

## ANALYZING THE PERFORMANCE OF HIGHER EDUCATION INSTITUTIONS USING HIGH PERFORMANCE ORGANIZATION (HPO) FRAMEWORK

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### ABSTRACT

The aim of this study was to analyze the performance of higher education institutions using a High-Performance Organization (HPO) framework. The descriptive survey method was used as research design. The teaching faculty, director academics, Director quality enhancement cells (QEC), and Office of the Research, Innovation & Commercialization (ORIC) from public sector general universities of Pakistan were the population of the study. A purposive sampling technique was employed to select the sample. Data were collected through questionnaire. Quantitatively analysis revealed that the higher education institutions in Pakistan have not met HPO average score of 8.5 across different factors of HPO framework. Thus, it was concluded that the performance status of Higher Education Institutions was low with respect to HPO framework. The findings indicate that the higher education institutions in Pakistan were lagging behind to HPO benchmarks. In order to meet the HPO quality indicators the HEIs of Pakistan need to improve their management quality, openness and action orientation, and continuous improvement and renewal. It is recommended that HEIs revisit their quality standards and open up discussion forums in order to align the standard with HPO farmwork. Moreover, create opportunities for training for faculty and administrators in order to improve decision-making processes' adaptability and transparency, and embrace an innovative culture of ongoing learning for better conform to HPO standards.

**Key words:** HPO framework, Higher Education Institutions, Performance

### 1. INTRODUCTION

Higher education plays a crucial role in developing human capital because it is a key driver of economic growth and productivity. HEIs make a substantial contribution to the economic development of a nation by enhancing competencies, knowledge, and skills required from the workforce. Higher education and economic success are interlinked, which emphasizes how crucial it is to maintain excellent performance among university staff in order to ensure that HEIs are working efficiently. In order to meet the changing demands of society and the

economy and to ensure that administrative, teaching, and research activities are carried out effectively and efficiently, faculty and staff performance is crucial (Marginson, 2016; Altbach, Reisberg, & Rumbley, 2009; Baum, Ma, & Payea, 2013; Bloom, Canning, & Chan, 2006; Teichler, 2015).

Higher education institutions (HEIs) are critical for promoting innovation and generating qualified professionals; therefore, are striving to make major contributions to social and economic growth. Conducting a systematic evaluation of

employees' performance is essential to ensuring they effectively fulfill their educational and social responsibilities. (Saltmarsh & Hartley, 2011). Performance measurement of universities is defined as a "process of quantifying the actions to evaluate efficiency and effectiveness in disseminating education" ( Alach, 2017; Neely, et al. 1995 ). In Pakistan, the standardized framework for performance measurement is a significant challenge HEIs face. Hence, there are various subjective and objective systems to evaluate academic institutions (Ertugrul, et al., 2016). Meo, Al Masri, Usmani, Memon, and Zaidi (2013). Many studies have been conducted to find out the impact of research publications on the performance of Asian countries, including Pakistan.

The Sustainable Development Policy Institute (SDPI) (2018), examined the performance of higher education institutions in terms of performance-based funding systems in Pakistani universities. HEC Pakistan use a variety of tools and methodologies to assess higher education institutions including institution audits, ranking exercises, and performance-based funding allocation. Moreover, the evaluation of HEC-Pakistan provides constructive perceptions to identify strengths and weaknesses (HEC, 2021). In the rapidly evolving landscape of higher education, the performance of academic institutions is increasingly scrutinized to ensure that institutions are meeting the demands of a competitive global environment. One prominent framework for assessing organizational effectiveness is the High-Performance Organization (HPO) framework, which identifies critical factors that distinguish high-performing institutions from others.

The HPO framework emphasizes characteristics such as quality of management, openness and action orientation, long-term orientation, continuous improvement and renewal, and workforce quality (de Waal, 2012). By leveraging the HPO framework, this research intends to identify the specific demographic factors that significantly impact institutional performance and suggest targeted interventions to optimize performance with reference to these factors. This approach aligns with the growing emphasis on evidence-based management practices in higher education, which advocate the

use of data-driven insights for strategic decisions and continuous improvement (Kezar, 2014). This analysis will not only contribute to the existing body of knowledge but will offer practical recommendations for policy makers and standard formulators. By developing and confirming this approach for higher education institutions, the study will create a helpful tool for comprehensive performance evaluation that goes beyond standard indicators. Finally, the study will add to the greater discussion on organizational performance and effectiveness by establishing the HPO framework's application in Pakistani context. So, the objective of this study was to analyze the performance of higher education institutions of Pakistan by using HPO framework. To explore about intended objective, following research questions were made:

RQ1: What is the overall performance status of higher education institutions in Pakistan with reference to HPO framework?

RQ2: What is the status of performance of higher education institutions in Pakistan with respect to selected demographic variables with reference to HPO framework?

## **2. Literature Review**

Education refers to the process of acquiring knowledge, skills and dispositions through different formal and informal methods. It is a key aspect of human development and plays an important role in personal, social, and economic growth. (UNESCO, 2015). The purpose of higher education institutions is knowledge production; they serve as centers for generating new knowledge through research, scholarly activities, and innovations. Conduction of studies, publishing findings, and contribution to the expansion of knowledge in academic disciplines are also crucial aspects of higher education (Trowler, 2010). HEIs provide a structured learning environment where students acquire knowledge, skills, and competencies related to their chosen fields of study. Higher Education Institutions offer educational programs that foster intellectual growth, critical thinking, and professional development (Shin, 2016). Hanushek et al. (2010) reviewed the role of higher education in endorsing economic growth, with specific attention on the role of quality of education, Zaidi (2019) added that higher

education quality is essential in ensuring the development of skilled and knowledgeable human capital.

### **Performance Measurement in Higher Education**

Performance refers to the measure of achievement, effectiveness, or success in achieving specific goals or objectives. It involves assessing the outcomes and results of an individual, organization, system, or process about predetermined criteria or standards. Performance can be evaluated based on various dimensions, such as quality, efficiency, productivity, effectiveness, innovation, and impact (Johnson, 2022). Performance encompasses a logical sequence of actions that begins with the initial intent and culminates in the desired outcomes. It emphasizes how goals are not only achieved but also surpassed. Performance can be understood as engagement in activities, actions, efforts, and subsequent achievements (Drăgușin, 2016). Quality and performance are closely related and can substantially affect one another (Watty & Ahmed, 2016). Jussi Kivistö et al. (2019) stressed performance measurement is process to determine quality. Performance measurement is needed to gauge the quality of organizations and also helpful in improving and raising academic excellence (Van Dooren & Van de Walle, 2016). Performance is not a general term, but a context-specific term associated with the phenomenon being studied. Performance analysis provides a picture of achievement, the current situation, and future directions. The basic idea behind performance analysis is improving existing systems and optimizing performance. Several systems prevail to rank or evaluate institutions, but two methods, objective, and subjective performance measurement, are widely being used for evaluation (Ertugrul et al., 2016).

Higher Education Commission (HEC) as an apex regulatory body of the government of Pakistan is responsible for increasing the opportunities for higher education and regulate the activities of higher education institutions by putting rigorous efforts to ensure the quality and standardization of higher education (Qazi et al. 2019). Concerning Pakistan, World Bank (2018) emphasized the significance of the quality of higher education and reported that assessing and

improving performance is essential to meet the challenges of a rapidly evolving global economy. Furthermore, the performance of higher education institutions also influences the country's capacity for innovation and knowledge-based economic growth (World Bank, 2018).

Therefore, to ensure and sustain the quality, HEC gauges the performance of higher education institutions continuously. Various research studies highlighted the importance of performance evaluation in positioning Pakistani universities globally and fostering international collaborations. It underscores the need for continuous performance evaluation and improvement to enhance the global competitiveness of Pakistani HEIs (Meo & Jawaid, 2021).

Many frameworks and models are used to assess the performance of universities. One commonly employed framework is the Balanced Scorecard, which evaluates universities based on multiple dimensions, including teaching and learning, research output, community engagement, and financial sustainability (Kaplan & Norton, 1992). Another widely used model is the Performance Indicators in Higher Education framework, which uses quantitative metrics to measure areas such as student enrollment, graduation rates, faculty qualifications, and research productivity. Additionally, rankings systems like the QS World University Rankings and the Times Higher Education World University Rankings utilize their methodologies to assess universities' performance based on criteria such as academic reputation, research citations, and internationalization. These frameworks and models provide valuable benchmarks and comparative data to evaluate universities' strengths and weaknesses and guide for quality improvement efforts (Peter Petrov, 2013).

### **The High-Performance Organization (HPO) Framework: Introduction**

However, in recent years, concerns have been raised about the quality of higher education being imparted in institutions. The increasing demand for higher education and competition among institutions have led to a decline in the quality of education (Fisher et al., 2018). Hence several frameworks and models have been

developed to assess the performance of Higher Education Institutions (HEIs). In the current study, the High-Performance Organization (HPO) framework, proposed by de Waal (2012), is one notable framework used to measure the performance of an organization. While there are other techniques for assessing institutions' performance. HPO framework stands out as a scientifically established conceptual structure that provides recommendations for improving and maintaining Institutions' performance. Therefore, it enables institutes to convert into an HPO, which is defined as an organization that consistently produces excellent financial and non-financial outcomes compared to its peer group over five years. This success is the result of the organization's focused and disciplined approach to its primary aims (De Waal, 2012). De Waal's HPO framework is made up of five core elements: management quality, openness and action orientation, long-term orientation, continual improvement and renewal, and staff quality, which are backed by 35 underlying characteristics. These five HPO factors and associated characteristics have a direct and beneficial impact on the organization's competitive success (de Waal, 2012).

### **HPO Framework Indicators**

**2.1 Management Quality:** In an HPO, managers are trusted, exhibit integrity, and make decisions decisively. They hold people accountable for their performance and effectively communicate values and strategies throughout the organization (De Waal,2012).

**2.2 Openness and Action Orientation:** HPOs foster open cultures that encourage employee participation and respect their input. They embrace mistakes as opportunities for growth and emphasize continuous learning and improvement. Managers actively engage in experimentation and promote a culture of change (De Waal,2012).

**2.3 Long-term Orientation:** HPOs establish long-term relationships with suppliers and clients, demonstrating a commitment to all parties involved. (De Waal,2012).

**2.4 Continuous Improvement:** HPOs adapt to changing market dynamics by continuously

innovating their products and services, streamlining business processes, and improving overall efficiency. (De Waal,2012).

**2.5 Renewal and Employee Quality:** HPOs assemble diverse and complementary management teams and provide employees with resilience and flexibility training. They hold individuals accountable for performance and encourage skill development to foster creativity and achieve outstanding results (De Waal,2012).

The HPO framework has already been successfully applied in several sectors such as manufacturing, education, banking, food, government, insurance, media, training, and transport in various countries (De Waal, Neiop, & Sloot, 2017). Therefore, due to the rigorous nature and diversified indicators of HPO, the researcher decided to assess the performance of higher education institutions by using the HPO framework. Certainly, it is relatively new to assess performance of higher education institutions by HPO in Pakistani context, because implementation of the HPO framework in higher education is still in its early phases. Hence, study aimed to fill this gap by providing empirical proof of the HPO framework's relevance and efficacy in higher education institutions of Pakistan.

### **3. Research Methodology**

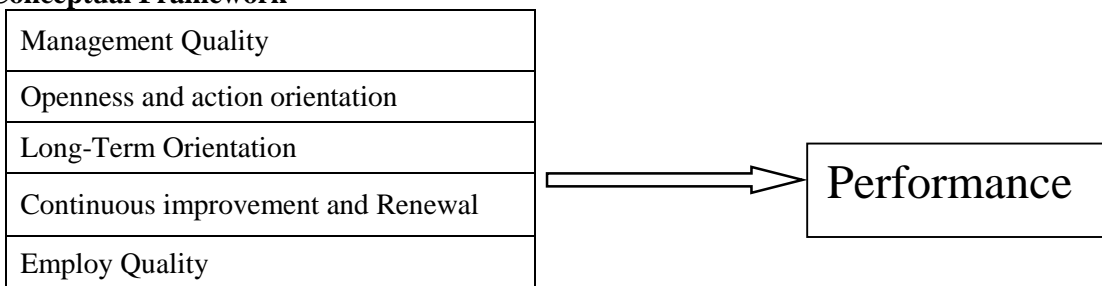
This descriptive study employed an online data collection approach. The structured questionnaire, based on the High-Performance Organization (HPO) framework developed by De Waal (2010), served as the data collection tool. The population for this study comprised faculty members, directors, and heads of departments across the Social Sciences, Science, and Arts & Language and Humanities departments and Faculty of pharmacy & computing and information technology. A total of 559 employees were randomly selected to participate in the study from six universities. The questionnaire's validity was ensured through expert review by specialists in organizational performance and higher education. Reliability was established via a pilot study, with internal consistency measured using Cronbach's alpha to confirm the reliability of the responses.

The data collection instrument was a structured questionnaire aligned with the HPO

framework. It included two sections: demographic questions (position, age, experience, and grade) and items measuring the five HPO factors alongside organizational performance indicators. Data collection was conducted online using Google Forms, accessible through personal G mail accounts. Google Forms

enabled efficient survey creation and automatic compilation of responses into an online spreadsheet. The survey link was distributed to the human resource departments of the sampled organizations, which facilitated dissemination to employees. The gathered data were then tabulated, analyzed, and interpreted.

**Conceptual Framework**



**Fig: Conceptual framework showing Five factors of HPO framework as independent variables, and performance was the dependent variable.**

The conceptual framework for this study was given to investigate the connection between higher educational institution performance and the High-Performance Organization (HPO) framework. The HPO was a tactical framework created to increase institutional performance by emphasizing actions that substitute a high-performance environment. The framework strongly emphasizes the role that culture, strategy, and leadership play in attaining high performance. The overall principle of this research's conceptual framework is that the HPO framework, when combined with knowledge of best practices and benchmarks, can be an effective instrument for assessing higher education institutions' performance and formulating development strategies.

**4. Data Analysis**

Descriptive statistics were applied to analyze the quantitative data and determine mean values, providing an overview of the respondents' ratings against the five HPO factors. The collected data were processed and analyzed in line with the research objectives, research questions, and theoretical framework. According to De Waal (2012), to achieve high-performance status, an organization must attain an average score of 8.5 on each factor of the HPO framework.

**5. Results**

**Analyze the Performance of Higher Education Institutions of Pakistan using the HPO Framework**

Research Question 1: What is the overall performance status of higher education institutions in Pakistan with reference to HPO framework?

**Table-1: HPO scores of Higher Education Institutions**

HPO Factors	HPO							Average Score
	Average Score	BBSUL	MUST	QAU	UOG	PU	UOS	
Management quality	8.5	5.4	6.2	6.2	5.3	6.4	6.1	5.9
Openness & action orientation	8.5	5.7	6.0	6.1	5.4	6.5	5.9	5.9
Long-term orientation	8.5	5.8	6.3	6.4	5.8	6.4	6.3	6.2
Continuous improvement & renewal	8.5	5.6	5.9	6.0	5.6	6.3	6.1	5.9
Employee quality	8.5	6.0	6.0	6.6	5.4	5.9	6.1	6.0
<b>M</b>	<b>8.5</b>	<b>5.7</b>	<b>6.08</b>	<b>6.26</b>	<b>5.5</b>	<b>6.3</b>	<b>6.1</b>	<b>5.9</b>
<b>SD</b>		<b>0.22</b>	<b>0.16</b>	<b>0.24</b>	<b>0.20</b>	<b>0.24</b>	<b>0.14</b>	<b>0.20</b>

\*BBSUL (Benazir Bhutto Shaheed University, Lyari) Technology, AJK)

\*QAU (Quaid-e-Azam University, Islamabad)

\*PU (University of the Punjab, Lahore)

\*MUST (Mirpur University of Science & Technology, Gujrat)

\*UOG (University of Gujrat, Gujrat)

\*UOS (University of Sargodha, Sargodha)

Table 1 shows the results regarding measuring and comparing the level of performance of HEIs with respect to the HPO framework. It is revealed that different roles within the universities exhibit variations in their views regarding performance across five HPO factors. The data shows that heads of departments show strong performance in management quality, long-term orientation, and continuous improvement and renewal areas, while faculty members might benefit from improving in certain aspects. Overall, the university's Mean was 6.2, indicating moderate to high performance in terms of the HPO factors. However, the results highlight specific areas where certain roles may have opportunities for improvement compared to the HPO benchmarks. Therefore, it is evident that the performance of higher education institutions in Pakistan has not found high on the HPO framework.

According to all respondent's that is Directors of ORIC, Director QEC, Faculty

Members, Head of Department, and others (means deputy and assistant directors) the overall performance score in five factors of HPO framework was found below than recommended average score 8.5. Therefore, it is evident that the performance of higher education institutions in Pakistan has not found high on the HPO framework.

**Analysis of the University's Performance using HPO framework wrt Demographic Variables**

1. With respect to Management and Non-management Staff

**Research Question 2:** What is the status of performance of higher education institutions in Pakistan with respect to selected demographic variables such as management and non-management staff with reference to HPO framework?

**Table-2: HPO scores about Performance of HEIs wrt Management and Managerial Staff**

HPO Factors	HPO (AVG>=8.5)	Non-management (n=203; AVG=6,0)	Management (n=44; AVG=6,4)
Management quality	8.5	6.0	6.2
Openness & action orientation	8.5	5.9	6.2
Long-term orientation	8.5	6.1	6.7
Continuous improvement & and renewal	8.5	5.9	6.2
Employee quality	8.5	5.9	6.5
<b>M</b>	<b>8.5</b>	<b>6.0</b>	<b>6.4</b>
<b>SD</b>	<b>0</b>	<b>0.089</b>	<b>0.230</b>

Table 2 illustrates the performance of HEIs as viewed by management and non-Management (faculty) staff using factors of HPO framework. In concerning “Management Quality” factor of HPO framework, the performance score of non-management was found to be 6.0 and management staff 6.2. With respect to “Openness & Action Orientation” factor of HPO framework, the performance score of non-management staff was found to be 5.9 and management group 6.2. With respect to “Long-term Orientation” factor of HPO framework, the performance score of non-management staff was found to be 6.1, and management staff 6.7. In connection of “Continuous Improvement &

Renewal” factor of HPO framework, the performance score of non-management staff was found to be 5.9, and management staff 6.2. In regard of “Employee Quality” factor of HPO framework, the performance score of non-management staff was found to be 5.9, and management group 6.5.

According to both the respondent’s management and non-management staff, it is evident that the performance score in five factors of HPO framework was found below than the recommended average score 8.5.

2. With respect to Different Official

**Table-3: HPO scores about Performance of HEIs wrt Staff Position-wise**

HPO Factors	HPO	Directors ORIC	Directors QECs	Faculty Member	Head of Department	Other	Mean
Management quality	8.5	6.0	6.1	5.6	6.5	6.2	6.08
Openness & action orientation	8.5	6.1	6.0	5.4	6.3	6.2	6.00
Long-term orientation	8.5	6.4	6.7	5.9	6.9	6.3	6.44
Continuous improvement & and renewal	8.5	6.3	5.3	5.8	6.6	6.0	6.00
Employee quality	8.5	6.6	6.5	5.5	6.5	6.2	6.26
<b>M</b>	<b>8.5</b>	<b>6.3</b>	<b>6.1</b>	<b>5.6</b>	<b>6.6</b>	<b>6.2</b>	<b>6.16</b>
<b>SD</b>		<b>0.2387</b>	<b>0.5404</b>	<b>0.2074</b>	<b>0.2191</b>	<b>0.109</b>	

Table 3 shows the results regarding measuring the performance of HEIs with respect to different officials using HPO factors. With respect to management quality factor of HPO, the performance of HEIs revealed that different roles within the universities exhibit variations in their views regarding performance across five HPO factors. The data shows that heads of departments show strong performance in management quality, long-term orientation, and continuous improvement and renewal areas, while faculty members might benefit from improving in certain aspects. Overall, the university's mean score was 6.2, indicating moderate to high performance in terms of the HPO factors. However, the results highlight specific areas where certain roles may have

opportunities for improvement compared to the HPO benchmarks. Therefore, it is evident that the performance of higher education institutions in Pakistan has not found high on the HPO framework.

According to all respondent’s that is Directors of ORIC, Director QEC, Faculty Members, Head of Department, and others (means deputy and assistant directors) the overall performance score in five factors of HPO framework was found below than the recommended average score 8.5. Therefore, it is evident that the performance of higher education institutions in Pakistan was not found high on the HPO framework.

3. With respect to Years of Experience

**Table-4: HPO scores about Performance of HEIs wrt Tenure-wise**

HPO Factors	HPO (AVG>=8.5)	0-5 years	6-10 years	11-15 years	15-20 years	longer than 20 years	Total mean
Management quality	8.5	6.2	5.9	6.1	5.7	4.4	5.66
Openness & and action orientation	8.5	6.1	5.8	5.9	5.6	4.0	5.48
Long-term orientation	8.5	6.3	6.2	6.4	6.3	4.6	5.96
Continuous improvement & renewal	8.5	6.0	5.9	6.2	6.1	4.1	5.66
Employee quality	8.5	6.1	6.1	6.2	5.8	3.7	5.58
<b>M</b>	<b>8.5</b>	<b>6.1</b>	<b>6.0</b>	<b>6.2</b>	<b>5.9</b>	<b>4.2</b>	<b>5.68</b>
<b>SD</b>	<b>0</b>	<b>0.1140</b>	<b>0.1643</b>	<b>0.1817</b>	<b>0.2915</b>	<b>0.3507</b>	<b>0.22</b>

Table 4 presents the HEI performance scores for five HPO factors among employee groups categorized by their years of experience. The table compares the mean scores for organizations with an overall HPO score of 8.5 (considered high) versus those with an average score of 6.1 (considered average) over different periods. Generally, the groups with 0 - 15 years of experience demonstrated moderate to strong performance in most of the aspects, with a stronger long-term orientation. The group with

longer than 20 years of experience showed relatively lower performance across these factors.

It is evident from data, among all age group the overall performance score in five factors of HPO framework was found below than suggested average score 8.5 of HPO framework. Therefore, it is clear that the performance of higher education institutions in Pakistan has not achieved high level performance score on the HPO framework.

4. With respect to Various Faculties

**Table-5: HPO Score about Performance of HEIs wrt Faculty-wise**

HPO Factors	HPO (AVG>=8.5)	Faculty of Arts & Humanities	Faculty of Sciences	Faculty of Social Sciences	Faculty of pharmacy & Computing and Information technology	Total mean
Management quality	8.5	6.4	6.3	5.3	6.0	6
Openness & action orientation	8.5	6.1	6.3	5.4	5.9	5.92
Long-term orientation	8.5	6.5	6.8	5.6	6.0	6.22
Continuous improvement & renewal	8.5	6.0	6.1	5.9	5.9	5.97
Employee quality	8.5	6.1	6.4	5.4	6.1	6
<b>M</b>	<b>8.5</b>	<b>6.2</b>	<b>6.4</b>	<b>5.5</b>	<b>6.0</b>	<b>6.025</b>
<b>SD</b>	<b>0</b>	<b>0.2168</b>	<b>0.2588</b>	<b>0.2387</b>	<b>0.0836</b>	<b>0.2</b>

Table 5 shows the High-Performance Organization (HPO) framework and their corresponding scores for four different faculties (Arts and Humanities, Sciences, Social Sciences, Faculty of pharmacy & Computing and Information technology) within an institution. Findings revealed that different faculties within

universities exhibit variations in their performance across HPO factors. Overall, the Faculty of Sciences has the highest mean HPO score for all factors, while the Faculty of Social Sciences has the lowest mean HPO score for most factors.



The results also highlighted potential areas for improvement in the faculties, especially in comparison to the HPO factors. It is obvious from data, according to respondents of four faculties, the overall performance score of HEIs in five factors of HPO framework was found below than recommended average score 8.5 of HPO framework. Therefore, it is clear that the performance of higher education institutions in Pakistan has not attained high level performance score on the HPO framework. With respect to research question that what is the status of performance of higher education institutions in Pakistan with respect to selected demographic variables with reference to HPO framework. It is revealed that in terms of demographic variables such as management and non-management staff, position wise staff, years of experience, and faculty wise, the analysis of data indicated that in respect of all types of demographic variables the performance score of HEIs was found below than the suggested average score 8.5 of HPO framework. Therefore, the status of performance of HEIs with respect to HPO framework was low.

## **6. Discussion**

The discussion of the study based on findings offers perceptive information about how Pakistani educational institutions perform in terms of High-Performance Organization (HPO) characteristics. Five HPO indicators were investigated, along with their average scores across numerous universities, varied organizational roles, experience levels, and academic faculties.

The findings of this study were similar with earlier investigations conducted. Researches by Bhatti and Qureshi (2017), De Waal (2012), and Bungin (2018), confirm the benefits of implementing HPO methods for overall organizational performance. The comprehensive analysis aligns with the consistently higher average results across the HPO factors: Management Quality, Openness and Action Orientation, Long-Term Orientation, Continuous Improvement and Renewal, and Employee Quality. This study showed that the University of Punjab and Quaid e Azam University perform better than the other universities in all HPO factors. This indicates that adopting HPO practices significantly improves Institutions'

performance. HPO universities have higher average scores in Management quality, Openness & action orientation, Long-term orientation, Continuous improvement & and renewal, and Employee quality, demonstrating the effectiveness of these factors in driving success.

The findings of this study regarding the varying performance levels of universities are consistent with earlier research on Higher Education Institutions (HEIs). According to Jauhari (2019), differences in strategic thinking and leadership styles significantly impact university success. Similarly, studies by Al-Fedaghi (2017) and Edith and Kabare (2020) highlighted the necessity of specific strategies to address performance gaps among HEIs. The importance of fostering leadership and cooperation across different roles within universities has been emphasized in works like those of Wafa and Amir (2017), which aim to enhance overall performance. These findings underscore the need for approaches that consider the unique challenges and responsibilities of various roles, as supported by the current study's observation of variable performance scores among faculty members.

This study's analysis of performance across different roles within organizations reveals interesting patterns. Faculty Members exhibited the highest variability in HPO scores, indicating potential areas for improvement compared to the HPO benchmarks. According to the research, individuals with less experience tend to have higher HPO scores than those with more experience. This implies that maintaining high levels of performance over a long period can be difficult. Universities need to prioritize creating a culture of ongoing improvement and professional growth to ensure high performance across all career stages. Experience levels have an impact on performance, which has ramifications for academic institutions. El-Bastawissi et al.'s (2020) and Sun et al.'s (2016) literature support the idea that faculty members' performance changes with experience and affects institutions' performance. This study's emphasis on the difficulties of sustaining high performance over long periods is consistent with Yudhoyono et al.'s (2018) proposal that faculty members participate in ongoing professional development programs.

The study analyzed the performance of various Institutions' faculties and found that some, like sciences, had higher scores while others, such as Social Sciences, had room for improvement. This highlights the need to develop specific strategies to improve performance in different faculties and promote a culture of excellence throughout the organization.

The research findings hold several implications for organizational leaders and policymakers. Implementing the HPO (High-Performing Organizations) framework and adopting best practices can effectively enhance performance. To address performance discrepancies among different roles and universities, specific interventions and development programs tailored to each situation are required to boost performance levels. Cultivating a culture of continuous improvement, promoting collaboration, and supporting research and institutional excellence are all crucial elements in creating a high-performance environment.

Acknowledging the study's limitations is of utmost importance, particularly regarding the sample size and the limited number of universities and organizations included. Future research should aim to broaden the scope of institutions under study to achieve greater diversity. Furthermore, focusing on specific interventions and strategies to assess their impact on the Institution's performance would offer valuable insights into effective approaches for attaining high performance. Higher education institutions (HEIs) in Pakistan that aspire to attain high-performance status should concentrate on enhancing the quality of their management. This can be accomplished by means of leadership development programs and ongoing training for administrators and faculty leaders. By cultivating a culture of excellence and strong leadership, HEIs can drive overall performance and satisfy the requirements of the HPO framework. HEIs should identify and address disparities in performance by analyzing performance data across various demographic groups (e.g., age, position, experience, and grade). By focusing on specific needs and offering tailored support, HEIs can improve the performance of all faculty and staff, ultimately contributing to an overall improvement in organizational performance.

These findings can be utilized by organizational leaders and HR professionals to customize approaches for various experience groups. This will ensure consistent advancement and maximum output at all career levels. Policymakers can also apply these findings to recognize strengths and weaknesses in different departments and promote a culture of excellence throughout the organization.

To sum up, this study highlights the importance of High-Performance Organizations and how they affect the performance of Pakistani universities. The outcomes can guide leaders, policymakers, and academic institutions to create specific plans to enhance performance, promote a culture of excellence, and maintain success in the future.

## **7. Conclusion**

It is concluded that overall performance status of HEIs in Pakistan has not found high on the HPO framework because the performance score of higher education institutions in Pakistan is low than recommended HPO average score of 8.5. The performance score on the HPO framework was below than recommended average score 8.5, in respect of both the respondent's management and non-management staff. The performance score on HPO framework was below than recommended average score 8.5 as per views of Directors ORIC, Director QEC, Faculty Members, Head of Department, and others (means deputy and assistant directors) the overall performance score in five factors of HPO framework was found low than recommended average score 8.5. The performance score on HPO framework was below than suggested average score 8.5 of HPO framework with respect to the respondents age level. With respect to respondents of faculties of HEIs the performance score of HPO framework was below than recommended average score 8.5 of HPO framework.

Future studies should examine the effects of certain interventions on HEI performance while taking into account Pakistan's particular cultural and environmental characteristics. Cross-country analysis and comparative studies of public and private HEIs can yield insightful information on best practices and benchmarking. Furthermore, investigating how innovation,

technology, and stakeholder involvement might improve performance can help shape future higher education plans and regulations.

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