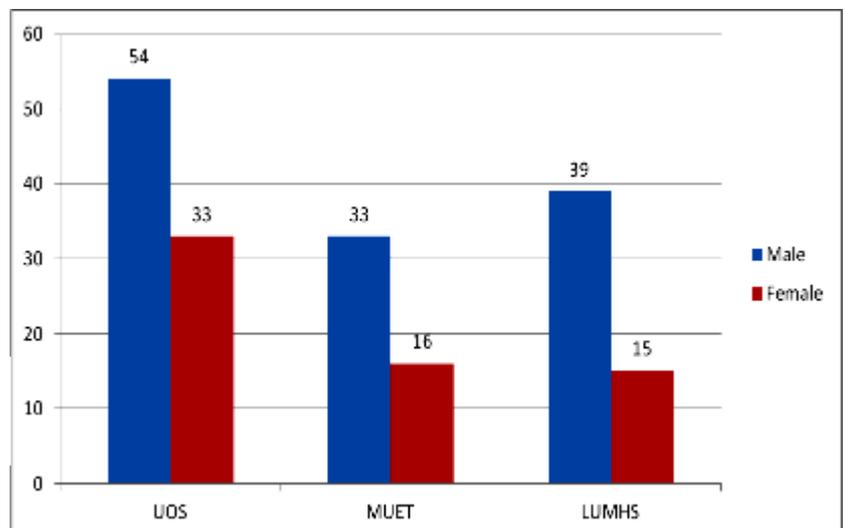


Figure 08
Source: Survey Results

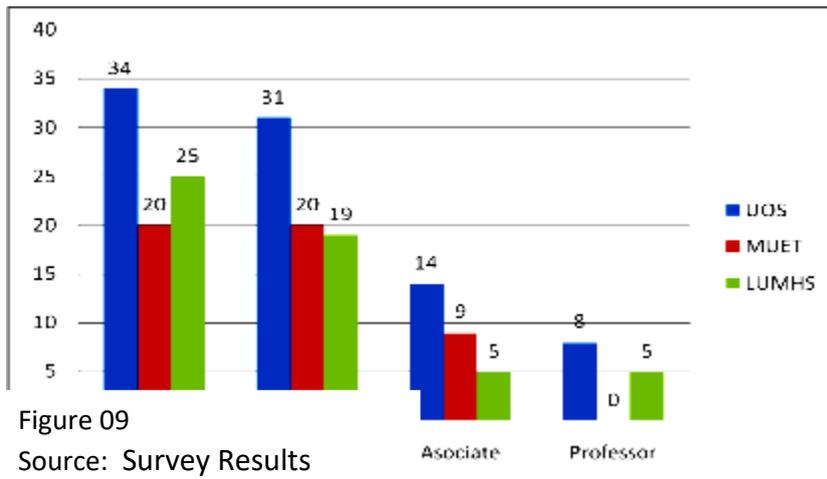


Figure 09
Source: Survey Results

In figure 09, among the 190 valid respondents, faculty member designation viz accounted as Lecturer 79 which 41%, Assistant Professor 70 which is 37 %, Associate Professor 28 which is 15%, and Professor 13 is 7 % of respondents in this study.

RESPONDENTS FROM EACH UNIVERSITY

In figure 10 among the 190 valid respondents, faculty member qualification wise accounted as Masters 31.5 M.Phil 31.5 %, P.hd 31.5%, and Post Ph.D 5.2%.

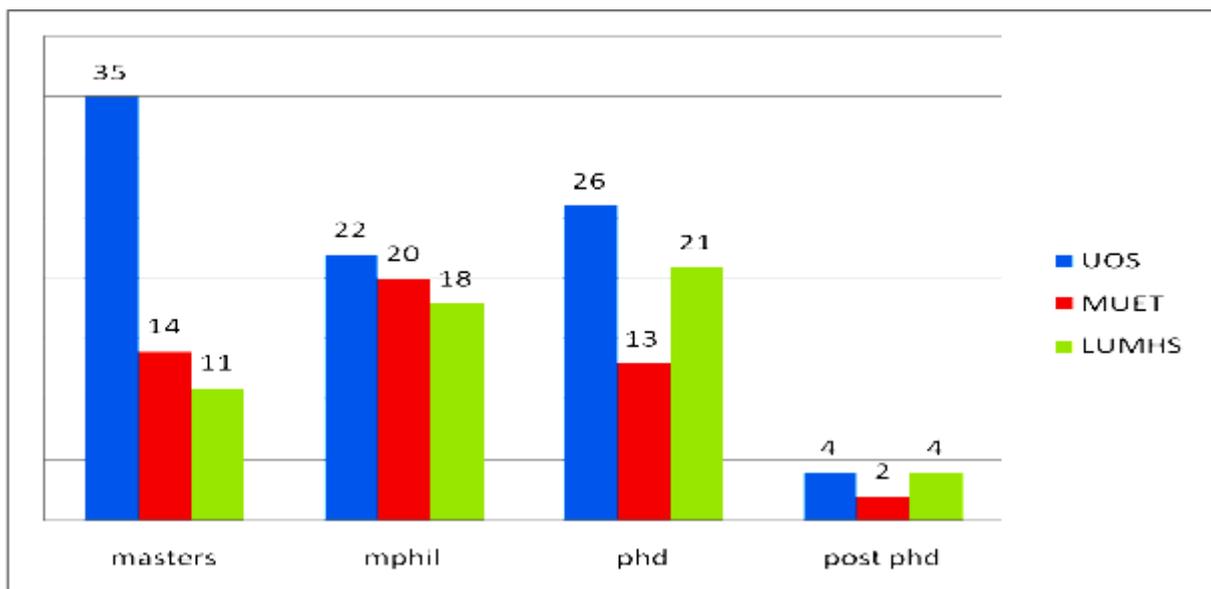


Figure 10
Source: Survey Results

| HEC 1 ST TENURE 2002-2007 | | | | HEC 2nd TENURE 2007-2012 | | |
|--------------------------------------|---|---|-------|---|---|--|
| Designation | University of Sindh | MUET | LUMHS | University of Sindh | MUET | LUMHS |
| LECTURER / DEMONSTRATOR | 1 st class Master's Degree Experience: NIL Publication : NIL | Masters Degree/ Bsc. Engr 1 st Class Experience: NIL Publication : NIL | MBBS | 1 st class Master's Degree Experience: NIL Publication : NIL | Masters Degree/ Bsc. Engr 1 st Class Experience: NIL Publication : NIL | MBBS Experience: NIL Publication : NIL |
| | MS/ MPHIL | MS/ MPHIL | | Ph.D with no | PH.Dwith no | |

Objective 1: To highlights *changes* in the criteria of the HEC promotion policy adopted by JEC (2002 – 2012)

| | | | | | | |
|---------------------|--|--|--|---|---|---|
| ASSISTANT PROFESSOR | teaching experience. Or Ph.D with no experience Publication: Nil for both | teaching experience. Or Ph.D with no experience Publication: Nil for both | MD/ MS/FCPS/MS/ MPHIL/ Ph.D experience : 0 Publication: 0 | Or MS/ MPHIL with 4 years of teaching experience. Publication: Nil for both | Or MS/ MPHIL with 2 years of teaching experience. Publication: Nil for both | Or MS/ MPHIL with 4 years of teaching experience. Publication: Nil for both |
| ASSOCIATE PROFESSOR | PH.D10 years of experience and 08 publication Or 5 years of Post Ph.D level experience with 08 publication | PH.D07 years of experience and 10 publication Or 4 years of Post Ph.D level experience with 10 publication | MBBS with MD/ MS/FCPS/MS/ MPHIL/ Ph.D 8 years of teaching experience and 10 publication | Ph.D 10 years of experience and 10 publication Or 4 years of Post Ph.D level experience with 10 publication | PH.D07 years of experience and 08 publication Or 4 years of Post PH.Dlevel experience with 10 publication | Ph.D with 10 years teaching/ research experience and 10 publication Or 5 years of Post MPHIL level experience with 10 publication |

| | | | | | | |
|------------------|--|---|--|---|--|--|
| PROFESSOR | Ph.D with 15 years of experience and 12 publications Or 8 years of Post Ph.D level experience with 12 publications 3 publications in last 5 years | Ph.D with 12 years of experience and 15 publications Or 10 years of Post Ph.D level experience with 15 publications 5 publications in last 5 years | MBBS with MD/FCPS/MS/ MPHIL/ Ph.D with 10 years' post MPHIL teaching/ research experience and 15 publications Or 10 years of Post Terminal level experience with 15 publications | Ph.D with 15 years of experience and 15 publications Or 10 years of Post Ph.D level experience with 15 publications 5 publications in last 5 years | Ph.D with 12 years of experience and 15 publications Or 8 years of Post Ph.D level experience with 12 publications 5 publications in last 5 years | Ph.D with 10 years post MPHIL teaching/ research experience and 15 publications Or 10 years of Post Ph.D level experience with 12 publications |
|------------------|--|---|--|---|--|--|

According to HEC Policies Table 01, it is clearly shows that for Lecturer, hiring criteria is remain same, but in Assistant Professor Ph.D become a mandatory in second tenure which indicates the HEC and JEC Universities vision towards Quality Education and the professional development of faculty members. HEC & Universities strive to simplify the adoption of a quality assurance mechanism to improve the quality of teaching and research. In light of this, plus the Higher Education Commission (HEC) financing 4,000 times just to continue to improve the quality of education in Pakistan (Mirza, 2007).

Therefore, for the position of Associate Professor Qualification remain same but few changes on the experiences factors numbers of years are increased in LUMHS, whereas Number of Publication is increased by UoS and decreased by MUET. HEC and HEIs are engage in motivating the faculty members through different promotion polices & requirements. The policies are changing regularly, based on Qualification, Experience, and the publication which shows the professional development.

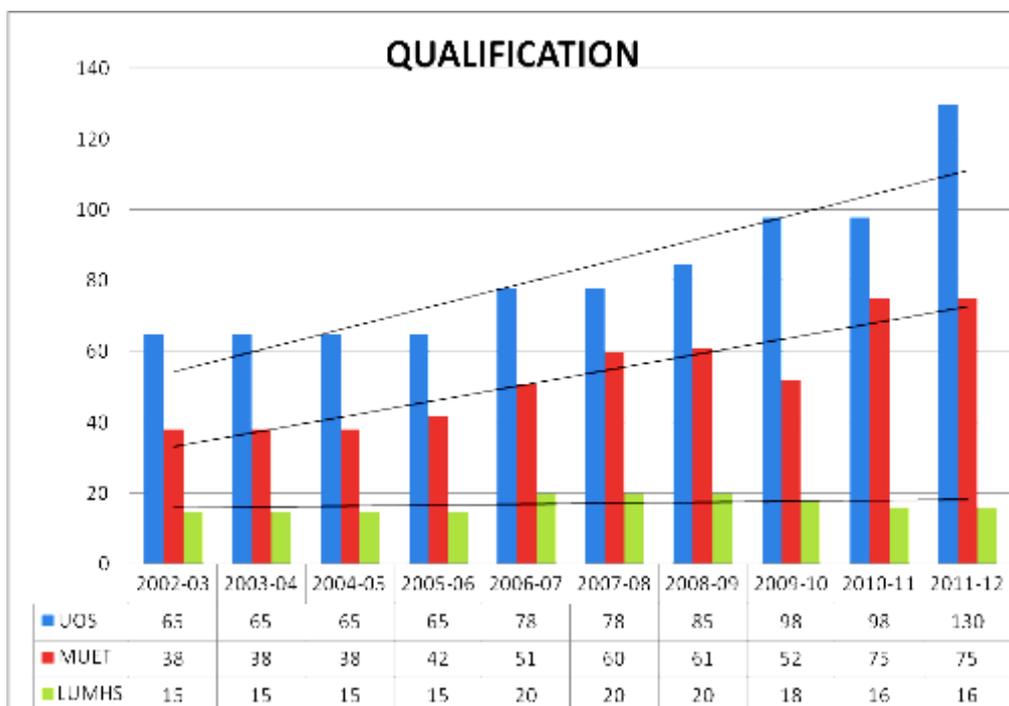
The criteria for the position of Professor occurs some changes compare to the first tenure of HEC, the Qualification is same but experience and publication added by UoS, MUET reduces experience and publication, and LUMHS added publication for this position.

Similarly, according to the Sajjad (2007), Commission on Higher Education has launched several programs to improve the quality of education in universities, including the development of the faculty program for three months (FDP) in 2004. The seven groups have completed their training successfully. Another program, and staff development program (SDP), has launched a three-week run at various centers set up by the Commission on Higher Education that (HEC).

OBJECTIVE: 2

To review the *performance of Faculty Member of Jamshoro Education City (FMJEC) in terms of their qualifications and publications (2002 – 2012).*

In figure 11 shows the qualification in terms of doctorate (P.HD) degree which becomes a mandatory requirement for the vertical promotion and also it indicates that HEC developmental programs motivate the faculty towards acquiring the maximum qualification and get the rewards. It serves as an ongoing capacity building in the center of service and professional development for teachers and administrators at the level of higher education in the country.



In figure 11.1 shows the trends of research Publication w.e.f 2002-2012 which indicates the performance of faculty and also one of the mandatory requirements for the vertical promotion. The figure shows the statistics of increasing numbers of journals in social sciences, engineering sciences and medical sciences. The HEC realized that the research expertise and scholarship existing within the country could also be tapped for faculty development (HEC report 2002-08). The figure shows positive increasing trends in social sciences, the HEC encouraged Universities promoted in the public and private sectors for the dissemination of research journals. It was ranked as

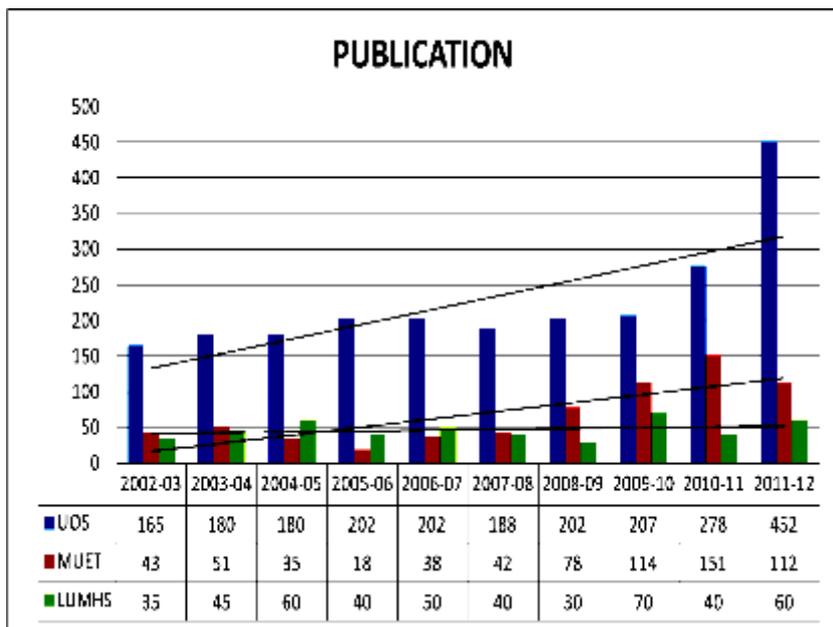


Figure 11.1
Source: Survey Results

the magazines Y, X, W and categories according to the quality standards set by the HEC (Said et al.). However, since the creation of Higher Education Commission (HEC), there is a sudden change in university education, and to promote academic and professional development of teachers.

FACULTY PERFORMANCE OF UNIVERSITY OF SINDH

Figure 12 has shown that in the first tenure of HEC, the faculty was not much motivated and there was not as such rewards policy for the motivated faculty members therefore the performance was no a set up to mark . In second tenure that HEC may identify that gap of rewards to motivate the faculty as compare to its 1st tenure. HEC initiate few career development programs and provide the opportunity towards higher education and encourage the faculty give optimum performance from them. In a result Figure 11 clearly shows that second tenure policy in which PH.D with Research Publication was become mandatory for the promotion, such rewards motivates the faculty specially young faculty to perform better and set their career.

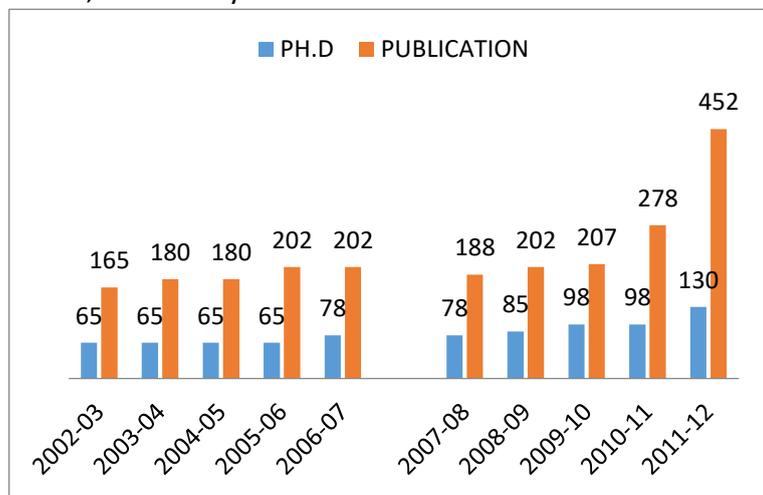


Figure 12
Source: Survey Results

UNIVERSITY OF SINDH FACULTY CADRE VIZ

Figure 12.1 has shown that in the first tenure of HEC Policies, faculty members only get promotion on the basis of service period. In second tenure policy of HEC has changed the criteria, to encourage the individuals and provide the career HEC promise to give the rewards to doctorates on the basis of performance and promote them into a next cadre. Such policies and schemes attract and motivate individuals to make their career in education field as faculty members. The ratio of joining and getting promotion is clearly shown in the figure.

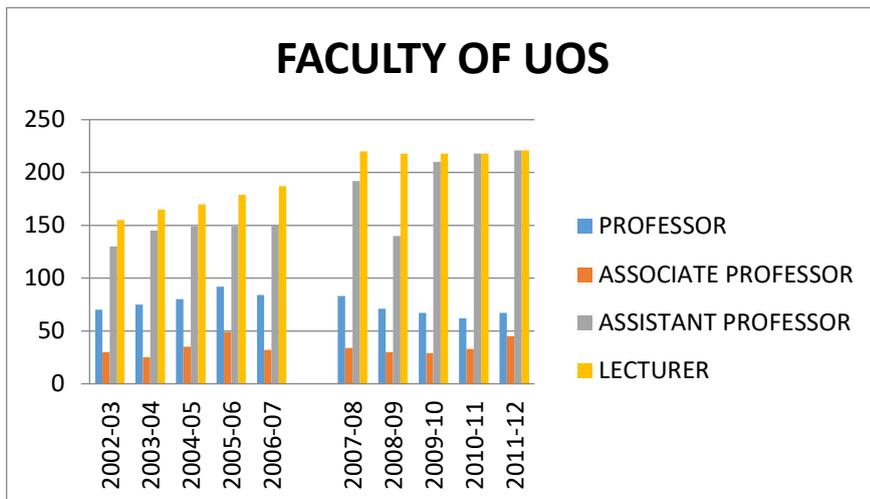


Figure 12.1
Source: Survey Results

MUET FACULTY CADRE VIZ

Figure 12.2 has shown that the impact of HEC Policies on the performances of MUET faculty in the both tenure. In first tenure of HEC, the faculty was not much motivated and there was not as such rewards policy and development of opportunities for the motivated faculty members, though limited opportunities were availing by faculty of doing Ph.D and Research works, it could be due to the insufficient resources or opportunities. But in the second tenure HEC took initiates and launches various schemes for the development of faculty to meet the global challenges in the field of education with the collaboration International Foreign Universities. The tenure from 2007-2012 clearly describe that faculty got their doctorate degree and published papers.

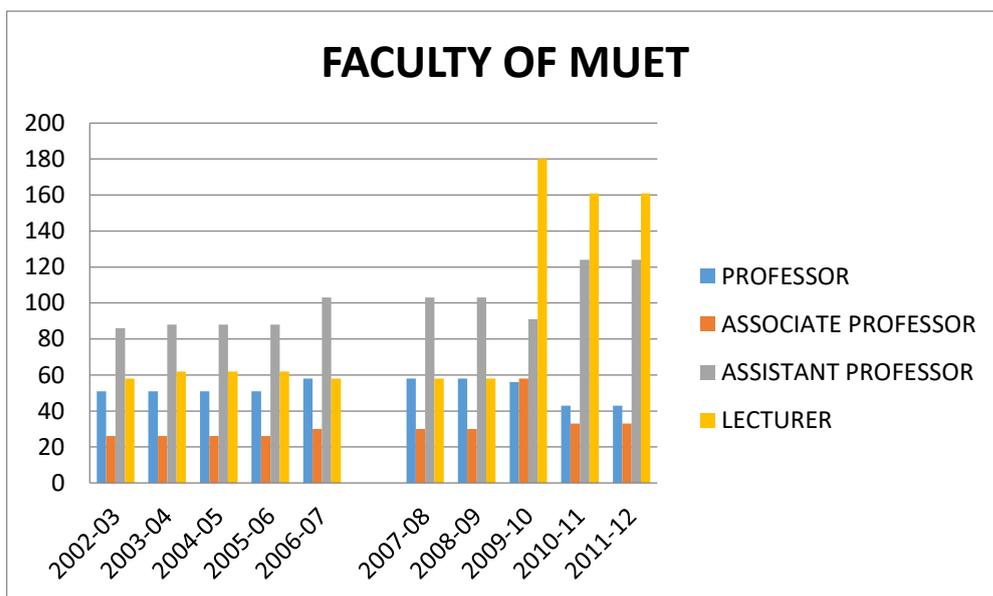


Figure 12.2
Source: Survey Results

MUET FACULTY PERFORMANCE

Figure 11.4 has shown that in the first tenure of HEC Policies, faculty members only get promotion on the basis of service period. In second tenure policy of HEC has changed the criteria, to encourage the individuals and provide the career HEC promise to give the rewards to doctorates on the basis of performance and promote them into a next cadre. Such policies and schemes attract and motivate individuals to make their career in education field as faculty members. The ratio of joining and getting promotion is clearly shown in the figure.

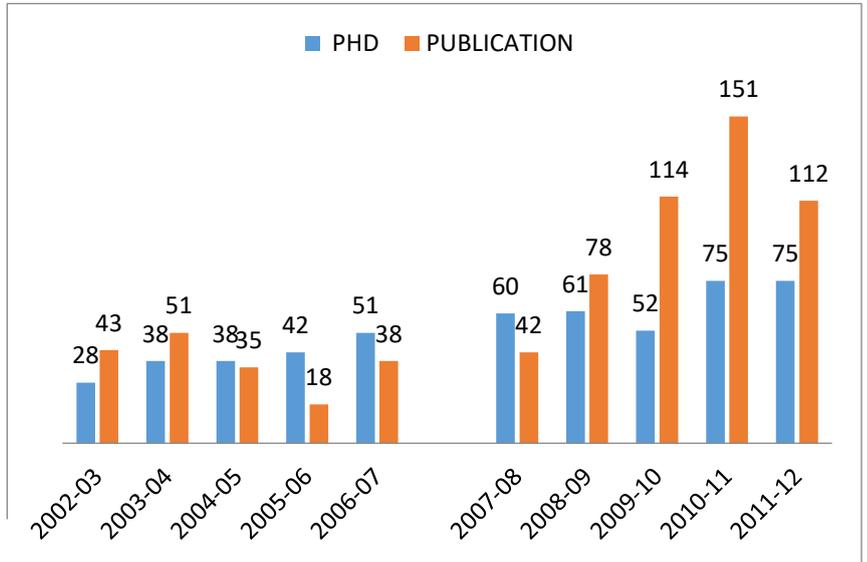


Figure 12.3
Source: Survey Results

Figure 12.4 has shown the increasing trends in fresh cadre Lecturers /demonstrators. And numbers of faculty members of LUMHS promoted to next cadre on the basis of performances

LUMHS FACULTY CADRE VIZ

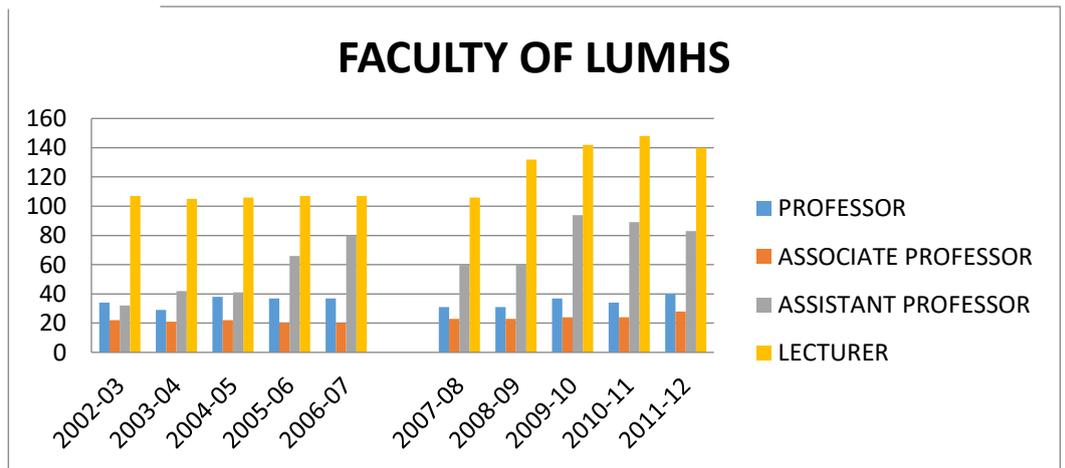


Figure 12.4
Source: Survey Results

LUMHS FACULTY PERFORMANCE

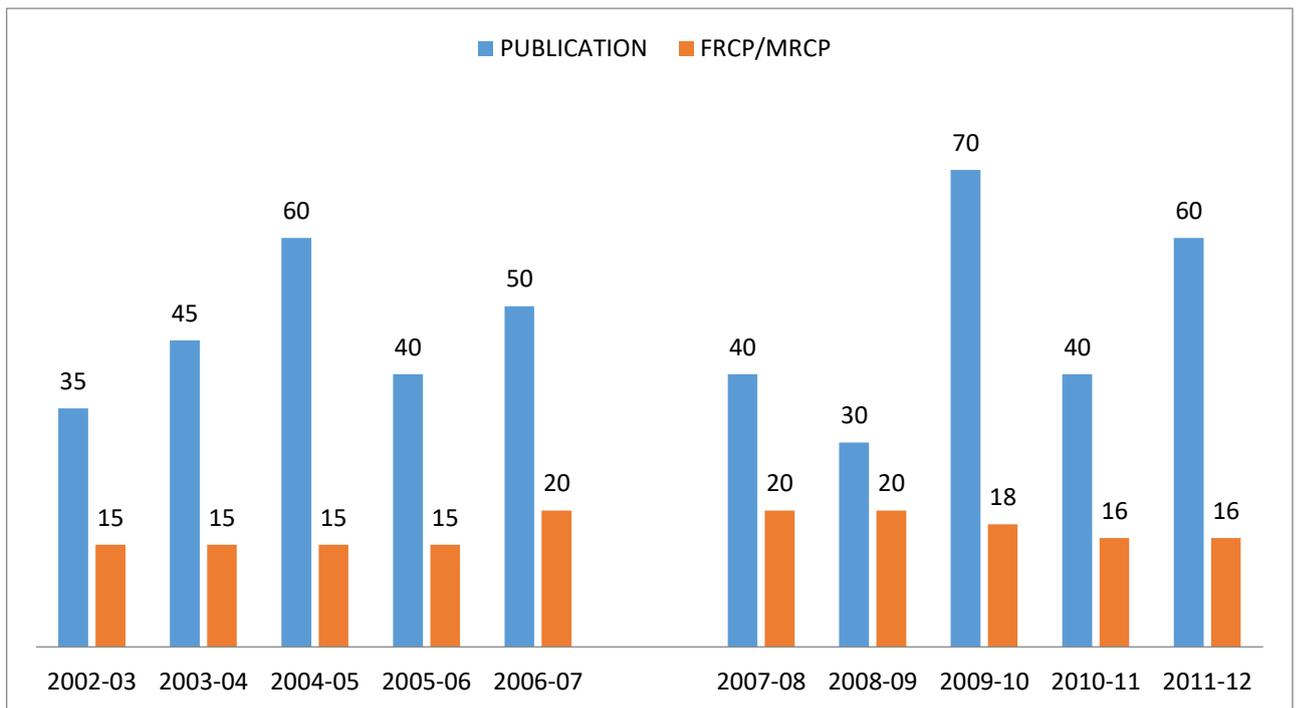


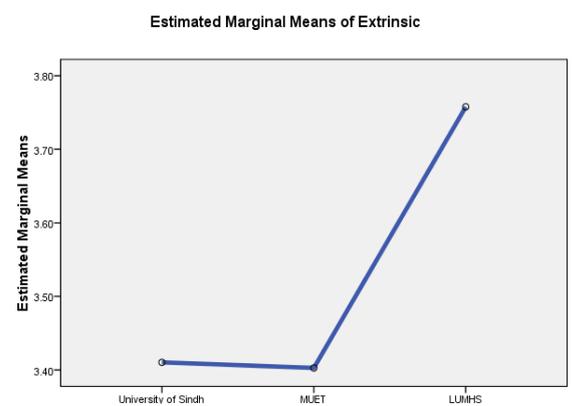
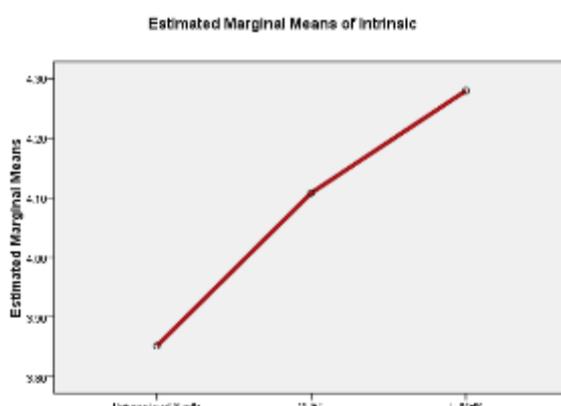
Figure 12.5 has shown the increasing trend in publications and qualification due to career development and rewards scheme the second tenure of HEC policy as compare to the 1st tenure policy.

OBJECTIVE 3

To investigate relationship between the HEC promotion policies and the intrinsic and extrinsic motivations of the FMJEC.

| MOTIVATION FACTORS | UOS | MUET | LUMHS |
|----------------------------|------|------|-------|
| Empowerment | 3.75 | 3.8 | 4.11 |
| Perceived Competence | 4.24 | 4.54 | 4.303 |
| Recognition & Appreciation | 3.65 | 3.88 | 4.44 |
| Salary | 3.37 | 3.45 | 3.93 |
| Benefits | 3.38 | 3.36 | 3.56 |
| Promotion | 3.48 | 3.41 | 3.79 |

Table: 2
Source: Test Result



As well as photographs and personal, and attitudes, education, and motivation is a very important part of understanding behavior (tell et al 2007). Levels of motivation (intrinsic and extrinsic) factors are varying among the faculty members of JEC universities. Table 2 and figure 13 and 13.1 shows that LUMHS faculty is highly motivated intrinsically and extrinsically whereas MUET faculty is on second and UoS faculty is on third in the motivation.

Descriptive Statistics and Inter-correlations among all variables.

| Correlations of HEC Policies and Intrinsic Motivations | | | |
|--|-------------|------------------------|----------------------------|
| HEC promotion policy | EMPOWERMENT | PERCEIVED COMPETENCIES | APPRECIATION & RECOGNITION |
| | 0.074 | 0.113 | 0.080 |
| | 190 | 190 | 190 |

Table: 3
Source: Test Result

| Correlations of HEC Policies and Extrinsic Motivations | | | |
|--|--------|----------|-----------|
| HEC promotion policy | SALARY | BENEFITS | PROMOTION |
| | 0.026 | 0.027 | -0.059 |
| | 190 | 190 | 190 |

Table: 3.1
Source: Test Result

| Correlations of HEC Policies and Intrinsic and Extrinsic Motivations | | | | | | | |
|--|-------|-------|-------|-----------|-------|------|-------|
| | | EMPO | PERCO | APP & REC | SAL | BEN | PRO |
| HEC Promotion policy | UoS | .074 | .113 | .080 | .026 | .027 | -.059 |
| | MUET | .124 | .033 | .132 | .190 | .057 | -.166 |
| | LUMHS | -.151 | .055 | .065 | -.079 | .094 | -.128 |

Table: 3.2
Source: Test Result

Table: 3 presents correlation between the HEC policy and intrinsic motivation the table shows that changes in HEC policies creates a positive impact on faculty member on their intrinsic motivation.

Table: 3.1 presents correlation between the HEC policy and intrinsic motivation the table shows that changes in HEC policies creates a positive impact on faculty member on their intrinsic motivation. In table 3.2 it indicates that there is positive relationship between all intrinsic and extrinsic motivations factors of the FMJEC with HEC policy. Therefore, Faculty members show negative relation with the factor “Promotion”.

OBJECTIVE 4

To investigate relationship between the HEC promotion policies and the performance of FMJEC.

| | | Qualification | Publication |
|----------------------|-----------------|---------------|-------------|
| HEC Promotion Policy | Correlation | .105 | .086 |
| | Sig. (1-tailed) | .075 | .120 |
| | N | 190 | 190 |

Table: 4

Source: Test Result

Qualification: $(0.105)^2 \times 100 = 1.1\%$

Publications: $(0.086)^2 \times 100 = 0.74\%$

Table 4 shows the relationship between HEC policy and its impact on performance of faculty. Table shows a positive impact of HEC policy on faculty performance but the impact is very small shows in above illustration.

DV** Dependent Variable

| Source | DV | III SS | DF | MS | Freq | Significance. |
|------------------------|---------------|-----------|-----|--------|------|---------------|
| EXTRINSIC | PUBLICATION | 2562.509 | 54 | 47.454 | .533 | .886 |
| | QUALIFICATION | 49.093 | 54 | .909 | .826 | .683 |
| INTRINSIC | PUBLICATION | 2529.321 | 49 | 51.619 | .579 | .854 |
| | QUALIFICATION | 42.387 | 49 | .865 | .786 | .709 |
| EXTRINSIC INTRINSIC | * PUBLICATION | 3040.086 | 79 | 38.482 | .432 | .949 |
| | QUALIFICATION | 56.270 | 79 | .712 | .648 | .814 |
| ERROR | PUBLICATION | 445.500 | 5 | 89.100 | | |
| | QUALIFICATION | 5.500 | 5 | 1.100 | | |
| TOTAL | PUBLICATION | 17754.000 | 188 | | | |
| | QUALIFICATION | 987.000 | 188 | | | |

Table: 5

Source: Test Result

MD** Mean Defrences

CI** Cinfidence of Interval

LB/UB** Lower Bound/ Upper Bound

Table 5 shows that the level of intrinsic and extrinsic motivations of FMJEC has no significant impact on their performance.

| DV | (I) | (J) | MD (I-J) | STD. ER: | SIGN. | 95% CI | |
|---------------|-------|-------|----------|----------|-------|--------|------|
| | | | | | | LB | UB |
| QUALIFICATION | UOS | MUET | -.07 | .162 | .895 | -.46 | .31 |
| | | LUMHS | -.34 | .157 | .075 | -.72 | .03 |
| | MUET | UOS | .07 | .162 | .895 | -.31 | .46 |
| | | LUMHS | -.27 | .179 | .284 | -.69 | .15 |
| | LUMHS | UOS | .34 | .157 | .075 | -.03 | .72 |
| | | MUET | .27 | .179 | .284 | -.15 | .69 |
| PUBLICATION | UOS | MUET | -3.21* | 1.224 | .025 | -6.11 | -.32 |

| | | | | | | |
|-------|-------|-------|-------|------|-------|------|
| | LUMHS | -1.70 | 1.188 | .825 | -3.51 | 2.10 |
| MUET | UOS | 3.21* | 1.224 | .025 | .32 | 6.11 |
| | LUMHS | 2.51 | 1.352 | .154 | -.68 | 5.71 |
| LUMHS | UOS | .70 | 1.188 | .825 | -2.10 | 3.51 |
| | MUET | -2.51 | 1.352 | .154 | -5.71 | .68 |

Table: 5.1

Source: Test Result

DV** Dependent Variable

MD** Mean Defrences

CI** Cinfidence of Interval

LB/UB** Lower Bound/ Upper Bound

Table 5.1 shows that the level of qualification of FMJEC is same with respect to university. However the level of publication of FMJEC is different w.r.t universities MUET> UoS=LUMHS.

DISCUSSION AND CONCLUSION

The purpose of this study is to identify the impact of HEC promotion policies in motivating the faculty members of Jamshoro education city. As the questionnaire shows in appendixes 1, it has various factors and sub-factors or factors-related of motivation. Another object of this study was to identify influential factors of HEC policies on performance of faculty of JEC, which are: Qualification, and Publication.

The results suggest that respondents from LUMHS are highly motivated among the faculty of MUET and UoS. Psychologically most respondents of lecturer cadre feel relaxation and showing its satisfaction to HEC and University policies while very few respondents of senior designation feel anger and dissatisfaction.

Mostly Faculty of JEC is satisfied with HEC developmental and its promotional policies which enhance their level of motivation both intrinsic and extrinsic. As HEC announce the developmental programs i.e. advance learning scholarships schemes in national or international, revised their pay scale, recognition of their performance (Research Publication, Innovation). In HEC role related questions most of respondents are showing satisfaction regarding the HEC role and its actions for the faculty development but few of the respondents express uncertainty about the role of HEC. Second question that they are agree that HEC developmental programs are sufficient and all schemes are fulfilling their needs. Many faculty members are satisfied with the programs offered by HEC but simultaneously 26% of respondents showing dissatisfaction with such programs of HEC are not sufficient. The study shows that majority of faculty members JEC are satisfied with the promotion policies of HEC. Whereas young faculty member showing its enthusiasm courage for facing and meeting the HEC challenges, while some senior faculty members showing dissatisfaction towards the HEC policy in which Ph.D become mandatory. On the result of other perk i.e. benefits which respective universities offers to their faculty needs to be revised, however faculty further need more attention of universities and HEC on security, flexible hours, house facility, insurance, family health care medication. As faculty is motivate by HEC by offering different schemes and programs, the only promotion factor shows negative result *table 08* tells that faculty has a negative impact HEC policy the reason could be anything it may be favoritism, demerit, political influences, lack of proper recognition. Goals of HEC towards socio and economic development can be achieved through all those rewards which motivate the individual and encourage them for high performance.

Accordingly it recommended certain policies to stakeholders for improvement.

1. Performance is partially increased due to HEC policies. Therefore, policies must be clearly communicated and applied in order to further increase the level of performance.
2. Performance is mainly increased due to internal variations universities have adopted depending on their internal environment.
3. Performance of MUET members is obvious and it is mainly because of relaxations MUET adopted. So universities must have some liberty to vary from HEC policies.
4. The faculty members are intrinsically and extrinsically motivated. However, Salary is not causing motivations. Therefore, salary structure may be revisited by universities.
5. So far, the objective of HEC seems to be the performance oriented. Now HEC may also set an objective to motivate faculty members to further enhance the performance.
6. Promotion is based on criteria including: qualification, experience and publications. These criteria are de-motivating those faculty members who due to certain reasons fail to upgrade their qualifications but are performing well in their teaching career.

HEC may add one more additional criterion to judge performance of faculty members and relative ranking may be assigned to the new criteria.

LIMITATION AND SUGGESTION FOR FUTURE STUDY

The limit of the study is that the sample data collection cannot represent all the universities in Pakistan. Thus, the study is limited to only Jamshoro. Future research will be possible to explore and identify factors to one of the other universities of Pakistan and to determine the relationship between factors. Another limitation is that this study based on public sector universities further research will be possible to identify the those factors in private sector universities and there comparative studies as well.

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