


# Good Governance in Personnel Management: A Conceptual Review in the Context of Bangladeshi Public Universities

Shamim Hasan

Assistant Registrar, Registrar Office (Academic Section), Bangladesh University of Professionals, Dhaka, Bangladesh

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: 21/01/26 Revised: 01/04/26 Accepted: 19/04/26 Published: 29/04/26</p> <p><b>How to Cite:</b> Hasan, S. (2026). Good Governance in Personnel Management: A conceptual Review in the Context of Bangladeshi Public Universities. <i>Dynamic Journal of Arts and Social Science Research</i>. 2(1), 29-43.</p> <p><b>Corresponding Author:</b> <b>Name:</b> Shamim Hasan <b>Email:</b> shamim.hasan@bup.edu.bd <b>Journal Home:</b> <a href="https://djassr.com/">https://djassr.com/</a></p>  <p>Check Updates</p>	<p><b>ABSTRACT</b></p> <p>Maintaining accountability, transparency and institutional effectiveness within higher education institutions has become a necessary precondition for good governance. This conceptual review examines the role of good governance in personnel management within Bangladeshi public universities. The study follows a narrative review approach which integrates literature, policy documents and empirical research on governance practices, personnel management and higher education management. The review highlights the key governance issues, such as political interference, nepotism, lack of transparency, poor accountability processes, and inadequate performance monitoring systems, which all have an impact on recruitment, promotion, training and employee motivation within public universities. The study also emphasizes the need for merit-based recruitment, accountability, participation and rule of law in improving personnel management practices. A conceptual framework of the relationship between governance factors, staffing management practices and institutional results is presented based on the reviewed literature. The study lays the basis for future empirical studies and policy changes to enhance governance and administrative efficiency in Bangladeshi public universities.</p> <p><b>Keywords:</b> Good Governance; Personnel Management; Public Universities; Higher Education Governance; Bangladesh.</p>

## 1. INTRODUCTION

The higher education system of the Indian subcontinent, including Bangladesh, is largely shaped by the legacy of the British colonial model (Monem & Baniamin, 2010). The provision of higher education in Bangladesh began with the establishment of University of Dhaka back in 1921. Later, in 1953, University of Rajshahi was established for the northern region to expand the horizon of higher education. After the independence, the passage of the Private University Act, 1992 facilitated the expansion of private universities, ending the monopoly of public universities in Bangladesh (M. Ehsan, 2008). As of September 2025, the number of approved public, private and international universities in the country have increased to 171; including general, engineering, science and technology, agriculture, medical, marine, aerospace, and various specialized universities (UGC, 2025).

However, the quantitative growth has not translated into similar qualitative growth. Various practical studies highlight chronic gaps in the pedagogical norms, the quality of teachers, and the quality of the work of the institution in both state and private universities in Bangladesh (M. N. Alam and Ahmed, 2024; Hasan et al., 2024; Mazumder, 2014). The two types of institutions have the obligation of improving the quality and excellence of tertiary education in Bangladesh. Since public universities are mainly government-funded, they have a greater responsibility of maintaining high standards in higher education, but they are faced with a great challenge when it comes to governance and managing staff. These are such inefficiencies in faculty recruitment and

promotions, lack of meritocracy, political influence, ineffective staff development systems as well as the lack of accountability (S. M. A. Ehsan, 2021; Monem and Baniamin, 2010).

The found weaknesses do not only undermine the institutional effectiveness but also weaken the academic commitment, norms in teaching, and research culture. These issues can be resolved through proper people management through improving operational efficiency, empowering people, and encouraging innovation and excellence in higher education (Ezeaku, 2019). Although it is a significant area, very little empirical studies have been conducted to understand the governance factors in personnel management in the Bangladesh public universities in a systematic way. In that regard, this study therefore addresses this gap by developing a conceptual understanding of how good governance principles can be applied to personnel management in Bangladeshi public universities. Specifically, it reviews the key determinants of governance in personnel functions and proposes a conceptual framework to guide future empirical research and policy reforms aimed at enhancing transparency, accountability, meritocracy, and institutional effectiveness in higher education.

## 2. METHODOLOGY

In this study a narrative review methodology was used to conceptualize good governance in the case of personnel management of public universities in Bangladesh. A narrative approach was deemed suitable as the research sought to summarise and critically appraise the theoretical, policy-based and empirical literature, rather than to perform statistical meta-analysis. Narrative reviews can be especially valuable to examine the broad, interdisciplinary questions that bring together concepts, institutional practice and governance.

Relevant literature was selected from secondary sources like peer-reviewed journal articles, books, policy papers, university reports, government documents and documents published by international organizations like World Bank, UNDP, ILO, UGC Bangladesh etc. The studies identified were done from 1990 to 2025, the majority of which were published in electronic databases such as Google Scholar, Scopus, Web of Science, ResearchGate and JSTOR. The significant keywords used were 'good governance', 'personnel management', 'human resource management', 'higher education governance', 'public universities in Bangladesh', 'accountability', 'transparency' and 'merit-based recruitment'.

The collected literature was reviewed using the relevance criterion for governance practices, personnel administration and management of higher education. In order to put the governance issues in public universities in perspective, both global and local studies were evaluated. These selected sources were then analysed thematically to recognize the consistent governance principles, institutional challenges, and personnel management practices. Themes that arose from the analysis include accountability, transparency, influence from politics, meritocracy, and monitoring performance.

Lastly, the literature reviewed was analyzed to come up with a conceptual framework that explains the linkage between good governance principles with the effectiveness of personnel management in public universities in Bangladesh.

## 3. FINDINGS AND DISCUSSIONS

### 3.1 Concept of Good Governance

Good governance is a multidimensional concept which includes a set of principles intended to make sure that public institutions as well as administration function efficiently with accountability, transparency, and for the interest of the public. It is fundamental to the modern world order, correlates with the democratic political system and the rule of law, and is instrumental in the protection of human life as well as development of the economy (Sharma, 2007). However, the term good governance has changed over time in accordance with social demands as well as global

standards. Good governance, as a concept, has been promoted by multilateral organizations since the late twentieth century and has now developed as an essential aspect for national decision-making and implementing different programmes (Pomeranz & Stedman, 2020). However, many multilateral organizations such as the ADB (1995), ILO (2017), UNDP (1997) and World Bank (1992) offered different definitions and key elements of good governance.

The concept of good governance was first promoted by the World Bank in the late 1980s. Transparency, accountability, and efficiency were highlighted as the core elements of the concept (World Bank, 1992). Subsequently, the United Nations developed this concept further by defining eight aspects for good governance: participation, transparency, responsiveness, consensus orientation, equity and inclusiveness and effectiveness and efficiency accountability (UN, 2009). Taken together, these principles set a normative framework in that good governance is no longer only about managing a sector but also about promoting human rights and social well-being.

Although common values are emphasized in an international framework, the definition and practice of good governance differ greatly between countries. In Bangladesh, the idea has evolved in a context of specific socio-political characteristics and institutional limitations. In governance discourses, attention is often given to the fight against corruption, establishment of political order and the strengthening of public institutions (Khan & Islam, 2014). In addition, national imperatives such as poverty alleviation, education reform and infrastructure development have had an impact on the contextualization of governance ideas to local exigencies (Ferdous, 2020). Thus, though the international literature stresses inclusiveness and responsive governance, in Bangladesh, the discussion is more geared towards performance aspects of administration, accountability of civil servants and institutional changes etc.

### *3.1.1 Core Elements of Good Governance*

The components of good governance differ across contexts and institutions, but certain elements are widely recognized as essential for ensuring transparency, accountability, and institutional credibility. Multilateral organizations have provided varying definitions that, while distinct, converge on a set of common principles. Across these frameworks, several recurring principles can be identified:

- **Transparency and Accountability:** Transparency involves making relevant information accessible to stakeholders, while accountability ensures that public institutions and their officials remain answerable to both citizens and regulatory authorities (Elliott & Thomas, 2024; Srivastava, 2009).
- **Participation:** Active involvement of both men and women is a fundamental aspect of good governance. This participation may occur directly or through legitimate representatives and institutions. However, representative democracy alone does not guarantee that the interests of marginalized or vulnerable groups will be adequately reflected in policymaking (Srivastava, 2009).
- **Rule of Law:** Effective governance relies on impartial and consistent legal frameworks that safeguard fundamental rights. It also requires an independent judiciary and an impartial law enforcement system to protect citizens against arbitrary exercise of power (Srivastava, 2009).
- **Effectiveness and Efficiency:** In the good governance context, efficiency also extends to the responsible management and sustainable utilisation of natural resources and the preservation of the environment (Andersson & Nyman, 2005).
- **Responsiveness, Equity and Inclusiveness:** It is imperative that all sectors of society, with a particular emphasis on the most disadvantaged, are provided with opportunities to enhance or sustain their well-being (Uddin, 2024).
- **Consensus Orientation:** Building consensus among the different stakeholders and their different views in society is crucial for achieving common goals. It has a significant impact on effective decision-making and cooperative initiatives for ensuring national development (UN, 2009).

### *3.1.2 Operationalization of Good Governance in Higher Education Administration*

In higher learning institutions, good governance is defined as applying principles of transparency, accountability, responsiveness and participation both in the administrative process as well as in the personnel-management process. At the state universities, these principles are realised through quantifiable measures such as performance-appraisal systems, clear recruitment and advancement processes and participatory decision-making processes. Accountability and fairness in human-resource management is often facilitated by adaptation of such instruments as Key Performance Indicators (KPIs) and internal audit systems that aim at measuring staff performance and institutional effectiveness (Rusdi et al., 2023). The operationisation of good governance in the context of the Bangladesh public universities thus involves aligning the personnel policies and practices with the governance norms and at the same time consider the local socio-political realities that affect the administrative decision-making process (Rabbani and Chowdhury, 2014).

## **3.2 Governance Challenges in Higher Education**

No new issues have arisen; governance issues in the higher education are well known all over the world, but especially high in the developing countries like Bangladesh where the sociopolitical, economic and institutional factors are united to make the management difficult. In these situations, the universities find it difficult to maintain the perfect level of organisational autonomy and accountability and, at the same time, deal with the challenge of resource scarcity, political influence, and bureaucratic inefficiency (Altbach and Wit, 2018).

### *3.2.1 Global Governance Issues in Higher Education*

**Autonomy versus Accountability:** On the international scene, the challenge of institutional accountability and institutional autonomy to society has always been a thorn in the flesh of the institutions of higher learning. Institutional decision-making processes, especially in the developing world, are often subject to governance mechanisms that restrict the ability of universities to adjust curricula, staffing or research agendas in line with changing societal needs (Islam & Arefin, 2017).

**Corruption and Politicization:** Corruption and politicization are root governance issues. These problems are further aggravated by weak institutional structures and lack of transparency to hinder decision-making procedures, distribution of resources, quality of education, and academic dishonesty (Hossan et al., 2024; Khan and Islam, 2015). In most developing nations, the appointment and promotion of faculty have more often than not been given based on political affiliations and not on merit which has had a negative impact on performance and morale within the institution.

**Resource Constraints:** Another vital issue is resource constraints, especially where the student enrolment increases without corresponding financial or infrastructural rewards. The imbalance puts a strain on tertiary institutions to provide high-quality education under limited conditions, which, in turn, has an impact on the performance of teaching staff, the productivity of research, and student satisfaction (Hitimana et al., 2017).

### *3.2.2 Unique Challenges in Bangladesh*

**Centralized Control:** Bangladesh is characterized by a highly centralized governance in which the state remains dominant, thus constraining institutional autonomy at local levels (Siddiqui, 2014). While it is supposed to hold universities accountable, this centralized model frequently stifles institutions' capacity to be innovative or cater for the local needs of a society (Yasmin, 2018).

**Political Interference:** Political collegiality, itself a form of political influence applies to how decision making is carried out in Bangladeshi universities. And those become threatening for academic purposes because you find staffing issues, curriculum decisions and priority settings in research can be driven sometimes by politicians rather than the needs of your institution or society (Kabir & Webb, 2018).

**Lack of Transparency:** There are significant levels of lack of transparency in the administrative processes at public universities, it is hard to fathom how recruitment, promotion and resources

allocation processes work. Such lack of transparency breeds distrust, lowers trust in morales and creates low institutional efficiency (Kabir & Webb, 2018; Yasmin, 2018).

### *3.2.3 Governance Gaps in Public Universities*

Despite the fact that performance-based accountability aims at balancing institutional autonomy and accountability, the latter focuses on quantifiable outputs to the detriment of quality education (Islam and Arefin, 2017). Such obsession may create friction between the control agencies and universities. Although legal frameworks grant independence, Bangladesh public universities are regularly faced by limitations that exist in governmental policies and political forces, limiting their ability to be innovative and respond to social demands (Islam & Arefin, 2017; Kabir and Webb, 2018).

However, such problems of governance are not infeasible. Governance improvements require thorough reforms such as introduction of transparent recruitment and promotion, creation of independent oversight systems and development of strategies balancing autonomy and accountability with local socio-political realities (Altbach and de Wit, 2018; Hossain et al., 2024).

## **3.3 Understanding Personnel Management in Public Sector**

### *3.3.1 Definition and Scope of Personnel Management*

People are one of the most important organizational assets; categorizing the employees can be redesigned as human resources or personnel with the use of the systemized planning, relevant education and sufficient training. The antecedent of modern Human Resource Management (HRM) is Personnel Management, which entails the management of human resources in an organization. The term was initially coined in the nineteenth century and has subsequently developed to become the contemporary construct of Human Resource Management (Mamun et al., 2021). The term Personnel Management, however, is still used in public sector and governmental organizations to provide the overall management of manpower (Ahammad, 2017).

Personnel management refers to systems, policies, and procedures that are aimed at maximizing employee performance as well as enhancing organizational efficiency and accountability (Cantarelli, 2023). It is crucial in the context of the public sector in both the performance of governmental policy and the provision of accountability, including mostly through the oversight of employees through the provision of personnel policy and human resource practices (Schedler, 2022). Public-sector personnel management is a subset of duties that encompasses a range of tasks, such as recruitment and selection, labor relations, training and development, employee motivation, and performance evaluation (Cantarelli, 2023).

### *3.3.2 Core Functions of Personnel Management*

**Recruitment and Selection:** In the public sector, efforts are directed toward attracting and retaining competent employees to strengthen institutional performance and cultivate a results-oriented culture (Reina & Scarozza, 2021).

**Training and Development:** Training and Development initiatives within an organisation are vital, ensuring that employees' skills remain aligned with organizational priorities and evolving demands (Silva, 2024).

**Performance Evaluation:** Systematic reviews of employee contributions are key to promoting accountability and enhancing the quality of public service delivery (Daley, 2001).

**Promotion and Motivation:** A fair system of advancement, grounded in merit and supported by performance-linked incentives, helps sustain employee commitment and productivity (Cantarelli, 2023). Incentive systems in public organizations aim to align individual efforts with institutional goals while encouraging innovation.

**Grievance Management:** Robust procedures for addressing staff concerns are essential for maintaining workplace harmony and fostering trust between employees and the institution (Llorens et al., 2015).

### *3.3.3 Personnel Management in Institutional Effectiveness*

Personnel management is a key source of institutional effectiveness as it seeks to make the actions of the employees consistent with organizational interest and the interest of the general population (Bertucci, 2006). It advances the democratic concept, transparency, meritocratic practices, and performance improvements in the process of administration of the state, and, as a result, the overall national growth and the work of the state, are strengthened (Reina & Scarozza, 2021). The quality of leadership and competence of human resources in public institutions are important factors that determine service delivery and achievement of organizational mandate (Bertucci, 2006).

Although it is important, there are challenges to personnel management in the public sector, including the system that is too conservative with bureaucracy and the urgent need to modernize. A combination of the new ways developed in the private sector, such as performance-based and performance-based career development and merit-based approaches to career development, could be the solution to making it more efficient and effective (Bertucci, 2006; Silva, 2024). However, the process of implementing such innovations in the unique, mission-oriented character of public organisations is a challenge and needs a strategic approach, as well as careful execution.

### **3.4 Goals and Roles of Personnel Management in a University**

Personnel management aims at attracting, retaining, stimulating and developing human resources as a way of achieving the goals and objectives set by an organization (Pounder, 1994). Universities play a significant role in increasing human capital through creation of knowledge, creativity and innovation (Al-Youbi et al., 2021). In this aspect, higher education institutions require quality personnel setups, including teaching and non-teaching staff, in a bid to implement their operations efficiently. Management of personnel is one of the most important facets of any educational organization because it is instrumental in influencing the views of people and national growth (Nkpodia, 2001). The quality of a learning system depends on the way the skills are developed amongst the staff in the learning system. However, quality and importance of personnel can be felt only when the university administrators do their job in a competent way. An effective personnel management process will thus help to ensure the overall efficiency of an organization especially a university (Anyanwu, 2019). But these goals are diluted in the state universities often by bureaucratic inflexibility, political interventions, and the lack of accountability mechanisms, all of which hinder good management of personnel. Using a critical evaluation, it can be seen that despite the well-defined roles and objectives, personnel management in most Bangladeshi universities has a hard time to channel these hopes into reality due to the inefficiency of their system and poor institutional governance structures. Therefore, this gap between normative goals and the real administrative practice is critical to defining the state of good governance in this context.

### **3.5 Personnel Management in Public Universities of Bangladesh**

History, bureaucratic systems and socio-political processes influence personnel management in Bangladesh in terms of its structures in the existing public universities. These determinants affect the process of staff recruitment, training, assessment, and retention and hence has an implication on the efficiency of the institution and education quality. Even though one can witness a slow shift in the traditional personnel management to the modern Human Resource Management models, the progress is still not uniform, and many universities still have to struggle with structural and operational challenges (Salto, 2022). The following discussion outlines the prominent characteristic of these policies and practices in the Bangladeshi state universities and questions their implications to proper personnel governance.

#### *3.5.1 Recruitment and Selection*

Public university recruitment often exists on a merged merit-quota system. Despite the fact that this system is meant to foster diversity, it has faced criticism of promoting nepotism, favouritism, and political interference thus potentially discouraging highly qualified graduates to take up their

career in the public sector. Moreover, the recruitment procedure is customarily lengthy and it does not incorporate modern approach, like campus recruitment drives or partnerships with professional recruitment firms, which might be used to draw wider and better-qualified applicant pool (Labani, 2022).

### *3.5.2 Training and Development*

Public universities often have a regime of recruitment that is a combination of a merit-based and quota-based regime. Although this framework is ostensibly supposed to increase diversity, it has come under criticism as creating nepotism, partiality and political interference thus making it possible that highly competent graduates may be scared off by pursuing a career in the public sector. Additionally, the time required in recruitment process is usually lengthy and lacks the modernization of recruitment procedures including campus recruitment moves or partnerships with professional recruitment firms that may ease the process of engaging more qualified candidates.

### *3.5.3 Performance Appraisal and Promotion*

Performance evaluation mechanisms in public universities tend to lack transparency and scientific rigor, with assessments not always reflecting actual employee performance. This subjectivity can create dissatisfaction among staff (Labani, 2022). Furthermore, promotions are generally determined by seniority rather than merit, which undermines motivation and hinders the development of a performance-driven culture (Habib & Rubby, 2023).

### *3.5.4 Employee Satisfaction and Organizational Commitment*

The level of job satisfaction in the public universities is dependent on remunerations, working conditions, and promotion. Employees of a public university are often less satisfied than their colleagues in a private one, and this is mainly because of the generally less competitive salaries and limited career advancement opportunities. Employee satisfaction would be strengthened by increasing and improving compensation systems, working conditions, and establishing more explicit promotion opportunities, thus further promoting employee loyalty to the organization and improved service delivery (Bhuyan & Kamruzzaman, 2017).

## **3.6. Factors Influencing Good Governance in Personnel Management**

A positive effect of good governance on the performance of institutions of higher learning has been demonstrated in terms of higher accountability, promotion of participation, inclusivity, and effective management of resources (Abdelaziz, 2022). In addition, it is also a key factor in the terms of personnel management, in which the quality of the personnel systems has a significant influence on the strategic goals of a university. Nevertheless, good governance is not realized easily due to the various issues, such as corruption, collusion, and nepotism in administrative systems (Nofianti & Suseno, 2014).

The same applies to the public universities in Bangladesh that have to grapple with a multitude of systemic dangers that stifle good governance in the personnel management context. These are political influence, politicization, unchecked directives by the vice-chancellors, nepotism and favoritism, lack of transparency and accountability, absence of comprehensive regulations, and poor monitoring systems (See and M. Ehsan, 2008; Hijazi, 2021; Karim, 2016; Karim et al., 2016; Panday and Jamil, 2009). These aspects have to be dealt with in order to improve the performance and credibility of the institutions of higher learning. Importantly, these elements are indicators of a more profound structural crisis in which institutional independence and professionalism is undermined through exogenous influences and endogenous administrative incompetencies. Therefore, the issue is not confined to the fact that low-quality governance practices exist but an institutional culture that legitimizes them and reinforces them. Any substantive reform meant to enhance good governance in personnel management must ensure that the root causes are identified.

### *3.6.1 Accountability*

Effective governance entails accountability whereby the leaders and administrators of the university should be held accountable by the stakeholders (students, faculty, and the rest of the community) of that university. Effective accountability systems are traditionally made of a combination of oversight agencies, law, and institutional systems that enhance transparency and ethical behavior (Chauhan and Srivastava, 2011; Hossan et al., 2024). In the university setting, accountability will make sure that faculty and administrative behavior is consistent with institutional priorities. However, in a critical view, the very presence of the accountability structures does not imply successful practice. Accountability systems in Bangladeshi universities are often symbolic and limited by political favors and a low level of enforcement, which in turn leads to the fact that administrations are not very efficient and are quite corrupt (Algazo & Ibrahim, 2024).

### *3.6.2 Performance Monitoring*

Performance monitoring is inseparable in promoting academic goals since it provides systematic tools to assess and improve the effectiveness of faculty and administrators. Such systems create the culture of constant development by synchronizing individual performance with organizational priorities (Fatimah et al., 2024; Melo et al., 2010). However, in a critical view, the effectiveness of these mechanisms depends on the readiness of an institution to implement them in an objective way. Most of the universities in Bangladesh implement the performance monitoring as a mere ritual instead of a process of evaluation and thus, efforts of performance monitoring in most of the universities contribute to the stagnation and demoralization among the staff members (Hossan et al., 2024).

### *3.6.3 Merit-Based Recruitment*

Promotion of fairness, competence and organisational effectiveness is based on the recruitment of university staff that is based on merit. However, politicisation and nepotism are constant defections of these principles, which result in ineffectiveness and loss of morale. The inability to support meritocratic principles diminish diversity, employee motivation, and eventually deter quality of academic processes, which affects the reputation of the institution negatively (Fatimah et al., 2024). The continued existence of non-meritocracy in recruitment practices are indicative of an engrained culture of clientelism and political favoritism that prevails over the institutions needs which are indicative of a lack of governance at the expense of the overall goals of higher education in Bangladesh.

### *3.6.4 Political Influence*

The political presence of higher education governance through faculty appointments and promotions has an immense impact. Academic merit is usually forgotten because of political agendas that result in staffing choices which do not match the institutional priorities. According to empirical evidence provided by Panday and Jamil (2009), this kind of politicisation thrives on institutional integrity that results in mistrust, and factional differences among the different universities. Critically speaking, political influence is a structural risk to the autonomy of universities, which transforms the administrative personnel management process into a political system where loyalty and partisanship serve as the determinants of professional promotion.

### *3.6.5 Nepotism and Favouritism*

Nepotism and favouritism encourage misallocation of resources, low employee morale and lack of trust in institutional processes. According to the research that was carried out in Bangladesh, the practises considerably undermine the governance structures, which led to inefficiencies and the decrease in education standards (Karim et al., 2016). On careful examination, it can be seen that nepotism and favouritism are not exceptions but are effects of poor institutional control and corruption of governance systems. Without any systemic changes and cultural shift in the bureaucratic machine, anti-corruption efforts do not change much; instead, they are mainly mere show act.

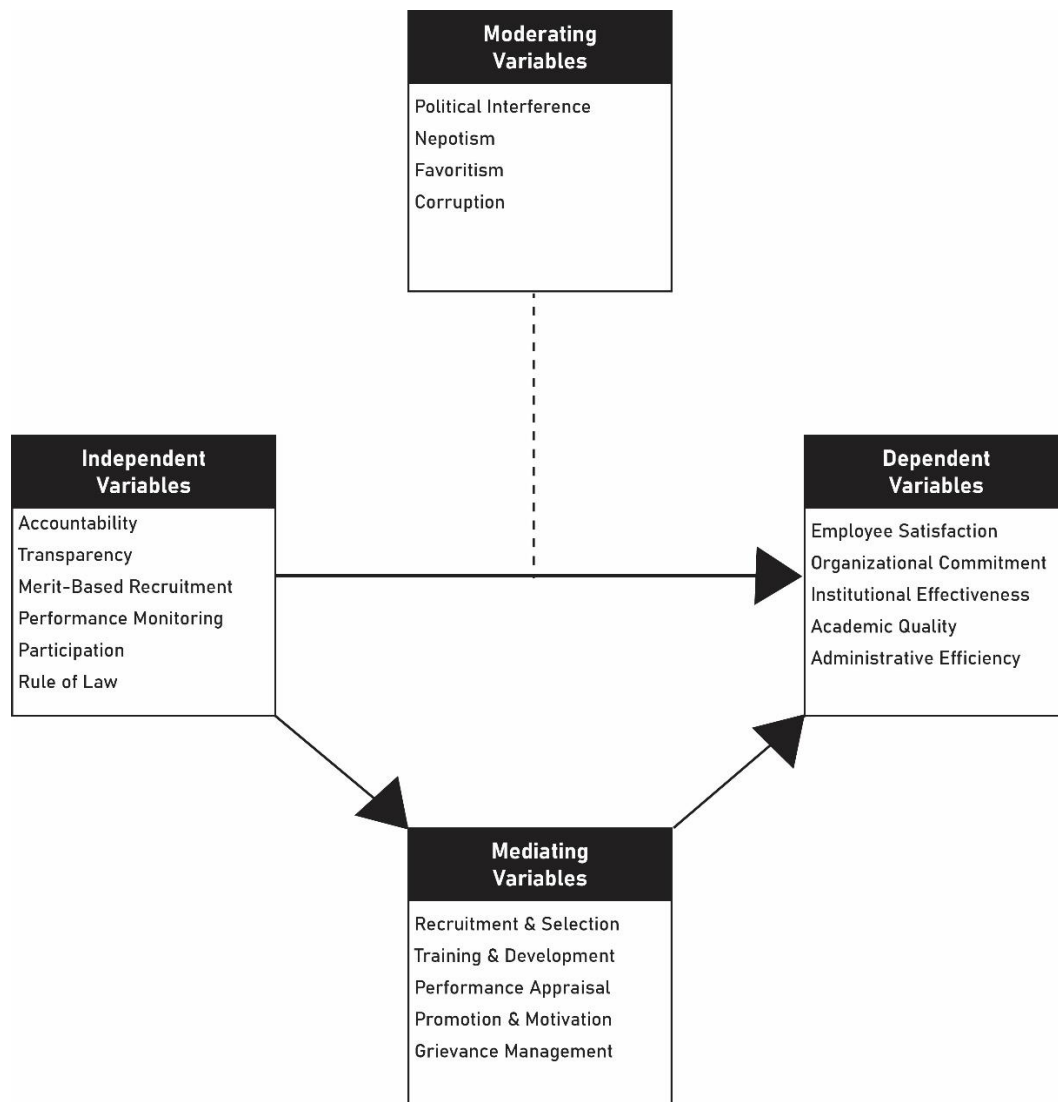
### 3.7. Research Gap

A large number of reports and academic literature have captured various aspects of higher education in Bangladesh, providing unique information regarding the background, organization, functional coverage, challenges, and possibilities of quality education of state-owned universities (see, e.g., Monem and Baniamin, 2010; Rabbani and Chowdhury, 2014b; Sarkar et al., 2012). However, there is a lack of empirical studies with particular emphasis on the management of personnel and the variables that affect sound governance in government universities. Available literature is more biased towards general governance matters or education quality; however, it lacks a rigorous approach to the study of personnel management practices and how they are related to performance at the institutional level.

### 4. Proposed Conceptual Framework for Future Study

Based on the reviewed literature, this study suggests a conceptual model between good governance principles and effective personnel management in public universities of Bangladesh. The framework posits that the nature of governance has an impact on the quality, equity and effectiveness of personnel management practices, which in turn has an impact on the performance of the institution and academic excellence.

Figure 1: Proposed Conceptual Framework



The framework recommends that good governance positively influences personnel management systems, through promoting fairness, accountability and efficiency. On the other hand, political interference, nepotism, favoritism and corruption are detrimental to institutional integrity and

administration efficiency. It is also assumed that better personnel management leads to employee satisfaction, organizational commitment and general institutional performance.

This framework could be used quantitatively or qualitatively in future empirical studies to analyse the correlation between these variables in public universities of Bangladesh. Educational practitioners can validate the framework through survey, interviews, or structural equation modeling to determine the governance determinants that have the greatest impact on the outcomes of personnel management.

## 5. CONCLUSIONS

For effective personnel management in public universities of Bangladesh, good governance is crucial. The findings of this review indicate that governance issues of political interference, nepotism, poor transparency and poor accountability have an adverse impact on employee recruitment, promotion, evaluation and motivation. The paper highlights the importance of key concepts, including accountability, meritocracy, participation, and performance monitoring, in creating effective and transparent personnel management practices. Through the synthesis of literature, an insightful conceptual understanding of the linkage between governance and personnel administration in higher education is developed. The conceptual framework developed is useful as a starting point for future empirical studies and policy formulation. Improving the governance system and fostering equitable personnel practices can lead to higher employee satisfaction, employee commitment, academic excellence and overall institutional performance in public universities in Bangladesh.

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