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The Common Assessment Framework for Higher Education Institutions in Pakistan: A Case Study of the Punjab University

Marsha Arshad

M.Phil in Public Administration from the Institute of Administrative Sciences, University of the Punjab Lahore, Punjab-Pakistan

Mahnoor Mansoor

PhD Student, Department of Political Science, University of the Punjab, Lahore, Punjab-Pakistan

Corresponding: mahnoor.pu11@hotmail.com

Abstract

This research used the common assessment framework (CAF), which the European Institute of Public Administration gives. The selected institute of CAF is the University of Punjab, and it has been designed to be implemented in all departments of the institution to improve its performance. CAF is a framework that provides continuous improvements in organizations. The Common Assessment Framework (CAF) is an instrument of Total Quality Management (TQM), which focuses on quality results in organization performance, customer/citizen, people, and society obtained through leadership driving strategy and planning, people, partnerships & resources, and processes. The primary purpose of this research by using this CAF was that it is a tool that helps public sector organizations employ total quality management techniques to enhance performance levels. It is a self-assessment model of TQM, mainly executed in public sector organizations to improve their performance.

Key Words: Assessment Framework, European Institute, Organizations, Quality Management, Self-assessment.

Introduction

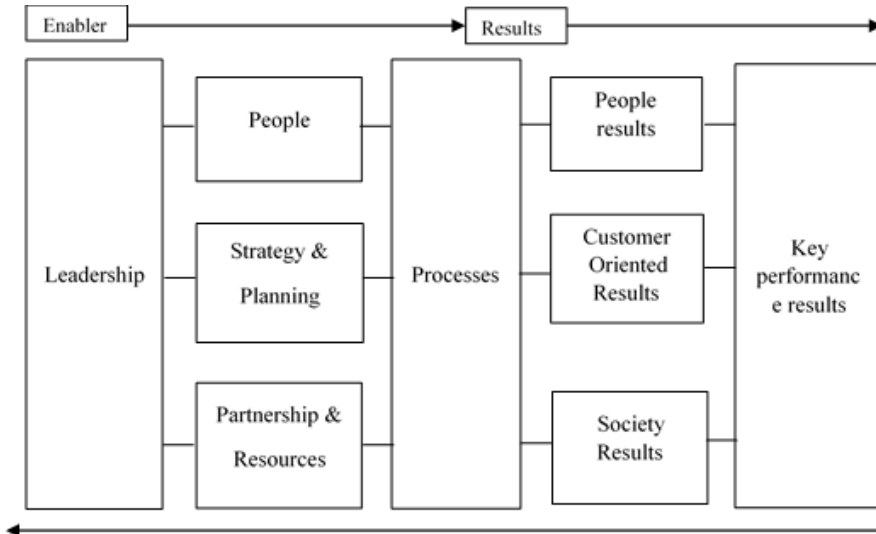
CAF consists of nine essential criteria that compose two significant domains i.e. Enablers criteria and Result Criteria. The first five 1-5 criteria are Enabler, which indicates the managerial practices of an organization. In other words, it explains how an organization achieves its site results. It mainly consists of leadership, strategy and planning, people, partnership and resources, and Processes. Here, the Result Criteria indicate what an organization achieves. It compares the remaining 6-9 criteria: citizen/Customer-Oriented Results, People Results, Society Results, and Key performance results. The main focus of this research is only on leadership criteria. The rationale of this study is that there has been a lot of research on leadership in the public sector, but the CAF model has rarely been used or implemented to study the role of leadership. This model makes the research work

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unique and enables us to understand the part of the factor, which is leadership. Considering the CAF model, we can evaluate the leadership of both departments to generate better results.

This is the reason for using the leadership that leadership plays a pivotal role in any organization, either public or private. It is the nucleus of any organization, providing a plan of action to the people working on it. Therefore, the role of a leader is essential to be assessed and weighed for gauging the credibility of any organization.

The CAF Models



Innovation and learning

Data Analysis and Interpretation

This chapter discusses the findings of the research work and analyzes the data collected through interviews. This elaborates and outlines the result that Tran has scripted from the interviews.

Data Analysis procedure

Data analysis has been done by doing the following steps:

- Preparation of data
- Exploration of data
- Reduction of data
- Interpretation of data

Preparation of Data

In this step, interviews are recorded with the agreement of the interview. After that, each interview is transcribed to gain detailed information from the respondents. Respondents give scores of evidence together with details for data analysis.

Exploration of Data

The interview transcript and evidence are made and analyzed in this exploration step based on different ideas and opinions. The scores that are given to respondents are arranged.

Data Reduction

In this step, this has been done by the identification of themes, evidence, strengths, and areas of improvement. A table includes the average score, proofs and evidence, synthesis of evidence, and respondent comments and observations. Common themes and evidence are extracted, and data has been synthesized from transcriptions. Data reduction is to be helpful by this tabulated form.

5.1.4. Data Interpretation

In this stage, data has been interpreted. Average scores are calculated by adding the scores collected from all levels of respondents. The evidence and interview transcriptions are analyzed according to the grading system and the summary of responses.

Scoring Table: 1 (IBA)

Grade	Name	Designation	PEOPLE			
			1.1	1.2	1.3	1.4
18	Masooma	Lecturer	91	75	95	35
	Iftikhar					
	Yasir Ashraf	Lecturer	75	35	65	25
Average Score			83	55	80	30
19	Sania Zahra	Professor	50	65	80	85
	Labiba Sheikh	Asst. Professor	60	70	90	85
	Dr. Humaira	Asst. Professor	65	70	40	31
	Rafia Faiz	Asst. Professor	50	60	60	40
	Tahira Nisar	Asst. Professor	75	80	80	70
	Average Score			60	69	70
Total Average Score			71.5	62	75	46.1

Scoring Table: 2 (IAS)

Grade	Name	Designation	PEOPLE			
			1.1	1.2	1.3	1.4
18	Iman Saleem	Lecturer	60	30	60	40
	Zeeshan Hanif	Lecturer	85	87	98	92
	Ume Farwa	Lecturer	60	68	78	75
Average Score			68.33	61.66	78.66	69
19	Dr. Kashif Rathore	Professor	80	28	70	50
	Aisha Rizwan	Asst. Professor	95	95	11	19
	Amani	Asst. Professor	80	80	50	60
	Moazzam	Professor				
	Ayesha Sarfraz	Asst. Professor	65	20	65	25
19	Yamina	Asst. Professor	70	65	80	65
	Salman	Professor				
Average Score			78	57.6	55.2	43.8
Total Average Score			38.6	59.63	66.93	56.4

Interpretation

The scoring table indicates the average score of each grade, and then the total average score of the table has been calculated by adding up all the obtained averages of the grades.

It is evident from Table 1 that the respondents from grade 18 scored the sub-criteria to **provide direction to the organization by developing its mission, vision, and values** 83. Similarly, the average score from grade 19 is 60 while the total average score of grade 19 is 71.5, which is a higher average. It shows that the **IBA department** is providing a proper direction to the employees by developing its mission, vision, and values.

Table 2 indicates that the respondents from grade 18 scored the sub-criteria to **provide direction to the organization by developing its mission, vision, and values** 68.3. Similarly, the average score from grade 19 is 78, while the total average score for grades 18 and 19 is 38.6, indicating a low average and that the **IAS department** is not fully providing the right direction to the employees by developing its mission, vision, and values.

Table 1 indicates that the respondents from grade 18 scored the sub-criteria **develop and implement a system for the management of the organization, performance, and change** as 55 as the average score from the respondents of grade 19 is 68. The average score of grades 18 and 19 is 62, which is above average, which ultimately indicates that the **IBA department** is somehow managing to implement a system that helps bring change and enhance performance.

Table 2 shows the average score of the respondent as 61.6 (62 approx.), whereas the average score from the respondents of grade 19 is 57.6 (58 approx.). The total

average score of grades 18 and 19 for the **IAS department** is 59.6 (60 approx.), which indicates that they also check and review things in the right direction and proper way and are also developing a system that helps bring change and increase performance.

Table 1 shows the average score of the respondents 18 of the sub-criteria **motivate and support the people in the organization and act as a role model** as 80, while the average score of the respondents of grade 19 is 70. The total average score of grades 18 and 19 is 75, a higher average, which indicates that the **IBA department** adjusts if necessary, which means that they are motivating and supporting the employees of their department.

Table 2 shows the average of the respondents of grade 18 as 78.6 (79 approx.) and the average of the respondents of grade 19 as 55.2. In contrast, the total average score of the respondents of both grades is calculated to be exactly 67, also a higher average which shows that the **IAS department** is checking and reviewing their work/performance to see they are doing it the right way and motivating their employees.

It is evident from Table 1 that the respondents from grade 18 scored the sub-criteria 1.4: **manage the relations with politicians and other stakeholders to ensure shared responsibility** as 30. Similarly, the average score from grade 19 is 62.2, while the total average score of grades 18 and 19 is 46.1, which indicates that the **IBA department** is not properly maintaining relations with external bodies and political agencies.

Table 2 indicates that the respondents from grade 18 are 69. Similarly, the average score from grade 19 is 43.8 (44 approx.) while the total average score of grades 18 and 19 is 56.4, which indicates that the **IAS Department** is implementing the criteria, which is that they are maintaining the relations with the external bodies and political; agencies.

IBA Department

Sub criteria	Average score	Proves and evidence indicated	Synthesis of evidence	Comments and observation
1.1	71.5	a) Periodic reviews on the institute's mission, vision, and values.	The department has periodic reviews in the form of questionnaires/reviews .	New ideas should be introduced if there is a need to add/omit mission vision and values. The problem is that there is less budget.
			The department has no upgraded system like	There should be

b) upgraded system	online portals and portfolios, as stated in the vision to provide quality education. As institutes are providing upgraded and quality education.	benchmarking of online and updated systems of other universities. The system is still old-fashioned and so hard to update.
c) clear introduction of statements	Proper statements are conveyed to the employees.	More workshops should be given to introduce better policies and statements properly.
d) clear strategy	Though strategies are clear, these should be made and conveyed more appropriately.	Proper communication to the newly hired employees about the clear mission, vision, and statements should be given.
e) faculty meeting	There are proper faculty meetings in the department.	However, improvements can be made as they are needed in the department. Also, this hinders the betterment due to the disagreeing personalities.

		f) Unbiased catering	There is unbiased catering to every individual in the department. Newly higher assistants and old ones are treated the same.	Still, a lobby system acts as a hindrance to the development.
1.2	62	a) Constant feedback	Constant evaluation is being done in the department from time to time to take the constant feedback from the employees.	To do this, there are a few hurdles like time hurdles, staff to conduct, and cost to conduct the arrangements.
		b) New practices	There are technical practices and systems to change the requirements and to align the system.	However, no TQM is there. There should be proper change management as it is not well-defined.
		c) New developed hierarchy	Knows areas of influence; everything is transparent to the employees.	More practices should be introduced for the intelligent objectives.

1.3	75	a) Collegial relationships	There are good collegial relationships between the employees and the leaders.	There are also time constraints to motivate long meeting schedules.
		b) Excellence leadership	There is proper mentor guidance—direct contact with the leaders. Employees are being rewarded.	There should be more innovation. There are fewer funds. These should be generated more.
		c) Committee	There is a proper committee. Employees are even taken on board often. They are involved in decision-making. Adequate feedback is taken from them on any issue.	No idea dissemination.
1.4	46.14	a) Relationships	The department tries hard to maintain relationships with external bodies like they had past conferences to build relations.	More seminars and forums should be introduced and arranged.
		b) Good PR	The department does not have good PR with the outer bodies.	They should register themselves in the form of memberships of statutory bodies. They also should maintain no linkages.

IAS Department:

Sub criteria	Average Score	Proves and evidence indicated	Synthesis of Evidence	Comments and observation
1.1	38.6	a) Technology	The system is updated, and technology is being used to conduct surveys in the department to get reviews about the mission, vision, and values,	-
		b) No merit system	No proper merit criteria are being followed, as stated in the values.	A proper budget system should be there to make policies. And there should be adequate merit criteria.
		a) Departmental reputation	The department has a strong reputation for following its mission and vision and caring about its values.	A review of all the policies and strategies is required so that they can work according to the stated values.
		b) Amendments in policies	There is no proper flexibility in their policies.	The department should not repeat the hiring and should get some independence.
1.2	59.63	a) Proactive leadership	They are readily working on their	More freedom is required in

			continuous development.	making policies. Bureaucratic hurdles should be resolved.
		b) methodology	There are proper methodologies for improving employees, but still, there is a shortage of relevant faculty.	Old methods of management should be upgraded.
1.3	66.93	a) initiatives to support employees	The employees are more than welcome to share, and there is constant support.	Younger employees, however, should be more involved. Time constraints should be resolved.
		b) balance and equality	The department has equality and balance, and the employees are motivated.	They should lessen the burden on the employees. There should be the introduction of motivational programs.
1.4	56.4	a) Interaction with external bodies	There is a connection between the department and the outer bodies.	Still, there is a massive need to build healthy relations and connections with external

bodies,
ultimately
benefiting the
department.

Discussion-1

Provide Direction to The Organization by Developing its Mission, Vision, and Values.

According to the lecturers of the IAS and IBA departments of Punjab University. Most of the **lecturers** of the IBA department say that the department is old-fashioned and has primitive ways of working; still, they are applying the mission, vision, and values and involve the employees in formulating policies. However, there is no benchmarking, which should be involved to use the values and visions of the department to the employees more effectively.

There should be more idea dissemination. As there is no merit system in the department, and budget constraints are there, these should be appropriately managed to meet the requirements and raise the department's standard.

According to the **professors** of the IBA department, there is a clear strategy for imparting these statements and values to the employees. The department also has proper training and workshops that can help impart and apply these to the relevant people.

Most IAS departmental professors are reputable and communicate well with the employees. It correctly imparts the values and visions to the employees and makes them understand and apply them. The department reviews it periodically and checks if all are working accordingly. However, there is no flexibility in their policies.

Develop and implement a system for managing the organization, performance, and change.

According to most of the **lecturers** of the IBA department, there is a proper hierarchy system to bring required changes. The leaders are constantly appreciating the employees and are acquiring better ways to improve the performance of the employees. The employees are more than welcome to share their problems and concerns. It enhances their confidence and makes them content, which positively affects their performance.

Whereas according to most of the lecturers of the IAS department, there is constant evaluation in the department. This makes employees very conscious and works according to the standards. They are being rewarded from time to time, which affects their performance. They are very particular about their employee's satisfaction and try to make them perform well.

According to most of the **professors** of the IBA department, technical practices and systems to change the requirements and to align the system. The hierarchy is clear, newly developed, and knows the areas of influence. Everything is evident to the employees.

Mostly, the professors of the IAS department are of the view that there is proactive leadership. They are readily working on their continuous development. The management system is pretty old, which leads the employees less. This could be improved with better practices and planning.

Motivate and support people in the organization and act as a role model.

According to the **lecturers** of the IAS and IBA departments of Punjab University. Most of the IBA department lecturers say there are good collegial relationships between the employees and the leaders. They provide a supportive environment. That demands more interactions and dissemination of ideas among the faculty members. They are fulfilling this criterion.

Also, in the IAS department, most lecturers say that the employees are always more than welcome to come and discuss issues (if they have any). There is constant support from the heads to the employees.

According to the professors of IAS and IBA departments of Punjab University. Most IBA department professors say there is proper mentor guidance—direct contact with the leaders. Employees are being rewarded, and to support them, the leaders always welcome the staff (permanent or even the assistants) to interact with them.

On the other hand, in the IAS department, most professors say there is no such balance in the department, and the employees remain demotivated because of the burden. There is less interaction, which makes it difficult.

Manage the relations with politicians and other stakeholders to ensure shared responsibility.

According to the lecturers of the IAS and IBA departments of Punjab University. Most IBA department lecturers say there is a lack of maintaining relations. This can be helpful by owning a membership in important statutory bodies. The department does not have good PR with the outer bodies.

While in the IAS department, most lecturers say there is a huge need to build healthy relations and connections with external bodies, which will ultimately benefit the department. The department arranges get together in the form of job fairs and Alumni.

According to the professors of IAS and IBA departments of Punjab University. Most IBA department professors say that this department has a good relationship with the outer bodies like stakeholders and political agencies. However, they can increase this, but that will create a budget problem. This problem is avoiding maintaining relationships to some extent.

On the other hand, in the IAS department, most professors say there is placement of political leaders and industrial leaders on academic planning bodies. There is less interaction with outer bodies, and to build relations with the other external bodies and stakeholders, there should be less involvement and control of the participants.

Discussion-2

The primary objective of this research is to determine the role of leadership in the IBA and IAS departments of the University of the Punjab. The model used in this study is CAF, which is not very commonly used. The factors used in this model are leadership, people, strategy and planning, partnership and resources, processes, people results, customer-oriented results, society results, and performance results. This is not a commonly used model, so it has been chosen to see the impact of good leadership on the mentioned departments. The sub-criteria decided to see the impact of the criteria 'leadership' is how leaders provide direction to the organization. Also, the role of leadership in developing and implementing a system for managing the organization, its performance, and change. The role of leaders in motivating and supporting the people in the departments and how they act as role models. Its role is to manage relationships with politicians and other stakeholders to ensure shared responsibility. To see the results, data was collected from the professors and the sub-professors of both departments of the Punjab University. The data was then converted into a scoring table to analyze the results by comparing the values observed. The scoring table indicates that the score given to sub-criteria 1.1 IBA is 71.5, above the average score. This implies that IBA provides the right direction to the employees by developing its mission, vision, and values. It is arranging workshops to impart the proper values to this department's employees. It has been observed that IAS, on the other hand, has a total average score of 38.6, which is not a very good score. It is a low score and indicates that they are not fully providing the right direction to the employees of their department. They are not imparting the values to their employees by developing their mission, vision, and values.

The sub-criteria 1.2 is developing and implementing a system for managing the organization, performance, and change. The average score of the IBA department is 62, which is not so good or not so bad, which ultimately indicates that the IBA department is somehow managing to implement a system that helps in bringing change and enhancing the performance of the employees of their department on the other hand IAS department has an average score of 59.6 which indicates that the leaders of this department are also checking and reviewing the things in a proper way and direction. They are also developing a system that helps bring change and increase the performance of the employees of their department.

The third sub-criteria 1.3 of this study is to motivate and support the employees in an organization and act as a role model. The study indicates the average score for the sub-criteria 1.3 of the IBA department of the University of Punjab is calculated to be 75, which is a high average score that indicates that the departmental leaders are playing a very positive role in motivating their employees. Also, they are acting as a positive role model for their employees. In the other department of Punjab University, the IAS department, the average score was accumulated to be 67, which is also not a bad score even though it is also considered an excellent average score, and it implies that this department is also playing a very positive role in enhancing the performance level of their employees. They are also acting as a role model to them.

The last sub-criteria, 1.4, used for this study, is managing the relations with politicians and other stakeholders to ensure shared responsibility. The average score

for the IBA department is 46.1, which indicates that the department is not properly maintaining relations with external bodies and political agencies. On the other hand, the average score for the IAS department is 56.4, which indicates that this department is implementing the criteria, which is that they maintain relations with external bodies.

Conclusion

This study aims to investigate the role of the leadership in both the departments of the University of Punjab. The CAF model is used to check the impact. This study can conclude that the department (IBA) is doing better than the university's other department (IAS). These results have been collected with the help of a scoring table. And the values were analyzed in the end. By comparing the values for the sb criteria, 1.1; provide direction for the organization by developing its mission, vision, and values; 1.2; develop and implement a system for organization management, performance, and change. 1.3; Motivate and support the people in the organization and act as role models. 1.4: Manage the relations with politicians and other stakeholders to ensure shared responsibility; we have concluded the results. We compared each sub-criteria one by one and found the working of the IBA department to be more effective than the IAS department. The score for the first criterion is 1.1 (for IBA) and 38.6 for IAS) this can be concluded that IBA is doing better in the first sub-criteria.

The sub-criteria 1.2 showed the values for the IBA department as 62, while for IAS, it was 59.6. Again, the IBA department is doing better than the other departments.

The third criterion, 1.3, gave the values for the IBA department as 75, and IAS has a score of 67, which shows that the IBA department is also doing well here.

The last sub-criteria, 1.4, showed the values for the IBA department as 46.1, while for IAS, it is 56.4. Here, IAS is doing better than the IBA department.

The overall survey of both departments can be concluded in favor of the IBA department. They are following three sub-criteria out of 4 chosen sub-criteria. So, it can be inferred from the study that the IBA department of the University of Punjab is better at implementing, maintaining, enhancing performance levels, and building relations with the outer bodies. At the same time, the IAS department has to improve its work to upgrade its overall image.

Conflict of Interest

The authors showed no conflict of interest.

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