

MEASURING THE IMPACT OF WORK SYSTEM ON ORGANIZATIONAL PERFORMANCE IN HEIS OF SUKKUR CITY

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Abstract

This study analyzed the influence of a work system on organizational performance in higher education institutions (HEIs) of Sukkur city. A cross-sectional survey was carried out among the faculty members in a positivism and deductive pattern (N=250; target population=634). A self-administered questionnaire (5-point Likert scale) was used to gather data with the help of a convenient sample identified through the table created by Krejci and Morgan (N=634, 5-point Likert scale). Items that were included in the survey consisted of Work System as the independent variable and Organizational Performance as the dependent variable. Descriptive statistics, reliability (Cronbach α), exploratory factor analysis (KMO, factor loadings), Pearson correlation, and a linear regression model were all analyzed. Hypothesis H1 was that stronger work system would significantly portend greater organizational performance. Findings indicated that the Work System scale (0.88 0.90) and organizational performance scale (0.90 0.88) had high reliability. The relationship between work system and performance showed a strong positive relationship (sig value .01) by Pearson. Regression analysis confirmed that work system significantly predicts performance ($R^2=0.36$, $F(1, 248) = 98.40$, $p < .001$; $\beta = 0.60$, $p < .001$). These results confirmed H1, which is consistent with the recent literature. As an example, Tariq et al. (2024) and Amoozegar et al. (2025) also discover that WS has a positive effect on faculty performance and innovation.

INTRODUCTION

Today, institutions of higher learning are in a competitive and dynamic world. It is important to know what goes on to ensure that an institution performs sustainably (Shoab et al., 2021). Universities are assessed in terms of teaching, research, student performance, and efficiency. The key to reaching all these outcomes lies in the good work system - the set of human resource practices, organizational processes, and resources, according to which faculty work is organized. High-performance Work System

(HPWS) refers to a strategic combination of HR practices aimed at strengthening the skills, motivation and engagement of employees (Tadese, M., Yeshaneh, A., & Mulu, G. B. (2022). An institution can offer an environment in which faculty will do their best by offering training, participation in decision-making, effective communication and adequate resources. According to prior studies, a well-designed system of work results in enhanced employee creativity and devotion which subsequently enhance

organizational performance (Destari, D. (2023). Indicatively, high-performance work systems have been celebrated as an appropriate method of improving organizational performance (Balzer, W. K. , 2020). In education, the practices can be translated into better teaching, research output and student achievement. Nevertheless, the available literature has primarily concentrated on individual or business environments with very little academic institution evidence in Pakistan. More specifically, this relationship has not been investigated in any studies so far in Sukkur city HEIs.

This research will bridge that gap by empirically quantifying the effect of work system on organizational performance in the HEIs of Sukkur. We test, with a positivist philosophy & deductive approach, that stronger work systems are related to higher institutional performance. The latter is a quantitative cross-sectional survey of faculty members on which we establish certain objectives and hypotheses. The results will be used to understand the role of strategic HR and work practices in improving university results. Finally, the study offers evidence that administrators should use to develop superior working conditions that can be used to attain institutional effectiveness.

Literature Review

Concept of Work System (HPWS)

Work System is a term that is frequently used to describe the overall design of activities, tools, processes and people within an organization. This is generally operationalized in the literature of HR literature as Work System (WS) - a coordinated bundle of practices such as selective staffing, training, participation and performance incentives. According to Zhang et al. (2023), WS can be described as a collection of HRM practices that are designed to increase employee skills, motivation and engagement, thus helping an organization to gain a sustainable competitive advantage. That is, WS bundles are HRM strategic philosophies that aim at maximizing employee capabilities. Such practices enhance the knowledge of employees in their capabilities, increase the innovative potential, and encourage

them to engage in work and decision-making (Mai, W. (2024).

This approach is based on a number of conceptual frameworks. As an example, Mishra (2026) grounds the HPWS effects on the Ability-Motivation-Opportunity (AMO) model, implying that HR practices enhance the abilities, motivation, and opportunities of employees, which brings in creativity and performance. The application of Social Exchange Theory is also possible: the employees who feel that HPWS has been incredibly generous to them are bound to give back in terms of increased effort and creativity Do (2017). To conclude, a high-performance work system is generally regarded as an important organizational resource that develops talent and performance. According to Amoozegar et al. (2025), WS have been extensively accepted as a productive way of improving organizational performance.

organizational Performance.

There is a large literature that associates work systems with organizational outcomes. It is believed that high-performance work practices will enhance the performance of firms by increasing the productivity of the employees and enhancing their innovation (Den Hartog and Verburg, 2004). The overall management studies on meta-analyses and meta-reviews indicated that WS is positively correlated with performance indicators (profitability, productivity, quality). According to Jiang et al. (2021), organizations that have adopted WS have increased investments in their workforce and are more likely to have increased innovation and profitability. On the same note, MDPI Lyu et al. (2025) observed that in Chinese companies, WS, to a large extent, enhance the creative performance of employees. They demonstrate that intensive training and engagement enhance work engagement and production of creative work.

Tariq et al. (2024) investigated the adoption of WS in higher education faculties and discovered that it is positively correlated with faculty retention and performance. They found that focus on HPWS procedures enhances the

performance of staff in HEIs. Similarly, Mishra (2026) systematic review noted that HPWS in universities have been found to increase teaching capacity, research productivity, and eventually student success (retention, employability). These cross-industry results help to assume that well-arranged work systems are one of the main drivers of organizational performance.

Higher Education Institutions Work System.

Particular to higher education, there have been some studies that have looked at HR practices and institutional performance. Huang et al. (2022) in the education sector in China discovered that the implementation of HPWS positively affects the creativity of teachers, which translates to better educational results[10]. Their survey of large scale of the public schools revealed that HPWS indirectly improved the quality of schools by improving the performance of the teachers. Al Okaily et al. (2023) conducted a systematic review of HPWS in universities in the US and found that these systems have a significant mediating impact on capabilities related to college retention, equity, and employability.

In Nigeria, Amoozegar et al. (2025) researched on HPWS at federal and state universities and showed that HPWS play a significant role in predicting faculty innovative behavior and institutional performance. Their model describes a substantial proportion of the difference in innovation and validates HPWS indirectly enhance the educational quality through knowledge sharing and innovativeness (Boxall, 2012). Riza et al. (2025) investigated the topic of participative leadership and organizational culture (elements of a supportive work environment) in Indonesia and discovered that the promotion of innovation and employee commitment are significant in enhancing the performance of HEI. In particular, they state that innovation has a great impact on the performance of an organization, and commitment is also not a negative impact Alter (2013).

All of these studies by HEIs point to the fact that strategic work systems and HR practices can

make educational institutions improve their results. Nevertheless, much focus has been made on individual nations. There is scanty evidence in South Asia especially in Pakistan. Tariq et al. (2024) (above) is one of the exceptions in business schools. However, the localized study of work systems in Pakistani HEIs is absent. Due to cultural and institutional variations, the outcomes of other settings will not necessarily be applicable to the institutions of Sukkur. It thus contributes to the literature by specifically looking at faculty perceptions about work systems and how it is related to organizational performance in the HEIs of Sukkur.

Theoretical Perspectives and Hypothesis.

The effect of work system on performance may be explained with the help of two theories. The theory of Social Exchange is based on the assumption that employees feel appreciated and return the favor with increased commitment, effort, and innovation when an organization gives them supportive HR practices (HPWS) to them(Harley, 2002). The AMO Theory is the view that HPWS can increase the Abilities, Motivation, and Opportunities of employees in order to work well. Both models assume that superior work systems are associated with superior performance at the individual and group level. This is supported by empirical research, which demonstrates that HPWS enhances the creativity of employees and, indirectly, firm performance (Boxall and Macky, 2007).

On the basis of these understandings, we hypothesize that within the framework of HEIs in Sukkur:

H1: Work system positively influences organizational performance.

Research Objectives.

RO 1: To find out the impact of work system on organizational performance in Sukkur HEIs.

RO 2: To know the consistency of work system and organizational performance in Sukkur HEIs.

RO3: To Investigate the relationship between work system and organizational performance in Sukkur HEIs.

Hypothesis

H1: A stronger work system is a predictive of higher organizational performance in Sukkur HEIs.

Research Methodology

The research utilized a positivism philosophy and deductive research design, with a quantitative survey to measure the relationship between performance and work system that was hypothesized. Self-administered questionnaire was used to collect data. All items were measured using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), which guaranteed that all items would be scored numerically.

Population and Sampling: The population of study was comprised of all faculty members in the HEIs of Sukkur city. According to the institutional records, the overall faculty is about N = 634. The sample size should be n = 242 using Krejcie and Morgan formula/table at a confidence level of 95 percent (margin of error) = 5 percent. Practically, the study wanted to get approximately 250 responses. The convenience sampling method was employed, where the

available faculty was contacted through email and visits.

The questionnaire was designed based on literature validated scales. The sample items are as follows. The questionnaire was pre-tested by seven faculty members to clarify the information. The complete questionnaire was sent to the faculty through email and printed copies in November 2025. We do not presume any particular limitation on response rates, although there were about 250 faculty who responded to the survey. Any response was considered as the primary data and was written and entered into the SPSS to be analyzed.

Data was analyzed in means, standard deviations and frequencies to characterize the sample (age, gender, experience) and important variables. Further Cronbach alpha, Exploratory Factor Analysis (EFA) adequacy of sampling through the Kaiser Meyer Olkin (KMO) sample (this must be at least 0.6) and the Bartlett test of sphericity ($p < 0.05$). Those whose factor loading is 0.40 or above are retained. In last pearson correlation and regression analysis were used and All analyses use SPSS with alpha = 0.05 significance threshold (two-tailed).

Results

Table 1. Demographic Profile of Respondents (N=250)

Demographic	Category	Frequency	Percentage
Gender	Male	160	64.0%
	Female	90	36.0%
Age (years)	21-30	70	28.0%
	31-40	90	36.0%
	41-50	60	24.0%
	>50	30	12.0%
	Teaching Experience (years)	<5	80
	5-10	70	28.0%
	11-15	50	20.0%
	16-20	30	12.0%
	>20	20	8.0%

The demographics (Table 1) showed that 64% of respondents were male. The largest age group was

31-40 years (36%), and most faculty had under 10 years of teaching experience. Overall, the

sample is reasonably diverse in age and experience.

Table 2. Reliability Analysis of Study Constructs

Construct	No. of Items	Cronbach's α
Work System	6	0.880
Organizational Performance	5	0.903

Cronbach's alpha values (Table 2) exceeded 0.85 for both constructs, indicating strong internal

consistency. EFA (not shown) confirmed that all items loaded well on their respective factors.

Table 3. Pearson Correlation between Work System and Organizational Performance

Variable	1	2
Work System	1.000	
Organizational Performance	0.60**	1.000

** $p < 0.01$.

As shown in Table 3, Work System is strongly positively correlated with Organizational Performance ($p < .01$). This indicated that higher

scores on work system practices are associated with better perceived institutional performance.

Table 4. Regression Analysis of Work System on Organizational Performance (N=250)

Model	R	R ²	Adj. R ²	F (df1, df2)	Sig.
1	0.60	0.36	0.35	98.40 (1,248)	0.000

ANOVA: $F(1,248) = 98.40, p < 0.001$.

Coefficients:

Predictor	B	β	t	Sig.
(Constant)	0.30	-	2.00	0.046
Work System	0.67	0.60	9.92	0.000

Table 4 presented the regression results. The model summary shows that Work System explains 36% of the variance in Organizational Performance ($R^2 = 0.36, F(1,248) = 98.40, p < .001$). The regression coefficient for Work System is positive and highly significant ($\beta = 0.60, p < .001$), confirming that stronger work systems predict higher performance. The intercept is also significant ($p < .05$), but the key finding is that a one-unit increase in the Work System score corresponds to a 0.67 increase in the Performance score.

Discussion

It was seen that the findings were in favor of the hypothesis and demonstrated the existence of a strong work system correlates with organizational performance. Work System was significantly positively related to Performance in the study. This was supported by literature in HEIs. As an example, Tariq et al. (2024) discovered that staff performance in Pakistani business schools was positively related to HPWS adoption. They found that faculty performance is positively related to the emphasis on HPWS practices at institutions, which is consistent with our result of $r = 0.60$. On the same note, Amoozegar et al. (2025) indicated that in Nigerian universities, HPWS have a

significant positive impact on innovative work behavior and creative performance (Jyoti and Rani, 2017). They claimed that HPWS indirectly positively affect the overall institutional performance by enhancing creativity, which is in line with our finding that a stronger work system is a predictor of higher performance.

The Pearson correlation results ($r = 0.60$) and regression ($R^2 = 0.36$) that lie within the range of effect sizes reported in the literature. Huang et al. (2022) discovered that HPWS enhanced teacher creativity and indirectly enhanced the performance of schools. Riza et al. (2025) also stressed that the development of innovation and commitment (products of supportive work systems) plays a crucial role in improving the performance of HEIs (Mahar et al., 2021). Innovation was their mediator between practices and performance in their Indonesian sample, as was the case in the study that better performance outcomes were associated with institutions with stronger HPWS (e.g. training, engagement). The existence of these parallels indicated that there is positive relationship between WS and organizational performance in HEIs in Sukkur city.

Theoretically, the findings supported social exchange and AMO theories. The study found that those faculty that feel well supported (training, involvement, resources) react with better performance. Reciprocal commitment and effort (Mahar et al., 2021) are expected outcomes of social exchange theory since the value of HR practices is returned. In the AMO theory, such practices lead to increased faculty skills and motivation, which allow them to be more productive and more innovative (Shah et al., 2021). Study considers findings as the empirical data of these mechanisms in operation at the HEIs of Sukkur.

It is also notable that the research is in line with the recent systematic reviews. Mishra (2026) underlines that HPWS can intercede institutional competencies that influence student success and employability.

Overall, the results supported the literature findings that strong work systems can make universities better (Odongo et al., 2019). This

gives credence in a new setting (Sukkur city) to a developing body of research on HPWS in education. It highlights that the administrators of the HEI must be attentive to the workplace of their faculty.

Conclusion

This research indicated that the high performance of organizations in institutions of higher learning in Sukkur city is positively related to a good work system. The survey data ($N=250$) of the faculty demonstrated that a better rating of the work system is correlated with much higher performance measures. The performance explained more than a third of the variance by the regression model, which is a practical significance. The results are consistent with and further the recent studies of WS i.e. strategic HR practices are known to provide not only a boost in employee creativity and satisfaction, but also better outcomes of the institution (Elorza et al., 2022).

The implications are evident to the university leaders in this connection they need to strengthen the work system to increase performance. This involves investing in faculty development, maintaining an open channel of communication, engaging faculty in decision-making, and making the requisite resources available. These practices encourage faculty to be good in teaching and research. The research contributed to the literature by concentrating on HEIs in Sukkur, which is a less studied setting indicated that the global knowledge of WS can be applied in this case as well.

Future studies may be extended to longitudinal designs or to investigate mediators (e.g. job satisfaction) to gain a deeper insight into the impact of work systems on performance with time. Nonetheless, the existing results offer strong evidence that the active work systems are one of the keys to organizational success within higher education.

Recommendations

- HEIs are advised to integrate extensive HPWS factors (selective recruitment, continuous training, transparent appraisal). This human

capital investment will most likely produce better faculty performance and institutional results.

- Facilitate the faculty to participate in governance and preserve open communication. This is consistent with the best practices reported by Riza et al. (2025) and others that inclusive leadership encourages innovation and commitment.
- Introduce frequent performance indicators (student feedback, research outputs) and correlate them with the work system enhancements. Feedback will be collected to assist the administrators in changing practices to maximize performance.

Limitations

This research study has a number of limitations. To begin with, convenience sampling in Sukkur implies that results might not be applicable to all HEIs and regions. Second, the cross-sectional design does not allow causal inference; we cannot be certain that work system is the cause of performance (although theory strongly implies it to be so). Third, the faculty are self-reporting, which can be biased (e.g. shared method variance). Future research might be enhanced by incorporating other interventions (institutional records, student outcomes). Fourth, only a single independent variable (work system) was used; such factors as leadership style or culture were not considered. Lastly, the sample size (approximately 250) is moderate; it would be better replicated with a bigger sample or at random. In spite of these caveats, the overall consistent findings with the existing literature indicate the validity of our findings.

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