

Impact of Organisation Oriented Managerial Practices on the Performance Management System – Mediation of Employees Behavior

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Abstract

This study aimed to examine the relationship between organisational managerial practices (Such as empowerment, compensation, teamwork) and effectiveness of performance management system (PMS) through employee's behaviour as a mediator among academics of Universities in Syria. The study is deductive approach as the study starts up with set of hypotheses and ends up with result of hypotheses. The study is quantitative research because it is based on statistical analysis and numerical measures, variance, covariance techniques are used. The study is exploratory research as it is exploratory in nature since the study domain have enough previous knowledge to build initial hypotheses. And the study is scientific approach because it follows systematic steps starts with assumptions and ends up with approve/disapprove. The population of this analysis is academic related employees in Syrian Universities (estimated as 9000). They are allocated in 30 universities, which belong to three different sub-groups (public, private, and international). Data has been collected from 10 universities belongs to three categories (public, private, and international). The target sample size is calculated based on Morgan sampling method (Morgan and Kerjcie, 1970) and the proper sample size that fit with the population count is 368. Therefore, quota sample is the suitable data collection technique for this particular study. 10 universities is chosen from the three categories.

Keywords: Vision Mission and Goal, Professional Development, Tools, and Team Work, Effective PMS, Employee Behaviour.

I. Introduction

Higher Education is a level of education that is provided by universities, vocational universities, community colleges, liberal arts colleges, institutes of technology and other collegiate level institutions, such as vocational schools, trade schools and career colleges that award academic degrees or professional certifications (Brubacher, 2017). Precisely, as Adeniyi and Taiwo (2011) argued, HEI's in Syria are largely conceived to mean universities, polytechnics and colleges of education. In whichever way and with whatever concept used, it can be interpreted as that phase of education that is obtainable after the secondary education (Adeniyi & Taiwo, 2011). Again, in whatever form higher education is acquired, the aim is to usher in development (physical, technological, mental, and economical and socio political) ranging from the individual, to organizational to societal and such development that will be used in solving day to day problems. Similarly, HEI's can contribute to future leaders and build up the high-level technical capacities that strengthen economic growth and development (Matthews, 2018). The importance of HEI's world over and Syria in particular cannot in any way be underpinned. This is perhaps because they are saddled with the tedious task of preparing the youth to living a purposeful life in the course of fitting arrangement and execution of the institutions core curriculum and the aggressive situation since last decade (Seal et al., 2019). Thus, if education especially at the university level remains a sine qua non for social and economic transformation, then its

provision, administration, updating and financing should be accorded a greater significance (Carnoy, 2017; McGee, 2015).

Correspondingly, it is apparent that, the whole intellectual and professional life of a country depends on sound higher education, particularly university education that grants quality graduates for societal consumption. The Syrian university system is not different, because it was born out of the need for the development of a highly qualified manpower capable of standing the test of time and taking up the challenge of nation building (Baram & Ben-Israel, 2019). Responsibility for HEI's in Syria is shared among three tiers of government (Federal, State & local governments) as well as communities and private organizations. Though the ministry of education has the main responsibility for education, other ministries also play a very vital role. The ministry of information for example has the responsibility for publicity and awareness of the educational policies and programs (Ventura, 2018). The management and administration of the education system is mainly shouldered by the federal and state ministries of education as well as statutory bodies or commissions. Moreover, the main purpose and weight of HEI's in Syria is the provision of the much needed manpower to speed up the socio-economic development of the nation that is why HEI's are regarded as instruments of social change and economic development (Ülker, Ergüven, & Gazioğlu, 2018).

Higher education is anticipated to contribute to national development through manpower training; inculcate appropriate values for the continued existence of the individual and society; develop the intellectual potential of individuals (by embracing new ideas in the areas of science and technology) to understand and appreciate their local and external environments; acquire skills (mainly intellectual) which will enable them to be self-reliant and useful members of the society; promote and encourage scholarship and community service; further cement national unity; encourage national and international understanding and interaction (Fägerlind & Saha, 2016). In the contemporary world of today, education is broadly established to be the leading instrument for promoting economic growth (Longworth, 2019), for Arab region, education is very particular if the continent has any hope to swim out of poverty and for Syria, education becomes inevitable for the country to survive and reclaim her lost glory being the Arab's promonent (in terms of population) and perhaps the one of the Arab's richest resourced country (World Bank, 2019). This study derived the problem statement from both the practical and theoretical perspectives. Series of reports and complaints from various individuals, groups and the media pointed out that despite all the alluring issues of significance regarding education as mentioned in the background of this study, the higher educational system in Syria in general is besieged with myriads of problems and public universities in particular are grossly underperforming (Kateb & Ramanathan, 2019). Many reasons could stand for that; however ineffective and inefficient performance management system (PMS) is one of the most noticeable reasons (Dalati & Alchach, 2018; Milton, 2019). Studies are lacking regarding the relationship between employees' behaviour and engagement patterns with the organisational performance system particularly within universities. Exploring a wide range of possible antecedents of PMS and employee behaviours will contribute to enhancing the workplace conditions in Syria.

II. Literature Review

A. Conceptual Framework

The research framework of this particular study has determinates of in vision mission and goal, professional development, tools, and team work as independent variables that have a direct impact to effective PMS while employee behaviour as mediation (As seen in Figure 1).

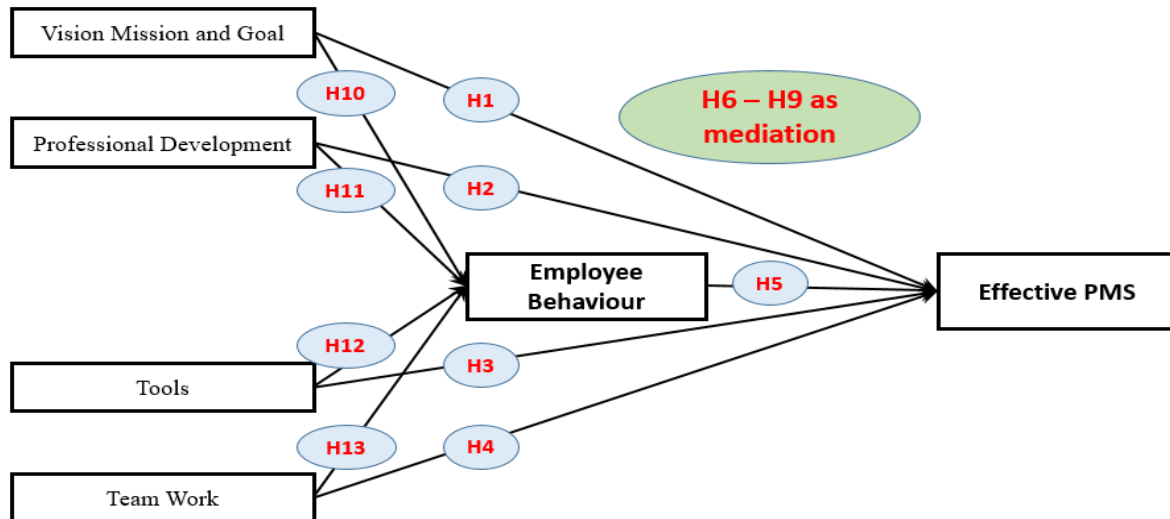


Figure 1: Research Framework

B. Relationship between vision mission and goal, Effective PMS, and Employee Behavior

A clear vision, mission and goal will make it so clear to the employees about the company path (what they do, aim, and looking for), It will make it easier to know their roles in the institution to perform the best they can on the replanted/determined time (Galpin, T., Whittington, J. L., & Bell, G. 2015). This will lead to a better employee's behavior that will also affect the performance management process positively to the best it could be which means better PMS as stated by some studies like (Novrina Chandra, 2017).

- H1: Vision mission and goals has a significant total effect at the effectiveness of organisation performance management system (PMS) in higher education institutes – Syria.
- H10: Vision mission and goals has a direct impact on employee behavior in higher education institutes – Syria.

C. Relationship between professional development, Effective PMS, and Employee Behavior

Professional development involves in academic degrees the employees get, conferences they attend and the formal coursework they have taken, and any other practices that might improve and develop the employee's profession (Yoo, J. H. 2016). The researcher can expect/assume that the high the employee is professionally developed the more he will act/ behave positively. In the result of that, positive employees' behavior will lead to a better performance management system as indicated by other studies as (Welp, A., Johnson, A., Nguyen, H., & Perry, L. 2018).

- H2: Professional development has a significant total effect at the effectiveness of organisation performance management system (PMS) in higher education institutes – Syria.
- H11: Professional development has a direct impact on employee behavior in higher education institutes – Syria.

D. Relationship between tools, Effective PMS, and Employee Behavior

workplace in order to facilitate the job to the best and make the work much more easier, the tools are things like printer, stapler, papers, or any other thing in the work environment, as the researcher expect/assume that the more is workplace environment is full of good tools that facilitate the tasks doing the more this environment will be comfortable which will lead to a better employee's behavior that will lead to a better performance management system as we have discussed before and some studies support that as well like (Maher, M., Kazmierowski, T., & Navarra, M. 2015).

- H7: Tools has a significant total effect at the effectiveness of organisation performance management system (PMS) in higher education institutes – Syria.
- H7a: Tools have a direct impact on employee behavior in higher education institutes – Syria.

E. Relationship between team work, Effective PMS, and Employee Behavior

Teamwork is the achieving of a certain goal or task throughout collective work and collaboration between group of people, this will make the work more effective and efficient (Salas, E., Shuffler, M. L., Thayer, A. L., Bedwell, W. L., & Lazzara, E. H. (2015). Most time the collective work is resulting in an overall better employees' behavior. As the teamwork will lead to a better employee's behavior in return that will lead to a better performance management system as have been indicated by (McEwan, D., Ruissen, G. R., Eys, M. A., Zumbo, B. D., & Beauchamp, M. R. 2017).

- H9: Teamwork has a significant total effect at the effectiveness of organisation performance management system (PMS) in higher education institutes – Syria.
- H9a: Teamwork has a direct impact on employee behavior in higher education institutes – Syria.

F. Relationship between employee behaviour and effective PMS

Human behavior is viewed as a very important element of performance management system (PMS) by many researchers as a result of its swift response towards organizational activities (Ul-haq et al., 2011). According to Forman and Hunt (2005) academic studies on employee behavior are very important because it spoils not only the performances of individual employee but the danger extends to the performances of peers and colleagues and overall performance management system (PMS). Batrol (2006) believed performance management system (PMS) is built upon factors that are inseparable from the employees. Similarly, Bloom (2009) added that employees as good learners consider training and development provided by the organization as an opportunity for benefit maximization (Brien & James, 1999) and compensation, rewards and employee welfare are all techniques geared towards motivating employee behavior (Cascio, 2003; Martin, 2006). In a similar perspective, Heames and Harvey (2006) pointed out that thorough evaluation of behavioral theories revealed that employee behaviors has impact on their performance, that of their colleagues and performance management system (PMS). Also

empirical evidences indicate that, when employees fail to accomplish their requests, they make their organizations pay by deriving the satisfaction of those requests by preventing other employees to accomplish their desires (Mathew & Asmus 2008). Employee's behavior is employee's actions and reactions to a particular situation at workplace, its affected by work environment and work culture (Wilson, M. G., Dejoy, D. M., Vandenberg, R. J., Richardson, H. A., & Mcgrath, A. L. 2015). Employee's behavior could be positive or negative depends on the actions they are taking in workplace. Positive employees' behavior will lead to a better collaboration by the employee's in the performance management process, which will create better PMS as indicated by (Tomlinson, 2015). The research can conclude that a Positive employee's behavior will result in more accurate and effective performance management system.

- H5: Employees performance has a significant direct impact on the effectiveness of organisation performance management system (PMS) in higher education institutes – Syria.

III. Methodology

The study are following the scientific approach methodology; therefore the study is deductive study, questionnaire based study, and based on systematic steps starts from setting hypotheses and continue till examining these hypotheses. Deductive reasoning approach is the one used for the standard scientific method, where the researcher starts up with a theory followed by a testable hypothesis then design a proper tools and environment for observation and collecting data, and end up with discussing the findings for prove or disprove the theory (Hair et al., 2014). Sample size may be restricted to the sample size that is adequate to assess the proposed style and achieve the objectives. In other words, is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples. Based on the recent (MOHE, 2018) statistics of employment in universities in Syria, the total population of academic related employees in all level is 9000 employees in the universities are allocated in Syria, the target sample size is calculated based on Morgan sampling method (Morgan and Kerjcie, 1970) and the proper sample size that fit with the population count is 368. This research used both SPSS software version 25 and SmartPLS 2.0/3.0 (Ringle et al., 2005).

IV. Findings

A. *Validity and Reliability of Constructs*

Outer loading and cross loading for every item is estimated to test it with its associated variable. Every item must have sufficient loading within its associated variable. Any loading above the threshold of 0.708 is sufficient and any loading below the threshold of 0.4 is inadequate. Any measure between 0.4 and 0.7 is suspected and can be deleted or kept based on the unique conditions for every study (Hair Jr et al., 2016; Hulland, 1999). The proposed design model with all the items have proper loading above 0.708 except three items, and those items are (EB4, and VMG_4). The results of all the study main variables, which show an acceptable level of reliability. For composite reliability, all the values are within the range between 0.902 and 0.934, which shows an adequate internal consistency. For Cronbach's Alpha reliability, the valued are ranged from 0.855 to 0.918, which shows adequate level of internal consistency. As all results are above 0.7 and below 0.95, the dataset is internally reliable and consistence. As we can see that all items

of composite reliability are above 0.934, the highest value of the variables is Effective (PMS) which is showing a composite reliability of 0.918 and the rest is showing very good consistency.

Table 1: Constructs Reliability and Validity

construct	Item	Loading	AVE	Cronbach's alpha
Vision Mission and Goals (VMG)	VMG1	0.885	0.911	0.870
	VMG2	0.834		
	VMG3	0.864		
	VMG4	x		
	VMG5	0.807		
Professional Development (PD)	PD1	0.907	0.929	0.904
	PD2	0.849		
	PD3	0.865		
	PD4	0.760		
	PD5	0.866		
Tools (TS)	TS1	0.760	0.925	0.898
	TS2	0.834		
	TS3	0.902		
	TS4	0.857		
	TS5	0.862		
Team Work (TW)	TW1	0.811	0.927	0.902
	TW2	0.861		
	TW3	0.852		
	TW4	0.846		
	TW5	0.865		
Employees behaviour (EB)	EB1	0.840	0.902	0.855
	EB2	0.837		
	EB3	0.820		
	EB4	x		
	EB5	0.843		
Effective (PMS)	PMS1	0.757	0.934	0.918
	PMS2	0.751		
	PMS3	0.743		
	PMS4	0.800		
	PMS5	0.826		
	PMS6	0.819		
	PMS7	0.852		
	PMS8	0.834		

The Fornell&Larcker criterion matrix. The matrix is a refined matrix of the latent variable's correlations. The test is successful if the value in the diagonal is higher than any other value within the crossed column and row. Vision Mission and Goals (VMG) has the value of 0.848, which is higher than all the other scores within the shared column and row. The rest of the study's variables have a good adequate level of the discriminant validity.

Table 2: Discriminant validity – Fornell-Larcker Criterion

	EB	PD	PMS	TS	TW	VMG
Employee Behaviour (EB)	0.835					
Professional Development (PD)	0.343	0.851				
Effective PMS (PMS)	0.686	0.370	0.799			
Tools (TS)	0.305	0.143	0.441	0.844		
Team Work (TW)	0.329	0.204	0.361	0.124	0.847	
Vision Mission and Goals (VMG)	0.376	0.148	0.262	0.113	0.197	0.848

B. Relationships Examinations and Discussions

The predictive power and predictive relevance of the endogenous latent variables, effective PMS (PMS). In addition, the relational model estimates of the research proposed model. Results of the main dependent variable, effective PMS (PMS), illustrate a moderate predictive power and a large predictive relevance the related R square value is 0.594 (a power of 59.4%) and the related Q square is 0.369 (a relevance of 36.9%), so that the prediction constructs related to the variable can explain more 59.1% of the effective PMS (PMS) variance.

Table 3: Predictive Power and Predictive Relevance of Proposed Model

	Predictive Power		Predictive Relevance	
	R Square	Status	Q Square	Status
Performance Management System	0.594	moderate	0.369	Large

Testing the hypothesis of the study is essential and only can be acquired by estimating the path coefficient values of the different relation within the model. P-values and T-statistics is the common used techniques to tests the significance of a relation; T-statistics is the significance of path coefficient and P-value is significant level or probability estimate value. In addition, path coefficient is calculated to reveal the extent level of the relation. As Hair et al. (2016), the rule of thumbs for assessing the values is: For P-value (probability estimate value), the most common used threshold in psychological research is 0.05 (5%). However, some studies can use the level of 0.01 (1%) or 0.1 (10%). For T statistics, any value above 1.96 is significant with a two-tailed test or any value above 0.1.65 is significant with a one-tailed test. The path coefficient assessment with the values of T Statistics and Beta values, first of all we have analysed nine relationship whereby one hypotheses was rejected and the rest were accepted. The rejected hypotheses were for the following relationships VMG → PMS with a Path Coefficient of -0.050 and the rest of the variables were accepted with good with a Path Coefficient and a good P-value less than 0.05.

Table 4: Path Coefficient Assessment of the Study Variables

		Path Coefficient	Standard Deviation	T Statistics	P Value (one tailed)	Status
H1	VMG → PMS	-0.050	0.036	1.426	0.154	Non-Significant
H2	PD → PMS	0.112	0.032	3.578	0.000	Significant
H3	TS → PMS	0.233	0.034	6.866	0.000	Significant
H4	TW → PMS	0.123	0.035	3.467	0.001	Significant
H5	EB → PMS	0.378	0.052	7.398	0.000	Significant
H10	VMG → EB	0.139	0.038	3.628	0.000	Significant
H11	PD → EB	0.088	0.036	2.416	0.016	Significant
H12	TS → EB	0.083	0.034	2.427	0.016	Significant
H13	TW → EB	0.086	0.036	2.439	0.015	Significant

The mediating role of employees behaviours in the relationship between the independent variables of vision mission and goals (VMG), professional development (PD), tools (TS) , and team work (TW) and the dependant variable of organisation performance management system (PMS). Whereby, all the relationships show a mediating role vary between partial to full mediation role. Furthermore, the hypothesis states that Employees behaviour mediates the relation to the effectiveness of organisation performance management system (PMS) through an indirect effect from vision mission and goals in higher education institutes – Syria and after doing a full analysis of the data collected, found out the direct impact shows that p-value is 0.154 and the Path Coefficient is -0.050, which indicated to non-significant effect, while the indirect effect shows p-value is 0.001 and the Path Coefficient is 0.052, which indicated to significant effect. Based on that the total effect of this relationship shows a p-value is 0.976 and the Path Coefficient is 0.002 which indicates to a full mediation status with positive impact. On the other hand, the rest of the variables shows a partial mediation with a direct and indirect significant effect, and with a total effect of significant relations.

Table 5: Employees Behaviours as a Mediator

		Direct Effect			Indirect Effect			Total Effect		Status (Mediation)
		Path Coeff	P Value	Status	Path Coeff	P Value	Status	Path Coeff	P Value	
H6	VMG → EB → PMS	-0.050	0.154	Non - Sig	0.052	0.001	Sig	0.002	0.976	Full mediation
H7	PD → EB → PMS	0.112	0.000	Sig	0.033	0.020	Sig	0.145	0.000	partial mediation
H8	TS → EB → PMS	0.233	0.000	Sig	0.031	0.019	Sig	0.264	0.000	partial mediation
H9	TW → EB → PMS	0.123	0.001	Sig	0.032	0.019	Sig	0.155	0.000	partial mediation

V. Contributions and Recommendations

This research is limited to the performance management system in Syria. That means, the results are limited and only represents a specific group of the specific area employees. In addition,

similar industries in other countries could have different contextual conditions, which may output different results. While education sector is one of the main industries in Syria, but there are many other essential industries in industries such as oil, cement, energy, and many other industries that have a major impact on the performance management system. This study results are limited and the perceptions are associated with education sector/industry only. Data collection of closed questions can limit the perceptions of the respondents to the pre-defined questions. This study used closed end questions and there are no open-end questions. While this approach is common in deductive approach, but adding open-end questions can provide an insight for further inductive results, which may be useful for extra investigation. This study proposed a developed model with new constructs and relations. While the model was assessed successfully, but further research is needed to assess the model in different environments. One of the constraints is the limited approach of implementation, which reduces the generalization, therefore replicating the same assessment education sectors/industries in other countries is recommended to get a better understanding and generalization.

Another constraint is the participants' types and selection, employees in education sector, which reduce the generalization, therefore replicating the same assessment in other industries such as energy or other sector is recommended to get a better understanding and generalization. Recommendations are extended, to test the model and the instrument in other education sectors or even to test whether this model can be suitable for other education sectors. Simply, the recommendation is for testing the model in different scenarios and conditions to enhance the generalization of the theory. Further studies must focus in exploring, and examining additional factors, other than organisational accounting measures (vision mission and goals (VMG), professional development (PD), tools (TS), and team work (TW)). From the quantitative analysis, managerial practices variable is not a direct determinate of PMS in education sector of Syria but it must go indirect through the employee's behaviour. While, this finding is rational result considering that good disclosure must be carried out in accordance with managerial practices clarifying the methods and method of disclosure, but more qualitative research studies can be made using interviews to explain this result.

VI. References

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