



Factors that Influence the Public Sector Universities Performance in Pakistan

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ABSTRACT

Purpose: The perceived performance of the public sector universities mainly depends upon on academia particularly the faculty members' potential contribution, quality of teaching and knowledge generation. HRM practices are designed in such a way to accelerate performance of employees, for attaining organizational aims and objectives with organizational justice. Whereas the workforce of any organization is deemed as dynamic asset to contribute for institutional performance. Therefore, career success of the faculty members has been taken as mediating variable in the study.

Design/Methodology/Approach: For crafting the research study, faculty members were chosen from Pakistan's public-sector universities. Whereas, to establish the conceptual framework, the researchers have applied the Dynamic Capabilities Theory (DCT) as the underpinning theory for this construct. For sampling purposes, proportionate stratified sampling has been designed; random sampling was utilized to select the respondents within each stratum. The questionnaire was distributed among individuals personally. Afterward, data were cleaned for missing values, outliers, aberrant values and tested for normality, reliability, and validity.

Findings: Hypotheses were tested by applying partial least squares - structural equation modelling (SEM) technique through statistical software SMART PLS licenced version 3. The construct in the context of Pakistan in amongst the preliminary studies.

Implications/Originality/Value: The findings will be helpful for higher education commission of Pakistan for designing strategies.



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Introduction

The rapid development in technology and information has reshaped the world into global village, while the globalization is constantly reshaping the business environment. The recent advancement in technology has extensively influenced the dynamic economic conditions (Yudianto, Mulyani, Fahmi, & Winarningsih, 2021). Sustaining in such world of resilient rivalry is becoming challenging. Whilst individuals as well as organizations have to concentrate on innovative strategies and policies for their own sustainability and progress in the current scenario (Bashir, Bashir, Rana, Lambert, & Vernallis, 2021). According to Tan (2010), many organizations have started the retrenchment to optimize their operational cost and to skirmish the current scenario. After global financial devastations, which were exploded in 2008 and Covid-19 Pandemic, the survival and the progress in the desired field of business for organizations has not remained easy (Bashir et al., 2021). While on the other hand the sustainability in chosen profession for individuals is also not tranquil to mention (Gibari, Perez-Esparrells, Gomez, & Ruiz, 2021).

According to Arfan (2013), the aspiration of potential utilization for the available resources is necessary to progress, which is deemed as appealing for the human capital in each society as well as in the overall economy. Although, the retrenchment is the astringent reality, but the survival of any organization depends on productivity of human capital or potential workforce. Realizing viable performance of human capital is essential objective of each and every organization (Elger, 1962; Praskova, Creed, & Hood, 2015). In this respect human resource management (HRM) practices endow with the sound premises of assessing and creating worker performance with a specific goal to get improved organizational performance and success (Anwar, Rosman, & Kamran, 2014). Like any other organization, universities or institutions of higher education assess its faculty members' performance for efficient human resource management and the administration; with the intention of quality output and innovation (Aslam, 2011; Aslam & Shakeel, 2010). Although everywhere around the globe higher educational institutions are deemed as foremost and vibrant constituent for lively support in the information social orders that eventually moves and leads to faster economic progress (Imran, Jawaria, & Raza, 2011).

Therefore, there is a need to discover and identify the real problem to provide better solutions for the improvement of educational system in Pakistan. This study is being carried out to cover the gaps in the existing literature through examining the relationship of individual's career success as mediating variable; between HRM practices, organizational justice and university performance. The need of career advancement in higher education is more desired for academicians particularly for the faculty members of public sector universities of Pakistan to make the nation strong by equipping them with knowledge and making them enable to encounter the demands of market for their sustainability in the worst economic and political situations of Pakistan (Arfan, 2013). According to Hofstede (2008), the populace in Pakistan is ranked in cultural index at 55. It has been seen that the prominence of organizational justice, and HRM practices in Asian and African countries more commonly. The major causes and the influential role is frolicked by chauvinism, HRM practices and organizational justice have been seen associated by career success and how the career success contributes towards the universities performance it is being evaluated through this construct in the context of Pakistan.

Review of Literature

An overview of the concepts is tried to be presented from the review of literature and contriving about the university performance in the context of Pakistan, and its relationship with career success, HR management practices and organizational justice.

Human Resource Management Practices

The satisfied work-force or the employees have been found contributing higher and better voluntarily towards the organizational performance as compared to the less satisfied (Tremblay, Cloutier, Simard, Chênevert, & Vandenberghe, 2010). Previously the main focus of the researchers had remained in the area of HRM with particular focus to the context that enhances the individuals' and organizations' performance (Giauque, Resenterra, & Siggen, 2010; Moideenkutty, Al-Lamki, Sree Rama Murthy, Al-Lamki, & Murthy, 2011; Tremblay et al., 2010).

The current study intends to fill this gap with its contribution in the existing body of knowledge by evaluating special set of HRM practices in the context of Pakistan's higher educational institutions. Therefore, the need of studies to determine the dynamic nature of HR management practices for the context of Pakistan as developing country is essential. According to Budhwar and Debrah (2004), there is a strong need to know, how the individuals working in different parts around the sphere perceive HR management practices? As Pakistan has unique circumstances and economic conditions, being a poor and developing country having lower per capita gross domestic product (GDP) or national income; so the HR management practices having some better financial gains to the employee can be suitable to enhance the productivity, efficiency and high performance from the faculty members in public sector universities of Pakistan (Azeem, Rubina, & Paracha, 2013; Niazi, 2014). So for the current study examines HR management practices:

Job Security of Faculty

The extent to which the employees are granted stable employment by the institutions is deemed as job security (Herzberg, 1968). Job security is being conceptualized as the degree of expectation that an employee is imagining his or her stay in the same profession for over & above the period in the same organization (Delery & Doty, 1996). Job security has been found significant influential determinant in employees' retention and performance both in private and public sector institutions (Delaney & Huselid, 1996; Vermeeren, Kuipers, & Steijn, 2013). According to Sverke et al. (2002), job insecurity had been found negatively significant on job satisfaction. Lack of optimism results in low job satisfaction due to job insecurity (Zheng, Diaz, Tang, & Tang, 2014).

Job Autonomy of Faculty

Job autonomy is the aptitudes of employees' handling organizational goals and the organizational structure to make best use of professional concerns also known as self-determination and discretion (Hackman and Oldham, 1975). Job autonomy demonstrates that employees feel satisfactory internally and consider this issue to job autonomy as the organizational support to the employees (Ahmad, 2013; Asghar et al., 2011; Shen, Demel, Unite, Briscoe, & Hall, 2014; Tessema, Tsegai, Ready, Embaye, & Windrow, 2014).

Compensation for Faculty

According to Dessler (2007), employees' compensation is the principal human resource management function; it had been defined as a form of pay or reward available to employees coming up from their employment as remuneration and acknowledgement of the services render by employees' to the institution (Saeed et al., 2014).

Organizational Justice

Fair dealing has been deemed utmost essential and mandatory for organizational success and progress; as the employees in public sector recognize as they are not being treated fairly as a general perception (Murtaza, Shad, & Malik, 2011). Amin & Naqvi (2014), argued that institutions of higher education in Pakistan that have static routine schedules have been found following mechanistic structure and have been revealed excellently suitable for such type of

institutions to perform ordinary routine tasks. Therefore, it is desired to have the positive connection among mechanistic institutional structure & Organizational Effectiveness has been vindicated in higher education sector of Pakistan. However, the institutions of higher education in Pakistan follow stringent formal procedures with narrow flexibility at all. Greenberg (1987) had launched the notion of organizational justice with a view to judge employee's behaviours and attitudes in response to the organizational practices. Nevertheless, the justice or fairness alludes to the initiative that a deed or action is ethically right, which might be described in accordance with ethics, social norms, religion, equity, sprite, impartiality, constitute or law. The two dimensions of organizational justice has been taken under consideration for the current study (i) Procedural Justice and (ii) Distributive Justice

Career Success

Career success is characterized as the positive psychological outcomes or accomplishments, which have been mounted up as the repercussion of achievements over the life span through experiences (Greenhaus, Parasuraman, & Wormley, 1990). Career success consists of two main facets likely intrinsic and extrinsic or subjective and objective in nature. There are additional findings recommending that the indicators of extrinsic achievements vary from the indicators of subjective or intrinsic achievement and that even inside distinctive features (Abele & Wiese, 2008; Ng, Eby, Sorensen, & Feldman, 2005). According to Al-Shuaibi, Subramaniam, & Faridahwati (2014), have examined the two factors of job satisfaction including satisfaction with work-load and satisfaction with pay. The results unveiled that the HRM practices are significantly related to job satisfactions with the variance of 68.8%.

According to Russo, Guo, and Baruch (2014), the study on the determinants or predictors of career success explored the impact of individuals' attitudes of trust and organizational citizenship behaviour on both perspective of individuals' career success objective and subjective. The study focused the mental & physical health issues among Chinese workers with the moderating effect of career system between career success and work attitude. In the study the mediating effect of organizational citizenship behaviour and trust for both subjective and objective career success have significant difference for both the employees of public and private intuitions. This study defines career success as an inside psychology from a person's own perceptions about his/her own satisfaction from profession and life.

University Performance

This study is a little strive to present understanding about the university performance; therefore, it is necessary to know what the performance is? Many researchers have defined the organizational performance in different perspectives most commonly it is being considered as the analysis of any firm's or company's or organization's performance as evaluated to the goals and objectives. There are three basic elements that are commonly considered while measuring actual performance of an organization (i) financial performance (Earning/profitability), (ii) market performance (Reputation or Goodwill) and (iii) shareholder value performance (satisfaction/trust of stakeholders). In general practices sometimes the production capacity is also taken under evaluation (Muslim et. al, 2014).

However, the public sector universities are different from the ordinary organizations, profit orientation is not the basic aim of public sector universities in Pakistan. So, the performance measurement for such universities is also not same as compared to the other institutions.

This rating criterion does not consider all the countries but the developed ones; as a result, institutions from other countries (emerging, developing, and under-developed) are unable to spot their place clearly. Thereby, leaving a major loophole in the overall rating system of these renowned organizations mentioned earlier. "Therefore, this motivated us to develop a more comprehensive ranking system, which not only take into account the institutions from developed

but also other counties as well” (Baykal et al., 2014). METU Informatics Institute established a University Ranking by Academic Performance (URAP) laboratory, to conduct scientific research on university performance evaluation and ranking methodologies the ranking methodology consist of six item criteria:

- a) Number of Articles: (InCites) maximum weighted score is up to 21%
- b) Total Document Count: (InCites) maximum weighted score is up to 10%
- c) Citation: (Web of Science) maximum weighted score is up to 21%
- d) Article Impact Total: (InCites) maximum weighted score is up to 18%
- e) Citation Impact Total: (InCites) maximum weighted score is up to 15%
- f) Collaboration: (InCites) maximum weighted score is up to 15%

However, in Pakistan, HEC ranks the universities upon different criteria as mentioned below:

- i. Implementation status of QA criteria’s: maximum weighted score is up to 24%
- ii. Teaching Quality: maximum weighted score is up to 40%
- iii. Research: maximum weighted score is up to 36%

Organizational constitution or framework is mainly important in determining the university performance in achieving its objectives and goals (Chiang and Lin, 2013). In university contexts the performance is taken as the degree of accomplishment of university’s objectives, which are measured through the mechanism. The objectives of the university for the sake of measurements are divided into different parts and attained through the well-organized plans, policies and strategies in provisions of mission and vision of the university generally (Duquette and Stowe, 1993). Basically, it’s the general attitude of the faculty members in the universities in acquiring the universities’ objectives (Campbell, 1990). According to Sahid (2007), teaching quality as delivered in Pakistan by the faculty members in the public sector institutions of higher education is just imparting knowledge and through archaic methods. Quality teaching is envisaged as the unified discipline implementation both theory and practice, for faculty members, teachers as well as the researchers both are primarily accountable for the improvement and enhancement of the theoretical indulgent and development of teaching norms and standards (Stones, 1994). According to (OECD, 1994) the following points are taken under consideration to define teaching quality as follow:

- i. Knowledge of fundamental educational module range and substance
- ii. Pedagogic expertise, particularly include, obtaining and capacity to use the repertoire of educating procedures, policies, and strategies
- iii. Reflection and capacity of being self-decisive, discriminating, the sign of educator professionalism
- iv. Sympathy, dedication, passion, and responsibility for the sake of acknowledgement to other’s dignity
- v. Managerial ability, being an instructor guarantees set of soft skills as managerial obligations inside and outside classroom.

So, to the current study the conceptual definition of the university performance has been extracted from the aforesaid literature and defined as Rizwan (2012), Faculty’s intrinsic satisfaction from their own contribution towards quality teaching, research & innovation; to build greater image of the university nationally and internationally towards overall university performance through the optimized habituation of available sources.

Research Methodology

The general overview about this research study, population and description about the measurements and scaling selected for the collection of data and the procedures applied for this study is presented here. The current study is unique in its sense, as it’s amongst the preliminary research in the context of Pakistan’s public sector universities. The faculty members and the practices to enhance their career success and development are being ignored. So, this study assumes to contribute to the chapter of academicians’ lives insight psychology. How and why the career success is necessary for the academicians in improving the university performance?HRM

practices and organizational justice have impact upon the university performance and career success of the individuals; but the combination of HR management practices is necessary, which HRM practices are essential for the career success of faculty members, and which are necessary for the universities to perform better. HRM practices are designed to extract better performance from the employees keeping in view their in-built personality traits whilst, Fairness is important merely as in assigning the workload to the faculty members and their performance towards improving the quality of teaching. Organizational justice is assumed to be working for better job satisfaction and enhancing work output from the academicians in public sector universities of Pakistan.

Research Design

Generally there are two methods considered and applied for the analysis of the data, quantitative and qualitative analysis, which have been assumed well enough, to serve the purpose, because of having the potential to serve the researchers to demonstrate their thoughts, ideas and innovation in a scientific way (Sekaran & Bougie, 2013). Qualitative analysis is unstructured and exploratory in nature that have the limitations to postulates small number of respondents' samples. In qualitative analysis, respondents furnish and express the information about their thoughts, views and feelings that are very difficult to observe. This means, questionnaires are useful because of much rationality. All the reasons cannot be mentioned and explained here, but some of these common and generally accepted for recognized purposes are elaborated as below:

1. When the research involves many respondents to be observed
2. To ask respondents about a series of predetermined questions and
3. At the time where the research objectives require data which have the attitudinal in demeanour or of behavioural sense and precise.

Therefore, questionnaire is being designed to consider the most appropriate data collection tool or method to achieve the objective of the current study as; it permits the researcher to obtain quantitative data on the respondents' behaviours in a large sample and generalize the findings of this study to the entire population. Besides targeting a large sample, the questionnaire method allows the anonymity of respondents to answer the questions, which could encourage targeted respondents to participate in the study. The results derived through the above said techniques can be valid and reliable because of many reasons including the confidence of being anonymous. So, it is expected that the current study will be able to serve the purpose and defined objective.

Measurement of Variables and Collection of Data

This study used close ended questionnaire, However, human resource management practices, and organizational justice are being deemed as independent variables, while career success serves as mediating variable and perceived university performance is deemed as dependant variable of the current study. Data were collected from faculty members working in public sector universities of Pakistan.

Results and Analysis

The research framework along with the basic Algorithm and T-statistics is being provided for better understanding.

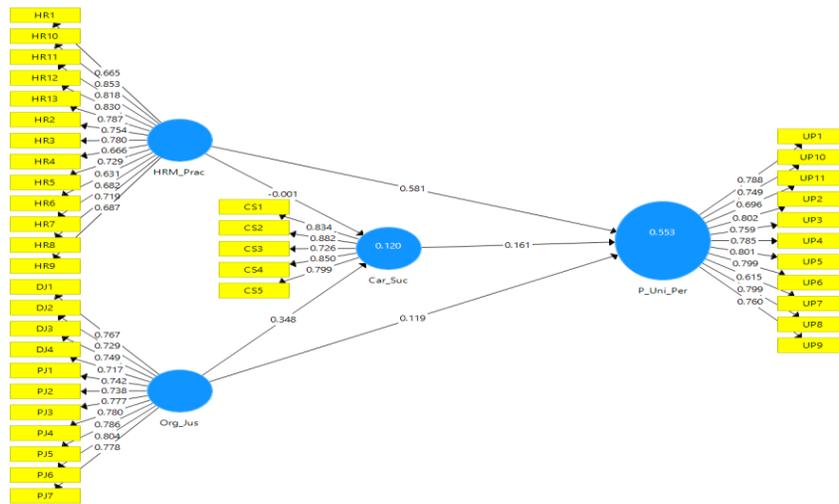


Figure 4.1: Represents the Basic Algorithm for the Research Framework

Table 4.1: Path Coefficient

	Car_Suc	HRM_Pr	Org_Js	Per_Uni_Perf
Car_Suc				0.1645
HRM_Pr	-0.0188			0.5732
Org_Js	0.3619			0.1201
Per_Uni_Perf				

Table 4.2: Represents reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average (AVE)	Variance	Extracted
Car_Suc	0.8773	0.8850	0.9108	0.6724		
HRM_Pr	0.9178	0.9378	0.9315	0.4798		
Org_Js	0.9271	0.9277	0.9380	0.5791		
Per_Uni_Perf	0.9270	0.9298	0.9378	0.5796		

Table 4.3: Represents Discriminant Validity Fornell-Larcker Criterion

	Car_Suc	HRM_Pr	Org_Js	Per_Uni_Perf
Car_Suc	0.8200			
HRM_Pr	0.2733	0.6927		
Org_Js	0.3467	0.8072	0.7610	
Per_Uni_Perf	0.3628	0.7151	0.6398	0.7613

Table 4.4: Heterotrait-Monotrait Ratio (HTMT)

	Car_Suc	HRM_Pr	Org_Js	Per_Uni_Perf
Car_Suc				
HRM_Pr	0.3057			
Org_Js	0.3798	0.8768		
Per_Uni_Perf	0.3919	0.7390	0.6759	

Table 4.5: Represents Inner VIF

	Car_Suc	HRM_Pr	Org_Js	Per_Uni_Perf
Car_Suc				1.1368
HRM_Pr	2.8701			2.8705
Org_Js	2.8701			3.0190
Per_Uni_Perf				

Table 4.6: Represents the Model fit summary

	Saturated Model	Estimated Model
SRMR	0.0817	0.0817
d_ULS	6.3116	6.3116
d_G	2.1163	2.1163
Chi-Square	2932.7975	2932.7975
NFI	0.6808	0.6808

Table 4.7: Represents Model Selection Criteria

	AIC (Akaike's Information Criterion)	AICu (Unbiased Akaike's Information Criterion)	AICc (Corrected Akaike's Information Criterion)	BIC (Bayesian Information Criteria)	HQ (Hannan Quinn Criterion)	HQc (Corrected Hannan-Quinn Criterion)
Car_Suc	-28.9697	-25.9526	238.1841	-18.2305	-24.6549	-24.4565
Per_Uni_Perf	-202.5074	-198.4769	64.7243	-188.1885	-196.7543	-196.4357

In the figure it can be observed that HRM practices and career success has positively significant relationship with perceived university performance whilst organizational justice has significantly positive relationship with career success. Whereas 2 hypotheses have been rejected due to having T-value less the 1.96. HRM practices does not have and relationship with career success and organizational justice also have no relationship with perceived university performance.

For further clarification the following figure is being presented for easy understanding and concluding thereon:

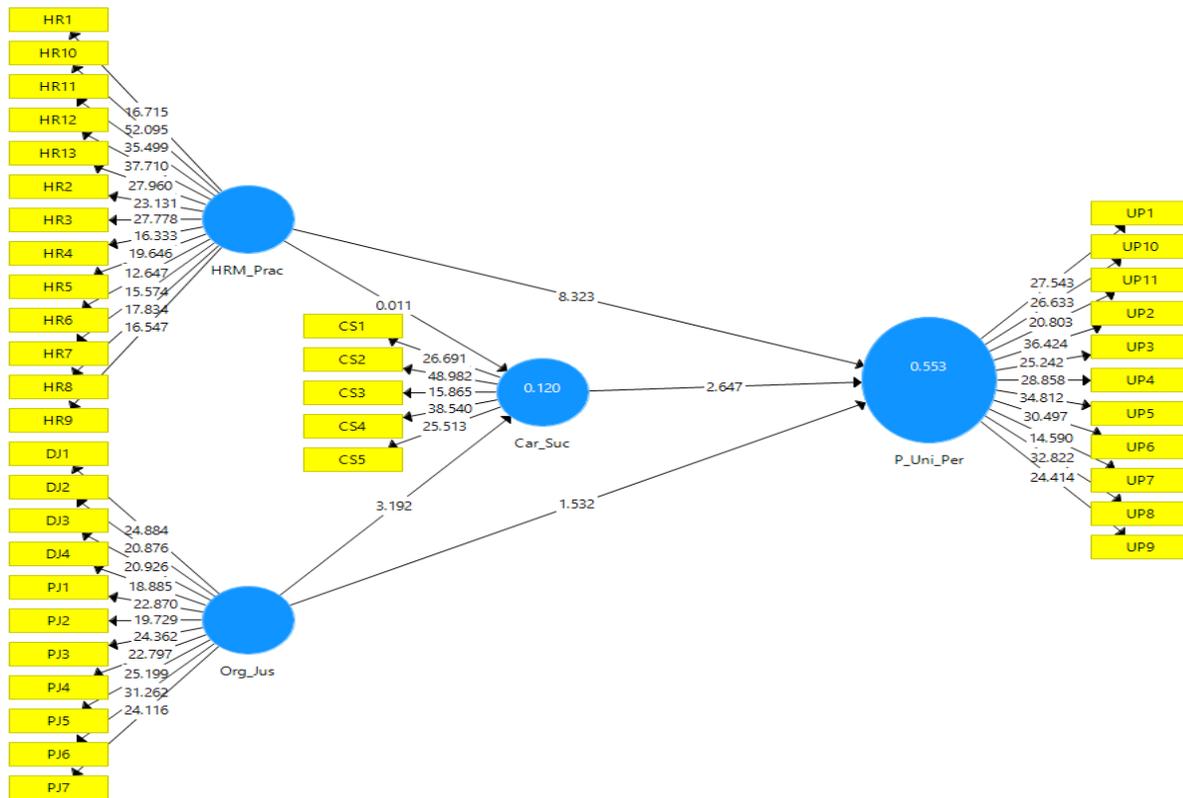


Figure 4.2: Represents the T-Statistics for the Research Framework

Table 4.8: Represents T-Statistics

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Car_Suc -> P_Uni_Per	0.1605	0.1595	0.0606	2.6471	0.0081
HRM_Prac -> Car_Suc	-0.0012	-0.0020	0.1093	0.0112	0.9910
HRM_Prac -> P_Uni_Per	0.5811	0.5848	0.0698	8.3235	0.0000
Org_Jus -> Car_Suc	0.3476	0.3541	0.1089	3.1921	0.0014
Org_Jus -> P_Uni_Per	0.1189	0.1185	0.0777	1.5316	0.1257

Table 4.9: Represents Total Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics (O/STDEV)	P Values
Car_Suc -> P_Uni_Per					

HRM_Prac -> Car_Suc					
HRM_Prac -> P_Uni_Per	-0.0002	-0.0018	0.0185	0.0106	0.9915
Org_Jus -> Car_Suc					
Org_Jus -> P_Uni_Per	0.0558	0.0574	0.0302	1.8503	0.0643

Table 4.10: Represents Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV)/V)	P Values
HRM_Prac -> Car_Suc -> P_Uni_Per	-0.0002	-0.0018	0.0185	0.0106	0.9915
Org_Jus -> Car_Suc -> P_Uni_Per	0.0558	0.0574	0.0302	1.8503	0.0643

Table: 4.11 Represents Total Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV)/V)	P Values
Car_Suc -> P_Uni_Per	0.1605	0.1595	0.0606	2.6471	0.0081
HRM_Prac -> Car_Suc	-0.0012	-0.0020	0.1093	0.0112	0.9910
HRM_Prac -> P_Uni_Per	0.5809	0.5830	0.0698	8.3270	0.0000
Org_Jus -> Car_Suc	0.3476	0.3541	0.1089	3.1921	0.0014
Org_Jus -> P_Uni_Per	0.1747	0.1760	0.0716	2.4421	0.0146

Discussion and Future Recommendations

The study has examined the relationship of HRM practices and Organizational justice with career success and perceived university performance. The results demonstrated that there are three hypotheses meeting minimum threshold to be accepted and two are being rejected. As the public sector universities have no service structure for the faculty members working on the basis of BPS. Every time they must compete and appear before the selection board for their advancement and progress. HRM practices are designed in such a way to accomplish organizational goals not for the grooming up or progress of the faculty members; that is the main reason as the statistical model demonstrates there is no significantly positive relationship between HRM practices and Career Success of the faculty members. Simultaneously organizational justice has also no relationship with perceived university performance. HRM practices and career success has positively significant relationship with perceived university performance. Organizational justice has significantly positive relationship with career success. Whilst the mediating relationship of career success has not been established with HRM practices, Organizational justice and Perceived university performance. As shown in Figure 4.1, r^2 is 0.553 which means 44.7% portion of perceived university performance has remained undiscovered. Future researchers are recommended to carry qualitative research for better interpretations.

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