Perceived Effectiveness of Tenure Track System and Basic Pay Scale among Academic Staff of Higher Education Institutions

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Abstract

The Tenure Track system was introduced in Pakistan in 2002 to improve higher education in the country by recruiting qualified faculty members in higher education institutions, particularly in public sector universities. The main advantage of this system is to grow talented researchers within the faculty to obtain optimal benefits. Much i known about the system, but more is needed to explore. Another system is the Basic Pay Scale. It is a structure that regulates how much an employee is rewarded as salary or wages, depending on the rank, status, position, or tenure in an organization and the effort made to perform a specific task. The objective of this study is to explore the perception and effectiveness of the systems. An explanatory approach is used to address the research questions. Semi-structured interviews were utilized as a source of data collection. The 14 interviews were conducted from faculty members of higher education institutions of public sector universities. The data is converted into transcripts and main themes emerged with the help of the coding technique. The findings reveal the effectiveness of the two system, its process, system preference, and sources of stress. The results show the aspects where the two systems differentiate each other, their

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recognition, potential sources of stress, and the perception about the available information. The findings also depict that for a better implementation of the system (TTS) and to achieve its basic objective, it is necessary that the system must aware of its full capacity.

Key words: Tenure track system, basic pay scale, effectiveness, awareness, stressors.

1. Intoduction

Considering the global perspective and the situation of higher education in Pakistan, it is acknowledged that higher education in Pakistan is a product of global educational policy. Higher Education Commission has taken many valuable steps to ensure the quality and level of excellence in higher education in Pakistan (Khan & Jabeen, 2011). Several initiatives have been taken by the Higher Education Commission of Pakistan for improving higher education. The tenure track system (TTS) is one of the initiatives to improve the performance of public sector universities. The academic staff has been motivated to enhance research activities through this system.TTS offers high salaries to attract highly qualified individuals in the academic profession. Whilst, Basic Pay Scales (BPS) are the government pay scales, uniformed throughout Pakistan. The basic pay (before allowances) is given at a standard rate. The responsibilities and duties associated with each official position vary according to the type of organization and the salary scale is structured according to the nature of the task performed. In 2002, the tenure track system was introduced in Pakistan. However, most of the employees are unaware of the terms and conditions of the system. This study will look into the perceived awareness among faculty members working in public sector institutions regarding TTS and its procedures in Pakistan. This study also focuses on the need to understand the importance of the tenure track system in terms of performance measurement, assessment of teaching, research publications, and sources of stress among faculty members. Thematic analysis is used in this qualitative study. In the thematic analysis, the data is analyzed through the coding technique and the themes based on the research question emerge through the transcripts of the interviews. Seven categories were emerges encompassing the themes related to

research objectives. The results of this study will contribute clearly and significantly regarding available knowledge about the tenure track system for the growth of research and development in higher education.

This study is important for the recognition of the two systems to motivate and attain the maximum co-operation of the faculty members. It will be useful to improve and enhance the scope of the systems and will identify the factors that motivate the faculty members.

The objectives of the study are:

1. To present and analyze the perceived awareness of Tenure Track Systems among the faculty members.
2. To investigate the difference between the two systems (TTS and BPS).
3. To identify the preference of one over the other.
4. To identify the potential source of stress and its management.

2. Literature Review

Limited scholarly research has been conducted on the Basic Pay Scale and Tenure Track system as a mode of employment. However, under discussion studies have tried to comprehensively elaborate the two career systems. Pietilä (2019) described the mechanism of the Tenure track system (TTS) and explained that it has been started in the United States of America. TTS is recognized as a fixed contractual job system with gradual promotions (assistant professor, associate professor, and full professor) in the USA. Still, this system is at its initial stage in many countries and varies across countries. T Carvalho and Diogo (2018) elaborated that TTS employees have a contract with higher education institutions without having any permanent employment ship. This system was developed as a result of institutional efforts for monetary, human resource, and academic flexibility. Moreover, the mixture of environmental opportunity and necessity facilitates this system (Kezar, 2013). Now a days, different terms are used for tenure track teachers like adjunct faculty and invited teachers (Lassiter & De Gagne, 2010).

TTS employment focuses on multiple tasks including extraordinary output, quality publications in international journals,

funds availability, and pass out graduates. TTS facilitates to differentiate between research tasks (recognized) and conferences arrangements (unrecognized) and it also focuses on time management for the completion of these tasks (Pietilä, 2019). According to Clarke and Knights (2015), tenure track system helps to develop the career of an individual. A person can show involvement in curriculum development and students' supervision, thus showing commitment towards the work community. Khan and Jabeen (2019) explained some important factors affecting the implementation of TTS. These factors consist of HEC leaders; guidelines about TTS policy; culture and traditions of higher education institutions and the administrative framework of higher education commission.

Functions of TTS revolve between commitment and control mechanism. Commitment is considered as a soft approach and focuses on the mutual commitment of the university and the academics to develop a long-lasting and trust-oriented relationship between the two. These benefits include educational freedom and academic protection from political, economic, and ideological interests (Herbert & Tienari, 2013). On the other hand, the control system is taken as an instrument to create academic disciplines and the search for performance measurement and continuous evaluation (Knights & Clarke, 2014).

Academicians and practitioners shed light on the positives of TTS. The positives include protection of academic freedom (Professors, 2017); enhanced institutional steadiness (Monahan, 1984); promotion of individual and social learning and welfare (Lassiter & De Gagne, 2010); professional evaluation of faculty and assurance of academic work as an attractive profession (Musselin, 2005); specific promotional criteria, educational freedom, and long-term career growth (Kezar & Sam, 2010).

Previous researchers considered TTS as a nurtured approach rather than considering it as a threat to academic liberty and self-governance (Kezar & Sam, 2010). TTS seems to be an ideal system but it is not considered to be a norm-based system (Kezar, 2012). Pietilä (2019) described that the tenure track system involves insecurity, so academics tried to follow goal-oriented strategies to secure their position. These strategies involve continual involvement in research projects and completion of

research papers, collaborative activities with seniors, and striving for research grants. Tenure track involves periodic evaluations, so an academician can face a challenging position to keep the pace. TTS makes an individual responsible for achieving their goals and pursuing their career, thus maintaining balance in work tasks and family life.

Basic Pay System is becoming popular for a variety of reasons. Variations in the economic environment emphasize the importance of job security because organizations are moving towards downsizing (Mallon, 2001). In addition, variations in the governance structure and knowledge production also explained the change in the academic system (Teresa Carvalho & Santiago, 2010). Academics are now considering themselves as professionals with sufficient autonomy and job flexibility (Musselin, 2005).

Specialists emphasized to facilitate BPS as a persistent and growing career (Kezar, 2013). Levin and Shaker (2011) proposed that the basic pay system relies on teaching work but is concerned about limited respect in the work environment. Some researchers established that there are substantial changes in the basic pay system regarding voice and participation in governance (Hearn & Deupree, 2013). These changes need to be understood because rapid changes are taking place in teacher roles and expectations for service (Kezar & Maxey, 2015). Teachers hired through BPS have different roles depending on institutional needs (Baldwin & Chronister, 2001). Teachers' primary role is teaching, but studies have shown that apart from teaching, research is also taken as the primary responsibility for them (Schuster, Finkelstein, & Finkelstein, 2006).

Levin and Shaker (2011) investigated professional characteristics of basic pay scale teachers and inferred that these teachers are considered as experts in classrooms but their power is underestimated by appointing them as full time, non-tenure teachers. Kezar (2012) explained that tough schedules and limited commitment from top management, no input from faculty members in the decision-making process, limited availability of learning materials, absence of adequate feedback, and non-availability of supporting material hinders the smooth processing of basic pay system.

Liu and Mallon (2004) elaborated that BPS is still gaining importance in the countries having strong TTS. The relative differences in the performance of BPS and TTS based faculty create difficulties for educational decision-makers to find out the staff requirement for classes. This poses a serious problem for universities that aim for a broad research culture as well as an exceptional teaching environment. TTS focuses on productive measures such as research, service, and teaching (Brint, 2011). Whereas BPS teachers have the main responsibility of teaching (O'Meara, Terosky, & Neumann, 2008). They have limited appointments, lower pay rates, and lesser respect in comparison with TTS teachers (Kezar & Sam, 2010). Kezar and Sam (2010) categorized TTS faculty into nearing retirement (end of the career), freelancers (having multiple positions), and aspiring academicians (want to become tenure track teacher). However, BPS teachers are considered as a single group without further differentiation (Kezar, 2012), because theory categorizes the teaching system in dichotomous ends that is BPS and TTS.

3. Research Methodology

Purposive sampling also termed as judgmental sampling (Etikan & Bala, 2017) has been used in this research. It is a nonrandom and deliberate choice of an informer for the inquiry under study based on what is needed to know and who is willing to provide information with the best knowledge and experience (Bernard, 2017). Purposive sampling is generally used in the qualitative investigation to identify and choose information-rich cases for the most appropriate use of available resources (Patton, 2002). Interviews were conducted to collect data from respondents employed on TTS and BPS to obtain the information on the subject under study. Four universities were selected for data collection that has recruits in both types of jobs. For ethical consideration, written consent has been taken from interviewees stating the purpose of this research, ensuring that there is no potential harm or risk to them, and this investigation is for the sake of academic purpose. According to Punch (1986)"the subjects of research have the right to be informed that they are being researched and also about the nature of the research". The intention of the research project has also been clarified beforehand to build trust and rapport.

The selected method of data collection was the semi-structured interview conducted by the faculty members of the Universities of the public sector. Semi-structured interviews allow interviewers and interviewees to address supplementary questions, statements, and responses throughout the interview (Tewksbury & Mustaine, 2004). "A semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions"(Longhurst, 2003, p. 103). Though the predetermined list of questions was prepared by the interviewer, the semi-structured interviews offered respondents the opportunity to discover issues that they consider important. The method was selected mainly because of its freedom and flexibility in the interviews since it allows probing much beyond the standard questions. There were 14 semi-structured interviews, 7 from faculty members working in BPS, and 7 working on the Tenure track system. Purposive sampling was employed for choosing the members of the population based on the characteristics and objectives of the study. The respondents were asked to describe their perceptions regarding the tenure track system in terms of awareness about the system, evaluation, effectiveness of teaching and research, pay structure, and other benefits including post-retirement entitlements, promotion criteria, and the potential stressors in the system.

In qualitative research reliability and validity can be ensured by conducting research ethically. Research must be carried out rigorously; the researcher must present insight and conclusion in a true spirit for readers, professionals, and scholars.

4. Research Analysis and Findings

In the data analysis phase, similar patterns and themes were identified that help to understand and interpret respondents' responses. Different themes and subthemes emerge after using the coding technique that helps the researcher understand and provide readers with a comprehensive view of the research.

The analysis presents the main themes that emerged from the analysis of the interviews with the respondents on the subject in question. The initial coding has been generated to infer themes. In the explanation of themes, the exact words/ sentences of the participants are used without alteration to reinforce the comment.

The themes emerge, and their respective categories are stated below.

4.1 Awareness Regarding Tenure Track System

Pertaining to the research question regarding, the awareness of the tenure track system between faculty members working on the new system TTS and the traditional BPS. The respondents were asked about their understanding of TTS; the following themes emerge with respect to their understanding of the new system.

4.1.1 Selection Criteria

This study reveals that almost all respondents have an understanding of the selection process of TTS. One of the respondents said, *"Its (TTS) basic requirement is PhD degree"*. Another respondent replied that *"The only and important requirement is the PhD degree"*. One respondent from BPS reported that *"Whereas I believe in TTS only those having PhD qualification can apply"*. The responses of all the interviewees reveal that the doctoral degree is the basic requirement for the selection criteria of TTS employees.

4.1.2 Research Promotion

Almost all respondents knew that TTS was initiated for the promotion of research culture in public sector universities. One of the respondents stated that *"First responsibility which is imposed is of research promotion"*. Another respondent explained that "*For this (TTS) research publication is necessary, you have to do projects as well. It is also essential to work on the patent*". One more respondent elaborated that *"The purpose was to promote research culture in Pakistani universities"*. The responses demonstrate that the launch of the TTS is aiming to promote the culture of research in public sector universities.

4.1.3 HEC Reform

The next understanding that was frequently addressed is that TTS is initiated by the Higher Education Commission (HEC). Almost (100%) respondents were aware that HEC started this new system of employment as a reform. One of the respondents said that the "*Tenure Track System is a system that was initiated by HEC (Higher education Commission) as a reform*".

This finding reveals that TTS is an educational reform that was initiated by HEC and is relatively a new system in Pakistan. Another respondent reported that *"TTS is a relatively new system that was initiated as a part of reforming the Higher Education system in Pakistan"*.

4.1.4 Foreign System

Many respondents were also aware of the fact that the TTS is adopted from abroad and is implemented successfully there. One of the respondents stated that *"TTS is adopted from foreign system"*. Another respondent explained that *"It is formulated on the tracks of tenure that prevails in the US"*. One of the respondents elaborated that *"TTS is basically a model that has been copied from abroad"*. Another respondent added that *"I know it is being run very smoothly and progressively in countries including European countries and academically developed countries"*.

4.1.5 Transferring Policy

Only a few of the respondents were aware of the transferring policy of TTS and most of the respondents have no idea regarding this policy. One of the respondents stated that "*I have heard that people who are on TTS, if once converted to BPS cannot convert back to TTS again in their lifetime*". The word "heard" indicates that the respondent is not sure about the policy.

4.1.6 Contractual Job

Almost (100%) of the respondents were aware that TTS is a contractual job. A contractual job is a job that requires signing and accepting the terms of a contract before the work begins. Almost all respondents were aware of this fact. One of the respondents stated that "*TTS is a contractual induction of faculty members who are evaluated mostly on the basis of research*". Another respondent reported that "*TTS is a contractual job in which you do not receive any financial benefit after you are retired*". One more respondent stated that "*TTS is a contractual job*".

4.1.7 Entitlements of Retirement Benefits

Almost all the respondents were aware that there is *NO* entitlement of retirement benefits to employees working on TTS. One of the respondents elaborated that *"You do not receive any financial benefit after you are retired"*. Another respondent working on TTS stated that *"We don't get pension… we earn more money but no after-retirement benefit"*.

4.1.8 Remuneration

Many respondents were also aware that there is a different pay structure implemented in the TTS. As one of the respondents stated that "*The major factor that was involved in TTS was that the salary is increased"*. Another respondent from BPS stated that *"I think they are very highly paid"*. Almost all respondent has the perception that employees working on TTS are highly paid.

Almost all respondents were of the view that salary is very high among employees working on TTS but the information regarding the amount TTS get varies from the respondent to respondent. One of the respondents stated that "*The salary of assistant professor in BPS is around one lac whereas in TTS it's around 1 lac 40 thousand"*. The variation in the information indicates that the respondents were aware that salary is high among TTS employees, but they were not completely aware of the pay structure.

4.1.9 Evaluation of TTS Employees

Respondents working on TTS have more clarity regarding the evaluation criteria as compared to employees working on BPS. One of the respondents explained that *"But if an assistant professor who comes at TTS; his performance is being evaluated every year, then after every 3 years and then after 6 years"*. Another respondent stated that "*In BPS the performance evaluations are not regular and even if so, no action is taken"*. The views of the respondents were not clear regarding the opposite system which shows that they were unaware of the actual process of evaluation.

4.1.10 Promotion Criteria

There is also a discrepancy regarding the promotion criteria of TTS as the view of the respondents were not matching the promotion criteria employed in TTS by HEC. One respondent

stated that "*For example, an assistant professor (on TTS) requires 6 years post PhD experience and a certain number of publications in order to be Associate Professor*". Another respondent was of the view that "*Moreover, promotion criterion in TTS is only based on research and experience*".

4.2 Differentiation Between TTS and BPS

Each respondent was asked about the differentiation between the two systems, the new (TTS) and the traditional (BPS). The subjects listed below were to be declared by the respondents as a matter of differentiation between the two.

4.2.1 Performance Evaluation

All the respondents were of the view that the performance evaluation is different between the two systems. One respondent stated that "*TTS is the research track with a higher compensation package and stringent evaluation practices contrary to BPS*". One of the respondents belong to TTS stated that "*In simplified words, it demands lots of work as our evaluation is based on performance*".

All respondents agreed that the evaluation process differs in both systems. One of the respondents explained that "*Normally ACR is sent for a BPS employee but it is just a formality. But (ACR) of TTS employees is sent after proper evaluation at the end of the year, then after 3 and 6 years*". After reflective consideration of respondents' opinions, it is explicit that employees find strict performance criteria in TTS compared to BPS.

4.2.2 Compensation Difference

Each respondent was asked to compare the two systems; the most frequently stated difference was of compensation. Almost all respondent's stated that the vital difference between the two is of pay structure. One of the respondents reported that "*It differs in terms of Pay*". Another is of the view that "*First difference is of compensation…*".

4.2.3 Post Retirement Entitlements

Respondents were asked about post-retirement benefits all respondents gave the same answer that there is no post-retirement benefit in TTS. Whereas BPS has all post-retirement benefits i.e.

pension, gratuity, and general provident fund. One respondent stated that "*TTS teachers get better pay as compared to us [BPS] but we receive fringe benefits and pension after retirement, which is a plus point*".

4.2.4 Recruitment

All respondents replied that the recruitment process is the same in both systems. One respondent working on TTS stated that "*As far as terms and conditions and process of recruitment are concerned; they are same for both BPS and TTS*". Another participant responded, "*Induction criteria are the same in the sense that seat is advertised*".

4.2.5 Eligibility Criteria

Eligibility criteria is different for induction in the system for both replied by all respondents. One of the respondents stated, "*As I have mentioned that TTS is basically attracting and considering the PhD faculty members, so its selection requirement is minimum PhD*". Another interviewee stated that "*For TTS induction candidate must be PhD, whereas, for BPS, preliminary qualification is Masters and now its 18 years*".

4.2.6 Research Orientation

All respondents viewed that TTS is highly research-oriented and BPS is less research-centric. One respondent replied that "*In TTS there is less teaching but more research*". Another respondent reported that "*Number of publications and the impact of publications matter a lot in TTS while in BPS the focus is less on the number of publications and the number of year's (experience) matters more*". One senior respondent stated, "*The case in BPS is entirely different it doesn't matter if you have done something in research or not, you will get annual increment*".

4.2.7 Job Security

All respondents have the same opinion regarding job security that employees working at BPS have job security whereas TTS employees have contractual jobs. One respondent stated that "*TTS is a contractual job with no job security*". Another respondent replied, "*Whereas BPS is permanent induction*".

4.2.8 Stressful Job

Respondents belonging to TTS were of the opinion that BPS employees are less stressed and are living in paradise, where BPS employees were of the opinion that they are under stress every time administrative responsibilities are awarded. One of the respondents stated that "*In BPS people have less tension of publication*". Another respondent endorsed that "*Yes there is the stress of publishing more and more research papers and lack of pension at the end of service*".

4.3 Preference Over Other

Respondents have a mixed approach in favor of systems. Some respondents prefer TTS, some prefer BPS, and some are in favor of both. The themes emerge are as follows.

4.3.1 Tenure Track System

The 50% of respondents prefer TTS as a better system of employment. The reasons for the preference were varying among the respondents. One respondent stated that "*TTS at least has got a better salary package. So, I will prefer TTS but if Govt. adds pension in the offerings of TTS it will become highly preferable*".

Another respondent stated that "*Tenure track system… of course… TTS teachers are producing that quality whereas BPS teachers are not producing that much quality*".

4.3.2 Basic Pay Scale

The 36% of the respondents prefer BPS as the best mode of employment. One of the respondents stated, "*As I am not much in research at this point of time so there is no scope for me in the Tenure Track system*". Another respondent stated that "*I feel more secure and comfortable with the policies associated with this (BPS)*".One of the respondents replied that "*I am comfortable with that pay scale… in TTS there is always a fear of termination if deadlines not met but in BPS, we have no such fear…*".One more respondent elaborated, "*I prefer BPS, as there is more job security and peace of mind in it*".

4.3.3 Preference for Both Systems

Almost 14% of the respondents were in favor of both systems. One of the respondents reported that *"No preference I don't mind working on any system the need is that we must be acknowledged"*.

4.4 Perception of Effectiveness

The question was asked about the perception of the effectiveness between the systems. The respondents were of mixed opinions.

4.4.1 Teaching Perspective

For the effectiveness of teaching, all respondents were of the view that both systems have their own benefits in teaching. No system could be elevated to another in terms of teaching effectiveness. One of the respondents stated, "*With reference to classroom teaching there is no such difference*". Another respondent was of the view that "*For teaching both TTS and BPS might be beneficial as there is no difference of coaching in BPS or TTS because both have to put the effort in contributing knowledge*".

4.4.2 Research Perspective

Most respondents were of the view that TTS is more preferable for research. One of the respondents stated that "*For research, TTS is preferred in academia*". Another respondent affirmed that "*TTS is designed for fostering research so effectiveness under this system is more relatable to research-related activities*".

4.4.3 Evaluation Perspective

For the evaluation criteria, most of the respondents consider that the TTS has strict evaluation criteria. But evaluation seems to be a disguised blessing for the promotion of research and motivation for work. One of the respondents stated that "*Our evaluation criteria are strict, and it is a blessing in disguise. It makes us work harder and more effective* [TTS]*whereas BPS employees are less concerned with their evaluation*".

4.4.4 Promotion Perspective

Most respondents report that TTS over BPS is preferred for timely promotion. One of the respondents reported that "*Regarding promotion, TTS is more effective whereas for BPS availability of seats are required*".

4.5 Promotion Criteria

When a question was asked regarding the promotion criteria it was found that TTS has strict criteria for promotions compared to

BPS. Both systems have their own procedures and course of action.

4.5.1 Publication

The respondent belongs to TTS stated that "*As I told earlier that for promotion it is necessary to have a publication in impact factor Journal and they must be 10 at least*". Another respondent explained that "*The minimum time period to become an associate professor from an assistant professor is 6 years along with 10 international conferences either postal or oral*". According to respondents for promotion in TTS research publications in impact factor journals and six years of experience are required.

4.5.2 Time Bound promotion

For the promotion in TTS, it took six years with a satisfactory report and in BPS it could take years to be promoted, depending on the availability of positions. One of the respondents reported that "*In terms of TTS if you have completed six years and your performance is up to the mark then you will be definitely promoted after exactly six years. Whereas, it can take many years in BPS*".

4.6 Potential Sources Of Stress

There are numerous emotional and physical disorders that have been linked to stress in this study, including burden, mental pressure, meeting deadlines, lack of appreciation of work, research publication pressure, and others. Respondents report the following potential sources of stress faced by employees working on TTS and BPS.

4.6.1 Work Burden

The respondents working on TTS face work burden a lot than employees working on BPS. One respondent stated that "*Yes, I do feel stress about my duties as there is a lot of burden which is compensated by the handsome amount*". [TTS]

4.6.2 Psychological Pressure

Besides physical pressure, there is also mental pressure reported by employees working on TTS. As one of the respondents reported, "*Yes, there is a lot of psychological pressure for TTS employees*".

4.6.3 Meeting Deadlines

Another pressure faced by employees working at TTS is meeting deadlines that should not be considered by employees working at BPS. One of the respondents confessed, "*Yes! I feel stress when I am not been able to manage my time properly*". [TTS]

4.6.4 Ambiguous Job Descriptions

A potential source of stress reported by employees working on BPS is related to job descriptions. Job descriptions are not well defined in certain institutions according to some respondents working on BPS. While such problems have not been reported by TTS employees. One respondent stated that *"BPS in my institution have vague job descriptions because teaching faculty is indulging in administrative and diverge clerical sorts of a job"*.

4.6.5 Research Publication

Most respondents working on TTS reported that publishing research in impact factor journals and their numbers is a major source of stress for TTS employees. This stress has not being faced by employees working at BPS. As one of the respondents stated that "*Of course it (large numbers of publications) is a source of stress and faculty members are running after numbers"*. Another affirmed that *"Yes these are like the stress of publishing more and more research papers"*.

4.7 Stress Management

Without stress management, one is always on high alert and with the passage of time, high levels of stress lead to serious health and mental issues. Employees working in both systems reported ways of managing stress accordingly.

Employees use different ways to manage stress. One of the respondents reported that *"I try to minimize my stress by keeping busy myself in games, exercise, walk, gossips and more important I keep busy myself in my research work"*. Another respondent elaborates that *"Stress can be managed through proper time management"*.

5. Discussion of Findings

The study found that whether the employee experiences TTS or not, but they are aware of basic information in general. Employees working on TTS are aware of the selection criteria, research

promotion, type of system, transfer policy, retirement rights, remuneration, evaluation, and promotion criteria. However, some employees who work on BPS do not know much about TTS, they are only informed by the basic information. The system is familiar to all, but some important information is even unknown to employees working on TTS e.g. transfer policy. Moreover, the two systems can be differentiated on the basis of performance evaluation, compensation difference, post-retirement rights, promotion criteria, research orientation, job security, transfer criteria, evaluation process, nature of employment, and procedural delays. The recruitment process found to be the same in both systems. In addition, 50 % of the respondents prefer the Tenure Track System, 36% of respondents prefer the Basic Pay Scale, and 14% of the respondents rate both on a preference scale. Respondents have a mixed approach in favor of systems. The perception of effectiveness between systems varies. The effectiveness was assessed through teaching, research, evaluation, and promotion basis. TTS is preferred by most respondents in terms of research and promotion. For teaching, both systems are equally preferable. The evaluation criteria found to be strict in TTS as compared to BPS.

The promotion criterion in TTS is research-oriented. Employees working on TTS are aware of the criteria, but employees working on BPS have little information regarding the TTS promotion criteria. The research publication is of focus for promotion in TTS; besides, conferences (national or international), chapters publishing, articles reviews, projects, patents, and students' supervisions is also focused.

Employees of both systems are faced with stress due to ambiguous job descriptions, meeting deadlines, class strength, non-recognition of work, paper setting, and checking and regarding research publication. Although some of the respondents reported that they found no stress in their jobs. As one of the respondents working on TTS stated that *"No! I don't feel any stress".* The employees working on TTS reported that most of the stress is because of paper publications and meeting deadlines. While employees working at BPS faced stress related to ambiguous job descriptions, paper checking, and lack of appreciation. The employees of both systems utilize different ways to release their

stress. TTS employees involve research students in their research to release part of their load. Whereas employees' workings on BPS were of the view that if we have a burden, we tried to manage it anyhow.

6. Conclusion and Implications

This study explains the complete examination and analysis of the tenure track system and its process. The study employed an explanatory approach to explore the awareness, procedure, and effectiveness of the tenure track system among the faculty members of the higher educational institutions of public sector universities. In addition, a comparison is also made between the two systems (TTS and BPS), and potential sources of stress and their management is also identified.

The findings of the study reveal that both systems have their pros and cons. BPS is a traditional system working in Pakistan for a long time. TTS is a new approach initiated by HEC to enhance research culture in Pakistan and to improve the standard and performance of higher education. The findings of former researchers also support existing results. Earlier researchers argued that TTS focuses on productive measures such as research and teaching (Brint, 2011). Whereas BPS teachers have the main responsibility of teaching (O'Meara et al., 2008). They have limited appointments, lower pay rates, and lesser admiration in comparison with TTS teachers (Kezar & Sam, 2010). This study encompasses the perceived awareness of TTS and its effectiveness. For a better implementation of the system and to achieve its basic objective, it is necessary that the system is aware of its full capacity. Both systems have their own operating procedures. The terms of induction and the teaching effectiveness are the same for both systems, although TTS is more research-oriented. The management of the institution must play a vital role in the implementation of this new system.

The results also reveal that this system is not implemented in its true spirit, as all respondents focus on high wages rather than their basic objective of promoting and improving research. The system (TTS) is considered a high-paying tool with strict criteria where knowledge promotion among some respondents is lacking. In addition, this system begins mainly for the promotion of

research and the report by (Professors, 2017) reinforces the finding of this study for the protection of teaching and quality-oriented research activity, however, for the publication of the research in numbers, quality is overlooked. The results of the study also showed that this new system is inconsistent with previous systems in the process. This new change must be welcomed by the system as well as by the people. HEC must take steps to improve the system in this regard.

This research paper has some implications. People involved in decision-making or policy development should emphasize the country's current outgoing academic activities. They must take into consideration the available resources (research-oriented facilities) for the proper implementation of TTS system. In addition, there must also be a specific research culture for BPS staff, so that both pillars can participate in the development of the research environment. Additionally, the notion of quality-oriented work must be applied to the staff of both systems.

Administrators must make every effort to continually improve the BPS and TTS systems by providing timely feedback and by contacting representatives from both academic pillars.

Prospective researchers can conduct their research by focusing on quantitative measures to thoroughly investigate the BPS and TTS systems. In addition, an exploratory study can be conducted to identify the problems faced by TTS employees, as it is a new emerging employment system.

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