MEDIATING ROLE OF ORGANIZATIONAL JUSTICE IN ORGANIZATIONAL POLITICS: FACULTY ACHIEVEMENT AT HIGHER EDUCATION LEVEL

By

Humaira Abbasi

**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

February 2024

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HUMAIRA ABBASI

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

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THESIS/DISSERTATION AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance:

Thesis Title: Mediating Role of Organizational Justice in Organizational Politics:

Faculty Achievement at Higher Education Level

Submitted By: Humaira Abbasi   **Registration #:**785- PhD/EDU/F-18
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Candidate of Doctor of Philosophy at the National University of Modern Languages do hereby declare that the thesis <u>Mediating Role of Organizational Justice in Organizational</u> <u>Politics: Faculty Achievement at Higher Education Level</u> submitted by me in partial fulfilment of PhD degree is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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Thesis: Mediating Role of Organizational Justice in Organizational
                           Politics: Faculty Achievement at Higher Education Level

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Dr. Saira Nudrat

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ABSTRACT

Thesis Title: Mediating Role of Organizational Justice in Organizational Politics:

Faculty Achievement at Higher Education Level

The primary purpose of this study was to explore the mediating role of organizational justice in organizational politics with faculty achievements at higher education level. The study's objectives were to determine the relationship between organizational politics and faculty achievements at the higher education level, the relationship between organizational justice and faculty achievement, the relationship between organizational justice and organizational politics, and the role of organizational justice as a mediating factor in this relationship. This study was quantitative by approach and descriptive in nature. The population of the study was comprised of teachers of public sector universities of Islamabad. Two strata were included in the population: the first was the faculty of social sciences, and the second was the faculty of management sciences. Total population was 1014 teachers of both faculties. On basis of similarities, a stratified random sampling technique was used to collect the data. Total sample size was 305 university teachers including 199 teachers from the faculty of social sciences and 106 teachers from the faculty of management sciences. A questionnaire was used for getting responses from the respondents based on demographic information, Organizational Justice (OJ) measurement scale, Organizational Politics (OP) measurement scale and Faculty Achievement (FA) measurement scale. For data analysis; mean, standard deviation, skewness, kurtosis, exploratory factor analysis, confirmatory factor analysis, correlation, regression and mediation were calculated with the help of SPSS (version 25.0) and AMOS 27 software. The main conclusion of the study is that organizational politics reduces the achievements of faculty members; therefore organizational politics had negative relationship with the faculty achievements, organizational politics reduces organizational justice, thus organizational politics had negative relationship with organizational justice. According to the findings of study, Organizational justice partially mediates the relationship between organizational politics and faculty achievement and moderates the effect of organizational politics on faculty achievement; hence it demonstrates that both the direct effect and the indirect effect are significant. In order to get the best output from their faculty members, management in higher education institutions is advised to ensure fairness and minimize politics in their organizations.

List of Content

ix

List of Tables

LIST OF FIGURES

List of Abbreviations

OJ	Organizational Justice
OP	Organizational Politics
FA	Faculty Achievement
DJ	Distributive Justice
PJ	Procedural Justice
IJ	Interactional Justice
GPB	General Political Behaviour
GATGA	Go Along To Get Ahead
PPP	Pay and Promotion Policies
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
KMO	Kaiser-Meyer-Olkin

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DEDICATION

I dedicate this research work to my Parents, Mother In-law,Father In-law and beloved husband

Haroon-ur-Rashid Abbasi

without his support this achievement would not

be possible

CHAPTER 1

INTRODUCTION

1.1 Background of the Research Study

An institute is a public entity formed and organized to accomplish designed goals. The term "Organization" means an organ or an instrument. There are various kinds of organizations in the world, including governmental, non-governmental, political, military, charitable, social services, and educational ones. These organizations carry out a variety of duties and are essential to the nation's social and economic growth. Today in Pakistan, like other developing nations, both the public and private sectors make unique contributions to the educational system, from basic to higher education level (Jabeen & Mahmood, 2019).

It is considered that higher education institutions are the place of contribution towards knowledge and skills and nurture intellectual minds for facing challenges in the world. However, the administration is the backbone of institutions. Indeed, higher education institutions produce skilled and well-educated persons who are responsible for facing challenges. These institutions (HEIs) provide a wide range of multiple skills and knowledge to individuals. In every city, in Pakistan, higher education organizations are working to their full potential and providing easy access to pupils (World Bank Report, 2019). In organizations, higher authorities play a vital role in running the system smoothly. Managers and administrators try to provide a smooth environment for employees. They planned and launched new policies for employees and facilitate them to accomplish their targets. But sometimes, individuals face problems of injustice and politics and they feel un-satisfaction and insecurity.

According to Landells and Albrecht (2017), two big issues are common in the workplace situation: injustice and political acts of individuals influenced by the faculty's achievements. Organizations must provide a transparent system in which employees may not involve in politics and perceive justice in decisions by the heads and in fair distributions of resources. According to Boyer's Model of faculty achievements are based on discovery, integration, application teaching and learning.

Faculty achievements in these areas are very much important for the good reputation of the organization. University administrations should understand the value of achievements and always focus on achievements (Brevis et al., 2011). Specifically in the discovery, integration, application and teaching and learning, which are so important for student learning and faculty development as well, achievement in these areas is the need for higher education (Arimoto & Daizen, 2013).

Organizational justice is the primary need of institutions and the basic element for a smooth working environment provided by the managerial side first, it is concerned with individuals thinking and beliefs about justice, secondly equal treatment among individuals with respect and dignity and third, rewarded with fair distribution of outcomes as they contributed (Zafar et al,. 2020). Justice is highly recommended for the development of institutional progress. In the institutions, heads and managers should deal with employees with respect and have a good relationship with them. Employees should be rewarded because of their work only. Management should discourage that behaviour which is the cause of injustice and unfairness with any employee (Gurvinder, 2018). Hence the concept of employee fairness is linked to employees achieving goals and objectives.

Colquitt (2005) and Zapata (2005) stated that justice is measured in three classifications, regarding allocating outcomes, strategies and ways used for allocating

resources, and interactions among the employees' managers. Colquitt (2005) and Zapata- Phelan (2005) stated that justice is measured in three classifications. The term "distributive justice" refers to a fair and equitable assessment of the allocation of resources, necessary infrastructure, fundamental requirements, and goods (Greenberg, 2001, Colquitt, 2005). The term "procedural justice" defined the processes which are utilized in the process of decision-making that is based on justice or fairness (Colquitt, 2005). Decisions, ideas, and views that are shared by the head or managers based on a good relationship are referred to as interactional justice. Whether heads inform employees regularly about the methods and policies regarding upgradation pay and promotions and assignment distribution and workload, interactional justice refers to decisions, ideas, and views shared by the head or managers based on a good relationship (Colquitt, 2005).

In the literature, it is found that organizational justice is concerned with procedures and plans which are followed for decisions and it measures the employee's satisfaction level towards their work, professional attitude, interest, commitment, trust and work outcomes (Zainalipour, 2010; Johnson, 2006; Elovainio, 2011). In recent times, researchers have been conducting their studies to observe the relationship of fairness through the satisfactory levels of individuals regarding their employment, trust, institutional results, and voluntary work behavior among the academic and administrative staff in private and government universities (Raza et al., 2018).

Research studies' findings show a positive relationship among employees' work performance in the department, and they also suggested that justice is the requirement of employees' work production and achievement (Skarlicki, & Folger 1997). It is recommended that there is a gap in the literature which needs to discover the relationship among justice and the achievement of employees (Monanu & Okoli,

2016; Wajdee & Gurvinder, 2018; Nurul, 2019). However, justice plays an important role in achieving employee goals.

At present, in higher educational institutions there is a rapid increase the politics which is a problem for the institutions' environment and culture. Employees are also suffering from the political activities of individuals. People who have influential power are busy with those activities which are useful for their self-centred benefits. Such types of practices spoil merit-based promotion and create dissatisfaction.

Nowadays politics has become scarce in organizations. There are a lot of problems of injustice and politics which create hurdles and issues in the way of employee achievement. It's a dire need to highlight the political issues and behaviour. Organizational politics is a common phenomenon in today's organizational life (Drory and Meisler, 2016). It refers to "intentional behaviors or actions that promote or protect one's self-interest at the expense of others or of organizational goals in the workplace" (Goo et al., 2019). In a politically driven organization, employees are likely to perceive the work environment as unjust and unfair and thus, a threat to their interest and organizational well-being (Bodla et al., 2014; Cho and Yang, 2018). Thus, the way employees perceive organizational politics and the resulting implications have drawn the great attention of researchers (Meisler and Vigoda-Gadot, 2014). Rosen, Harris, and Kacmar (2009) described such types of action and tactics which are useful for prompting employees' political interests as called politics. According to Kacmar and Ferris (1991), organizational politics are divided into further dimensions like general political behaviour, go-along-to-get-ahead and pay and promotion policies. Employees' acts for serving themselves are called general political behaviour and when employees remain silent to save their desires when

practices are going out of rule called GATGA. While employees are trying to increase the pay policy, upgradation procedures and these practices are proceeding without following the criteria and as per under rules known as pay and promotion policies (PPP) (Ferris, & Drory,2006).

Previous studies' findings indicate that these three dimensions of politics do not have a good relationship with an individual's work performance. The conclusion drawn from the study of Mohsin and Jahanzeb (2016) is that these three classifications of institutional politics were insignificant to employees' work-related behaviours commitment, and level of satisfaction. These three dimensions decrease the performance of employees. The researcher in this study used three variables faculty achievement as a dependent variable, organizational justice and organizational politics as an independent variable; to investigate the connection among organizational justice and organizational politics, and also the role that organizational justice plays in mediating the connection among organizational justice and faculty achievement. According to Stafford & Laura (2008) the social exchange theory support this phenomena. The social exchange theory was initially developed to provide a link and relationship among these variables, organizational justice, organizational politics and faculty achievement. When it came to the methods for allocating resources in the workplace, workers had the perception that they were treated properly. If workers are managed fairly, with honor and dignity, they will have the opportunity to succeed and be rewarded for their accomplishments. They gave with more zeal and affection than anybody else. If they perceive a feeling of unfair treatment and that politics are involved, their level of accomplishment will suffer. The leader-member exchange model of the theory applies to the kind of interaction that exists among workers, organizational heads, and managers. Input and output are

always the foundation upon which a relationship is built. Employees who are treated fairly and who work in an atmosphere devoid of politics contribute much more to the success of an organization. Organizational justice is important because it is associated with many job attitudes, stress indicators, and behaviors. Perceptions of organizational justice are moderately related to job satisfaction and organizational commitment (Rupp, Shao, Jones, & Liao, 2014).

When employees are motivated & engaged, output goes up, this ultimately results in more resources being put in. On the other hand, it is generally agreed that organizational fairness is of utmost significance to the success of workers.

Till now it is found from the literature that the relationship among OJ and OP was tested with other factors like the work behaviour of employees, job satisfaction level, trust, the success of college-level students, professional attitudes, job involvement and organizational citizenship behaviour at the higher education level. However, in consideration of all of the earlier findings, it was concluded that the mechanism for mediating the role of organizational justice with organizational politics and faculty achievement at the level of higher education has not yet been established. However, there is a big gap in the literature. In order to fill this gap, the purpose of this research is to explore the role that organizational justice performs being a mediator among organizational politics and faculty achievement at the graduate level in government universities located in Islamabad, Pakistan.

1.2   Rationale of the Study

In Pakistan, higher educational organizations work under rules and regulations of HEC (Siddiqui, 2016). Higher authorities provide a roadmap to their employees for performing well (Raza et al., 2017). Employees need a pleasant environment where

they contribute according to the organizational needs and demands (Hassan et al., 2019). The organization achieved outcomes with their efficient employees (Niazi & Mace, 2006). Understanding the impact of perceived organizational politics (POP) on employees' cognitive, emotional, and behavioral responses holds significant academic and practical value (Crawford et al., 2019). Previous studies have demonstrated a negative correlation between POP and various desirable employee outcomes, including employee well-being (Ullah et al., 2019), work meaningfulness (Landells and Albrecht, 2019), perceived organizational support (Bukhari and Kamal, 2017), moral efficacy (Khan et al., 2019), job satisfaction (Asrar-ul-Haq et al., 2019; Bukhari and Kamal, 2017), work engagement (Karatepe, 2013), organizational commitment (Bukhari and Kamal, 2017; Lau et al., 2017), employee creativity (Malik et al., 2019), extra-role performance (Karatepe, 2013), and job performance (Hasan et al., 2019). Conversely, POP has been positively linked to negative employee outcomes, such as stress (Asrar-ul-Haq et al., 2019; Bukhari and Kamal, 2017; Landells and Albrecht, 2019), task and relationship conflicts (Bai et al., 2016), employee silence (Sun and Xia, 2018), turnover intention (Asrar-ul-Haq et al., 2019; Bukhari and Kamal, 2017), knowledge hiding (Malik et al., 2019), and counterproductive work behaviors (Baloch et al., 2017).

In higher educational institutions, faculty members are playing important role in transmitting knowledge and skills to students. Faculty members are also conducting research, which is adding to the literature for students and the coming generation. The application of knowledge and integration is connected to the knowledge of research as well. Higher education institutions, in particular, are major contributors to the educational growth, economic expansion, and social advancement of the nation (Khan, Saleem & Idris, 2020). But organizational management can provide an

environment where employees have access to justice and non-political activities where they can do their work. A pleasant environment is necessary for organizational productivity; because organizational growth and productivity depend on the success of employees. The faculty of public sector universities impart knowledge at a higher level. They produce research-based knowledge which is the addition of literature (Thornton & Audrey, 2008).

Researchers conducted research on empirical correlations of justice dimensions and political behaviour dimensions with many aspects. Abdul Salam (2016) found in his research that faculty satisfaction towards their work organization is low when they faced problems of politics, and it is concluded that faculty are not motivated towards their professional activities in a political environment. Organizational politics negatively affected employees' performance. Sharafi & Hassan (2019) explored that increased organizational politics decreases justice in workplace institutions and the level of employee satisfaction. It is recommended that the head or manager try to discourage the level of political activity of people in the environment. According to Huizhen and Ming Chen (2018), there is a noteworthy and positive relationship among organizational justice and the accomplishments of college-level instructors. Erin and Simon (2019) concluded from their research findings that these political practices are the main causes of reducing work engagement and outcomes in institutions. However, past studies recommended further investigation of injustice and politics with faculty achievements.

According to the findings of earlier investigations on this subject, it is stated that researchers examined the relationship among justice and politics with many other aspects such as the level of job involvement, stress, and institutional development, the work attitude of individuals, organizational citizenship behaviour, job commitment,

and workload. These are just some of the aspects that were taken into consideration. (Farooq et al., 2019 & Shah et al., 2020).

Previous studies have investigated the association between justice, politics, and various factors such as job involvement, stress, institutional development, work attitude, organizational citizenship behavior, job commitment, and workload. Khalid et al. (2020) and Zafar et al. (2020) are examples of studies that have explored this relationship with some of these factors. However, it is essential to analyse the outcomes of the influence of organizational justice and politics on faculty achievement, so that based on research findings problems of higher educational institutions may be solved. Research results may help us understand the importance of organizational justice so that we can try to overcome injustice and politics in the environment of institutions. The research findings can be useful for students and researchers to fill the gaps in the literature. The goal of this research is to examine the role that organizational justice performs being a mediator among organizational politics and the achievement of faculty members in higher education institutions, and also the connection among organizational politics and organizational justice. Findings will be useful for managers and leaders on how they should reduce injustice and politics in the institutional environment. The procedures of decisions and orders may be revised and implemented on a fair basis. The system of upgradation and awarding benefits may be on a merit basis. Relationships among employees and heads may be good. Hence faculty members in higher education institutions can work with full passion. Procedures of decision-making about faculty members may be on a fair basis.

Previous research findings highlighted the issues of injustice and politics with faculty achievement at the higher education level. They perceived that authorities are not treating them equally. As a result, the employees are not getting achievements

commensurate with their hard work and contribution. Because of politics, those people who are hardworking and deserving are not getting rewards but other people who are busy with self-centred outcomes and are not serious with their work are getting the reward. Powerful groups always seem to buy into political activities for self-interest benefits. In Universities, the academic staff is known as the teaching faculty of the university, which is value able human resource for the university. In higher education institutions faculty contributions are considered very high and valuable for the institutional ranking, especially in research areas (Marginson, S. 2014). The faculty's achievement is more important for the development of students as well. So, it is essential, a pleasant environment should be provided to faculty members for achieving their tasks.

The accomplishments of the faculty are significant not only for the upgrading of the faculty but also for the students, as it allows the students to learn new information, combine ideas and disciplines across communities, and acquire a grasp of certain concerns (Colbeck, 2008). Despite this, a society that is well-balanced and well-developed is recreated.

Above all, there is an urgent need to determine the role of justice in politics and its relationship with faculty achievement at higher education levels. The research's goal was to track how organizational justice influenced the success of faculty members in higher education institutions across Islamabad, Pakistan.

1.3   Purpose Statement

Organizational justice play very important role in running smoothly activities in the institutions. Fairness is the first element in the employees' productivity. Prior research has examined the relationship between politics, justice, and a number of

other variables, including workload, job dedication, stress, institutional development, work attitude, and organizational civic behavior. Studies that have looked at this link with some of these characteristics include Khalid et al. (2020) and Zafar et al. (2020). Nonetheless, in order to address issues facing higher education institutions using the results of research, it is crucial to analyze the effects of organizational justice and politics on faculty success. This study was conducted to evaluate how organizational justice functions as a mediator between organizational politics and faculty achievements among faculty at Islamabad's public universities for obtaining results according to the formulated objectives. In the context of organizational justice, organizational politics, and faculty accomplishment, the purpose of the study was to contribute new information to the existing stock of knowledge.

1.3.1 Objectives of the Study

The objectives of the study were the following;

1. To assess the existence of organizational justice, organizational politics and faculty achievements at higher education level.

2. To correlate the relationship between organizational politics and faculty achievement.

3. To correlate the relationship between organizational politics and organizationa justice.

4. To correlate the relationship between organizational justice and faculty achievement (discovery, integration, application and teaching and learning).

5. To analyze the mediating role of organizational justice in the relationship among organizational politics and faculty achievement (discovery, integration, application and teaching and learning).

1.4   Null Hypotheses of the Study

For testing, following null hypotheses were formulated.

$H_0 1$: There is no significant relationship between organizational politics and faculty achievements.

$H_0 2$: There is no significant relationship between organizational politics and organizational justice.

$H_0 3$: There is no significant relationship between organizational justice and faculty achievement.

$H_0 4$: Organizational Justice mediates association between organizational politics and faculty achievement.

1.5   Conceptual Framework

The concepts and theories that are derived from both the independent and dependent variables, along with the necessary research findings are described by a conceptual framework. The idea of social exchange by Stafford & Laura (2008) was expected to help determine the link between organizational justice, politics, and faculty achievements. The theory of social exchange was developed in order to answer this question. So that results can be obtained as to how mediator variable, directly and indirectly, affect the dependent variable.
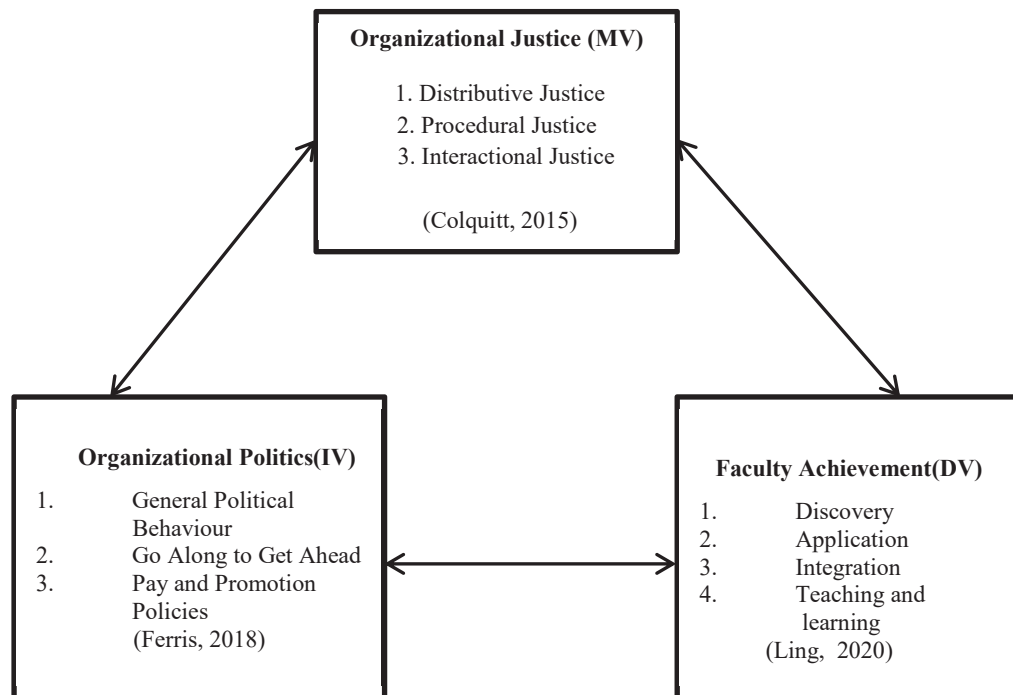
Figure 1.1

Proposed model of the relationship among organizational justice, organizational politics, and faculty achievement.

Figure 1.1 describes the conceptual framework which is developed after a comprehensive analysis of the previous research work. This study was intended to find out how organizational politics directly affect faculty achievements and how organizational justice as a mediator variable playing a mediating role in the relationship between organizational politics and faculty achievements.

Literature has shown that perceived organizational justice positively influences employee attitudes, behaviors and performance (Colquitt et al., 2013). Studies showed that organizational politics can harm employee morale, job satisfaction, and performance (Ferris, 2019). A fair and supportive organizational climate is conducive to faculty members productivity, satisfaction, and overall

achievement (Eagan et al., 2013). By considering organizational politics as a potential challenge within the academic settings, the relationship between organizational justice anf faculty achievement becomes more important, as the presence of organizational politics may hinder the positive effects of perceived fairness on faculty members performance and cotributions.

Organizational justice directly and indirectly affects the organizational politics. Organizational justice and organizational politics are two main factors which influence faculty's achievements. Faculty achievements are considered a very important factor in the development of organizations. The achievements of employees (teaching faculty) in educational institutions are linked to management plans, policies and procedures that are used to make decisions about resource allocation, employee upgradation process, distribution of prizes, and treating them with respect and dignity. Before making decisions about their jobs heads take their views and suggestions.

As viewed by Cohen and Vigoda (2000) recognized that equal treatment of employees is a very important and good indicator of their work efficiency, employees are motivated and participate when they believe that the tasks associated with their work are fair. Hence their achievement is increased, and while they perceive injustice and politics they may face problems and lose their achievements.

Organizational justice, which determines whether or not an organization is just based on the degree to which it treats its workers fairly in terms of resource allocation, is the conclusion of equity theory. This theory evaluates the degree to which an organization treats its workers with fairness in terms of resource allocation. In this scenario, fairness is determined by analyzing the relationship among two key factors: the expenses (also known as inputs) and the rewards (also known as outputs) (Cropanzano et al., 2007). As a result, fairness refers to the question of whether or not

the outputs (results) of institutions are distributed fairly by the inputs (efforts) made by workers towards achieving such outcomes, or whether or not this is not the case. In other words, fairness refers to the question of whether or not the outputs (results) of institutions are distributed fairly by the inputs (efforts) made by workers (Zynalpoor, Sheikhi & Kamaly, 2010).

Fairness acts as a catalyst in shaping good behaviour, while unfairness leads to negative consequences such as reduced commitment and performance. Justice acts as a facilitator in positively influencing fair behaviour. The actions of workers are at the centre of an important aspect of organizational justice, which centres on their behaviour. A good change in behaviour may be encouraged via the use of fairness as a catalyst (Tahseen & Akhtar, 2015). The researchers developed a model of organizational justice that included three pillars: procedural justice (fairness in the procedures and norms), distributive justice (fairness in the allocation of resources), and interactional justice (fairness in mutual interactions) (Akrama, Jamal & Hussaina, 2020). Justice play a significant role in the process when it comes to the development of shaping the attitudes and actions of workers within an organization to bring those employees closer to the achievement of specific goals.

McDowall & Fletcher (2004) explained organizational justice is classified into three types. Colquitt (2015) also proposed the three-dimensions of organizational justice, which is as follows;

- Distributive justice
- Procedural justice
- Interactional justice

The fair procedures of dividing facilities, resources and advantages among the employees are called distributive justice (Colquitt, 2013). Distributive justice means fair treatment of employees regarding the equal distribution of pay packages, workload according to their schedule, job duties, and promotions (Jameel, Mahmood, & Jwmaa, 2020). According to Colquitt (2005), it deals with equity among the employees in the institutions. Equity deals with the achievements of individuals' specific efforts and abilities.

Employees compare their input and output with other colleagues and perceive justice or injustice. When higher authorities awarded deserving employees on the bases of their inputs then they perceived distributive justice. When because of injustice employees suffer and face problems with the procedures of distributions, they feel a low level of job satisfaction. They intend to leave the organizations (Baker et al., 2015). Those employees who get fewer advantages as compared to those who are not serious and committed to the organization face the problem of distributive justice (Karem, Jameel, & Ahmad 2019).

Several studies have recently been conducted to determine how distributive justice affects worker participation. The fndings represented that employees believe that there are distinctions in the manner in which promotions and distributions are made among employees (Jamil et al., 2020). Therefore, higher education institutions should provide resources and benefits based on equitable distribution.

Procedural justice means fairness in procedures and actions which are used in decision-making about rewarding employees in the institutions (Colquitt, 2005). PJ is defined as the plans and policies which are used in the distribution of resources and giving results and outcomes to employees based on their work efficiency level (Qureshi et al., 2017). The extent till where the decision-making procedure or

procedure that led to these outcomes was just and fair is the topic of discussion in procedural justice. When employees think they may voice their concerns about the procedure, they have a positive perception of the fairness of the procedure. Employees have faith that procedures are just because they are dependable, truthful, ethical, and devoid of bias (Colquitt et al., 2013).

Procedural justice is very much important for institutional progress because if fair procedures and policies are adopted in the decision-making procedure then institutional reputation will be good. Although PJ and DJ are different in nature research results found that employees perceived differently in their job matters, especially in achievements (Jameel, Ahmad & Karem 2020). At higher education institutions employees feel different in the context of distributive and procedural justice regarding their jobs situation. Organizational justice not only implements fairness in awarding results and resource allocation but organizational justice implements fairness in the procedures and methods which are perceived by employees. Many studies and empirical research show that intra-organisational political action can play a positive and functional role for both organisational processes and employee outcomes (Maher et al., 2022).

For higher education institutions, teachers work in various areas such as teaching and learning and research activities. The faculty achieved the goals within the specified period and as per the requirements of the institutions, however, fairness in the system is the only factor that greatly affects the level of achievement of the faculty. Fairness should be an important part of the system to provide a smooth and pleasant environment instead of any other favour, their performance should be evaluated individually. This is observed from previous research on distributive justice and procedural justice as perceived by employees and displayed by employees' work

behaviour. The absence of distributive and procedural justice adversely affects achievement. The employee's perspective of the institutional processes, method, intentions, and choices in determining the results is included in the organizational justice concept as part of the procedural component.

The phrase "procedural justice has substantial influence" on the conduct of workers, which is overshadowed by greater employee results (Cropanzano, Bowen & Gilliland, 2007). After the workers have reached a level of contentment with the processes of the institution, it is reasonable to anticipate that they will devote the highest amount of attention and effort to the successful completion of the duties assigned by the institution. On the other hand, if personnel at an institution believe that its methods and choices are subject to prejudice, they are likely to have little interest in the organization's overall goals (Noblet, Lawler & Rodwell, 2012). The use of procedural justice contributes to the definition of institutional acts and choices via processes that are just and transparent, which in turn leads to increased moral and ethical ideals (Saboor, Rehman & Rehman, 2018). It goes on to explain the institutional procedures regarding the distribution of institutional outcomes (formal procedures and fair outcomes) according to the efforts and potentials of the employees while they are putting forth their utmost performance in achieving their assigned responsibilities in the most effective manners within the institutions. Additionally, studies have shown that elevating employees' perspectives of procedural as well as interpersonal fairness can be accomplished by providing them with a voice or allowing them to participate in organizational practices (Kernan & Hanges, 2002).

Fairness in the relationship among workers and organizational leaders is referred to as "interactional justice" (Colquitt, 2005). Interpersonal justice is the third form of justice identified by Colquitt (2001) as the degree of justice among employees

and their supervisors. This type of justice is recognised as the level of justice amongst coworkers.

Interactional justice fosters positive working relationships among staff members and the head of the relevant department. Conflicts and misunderstandings are cleared up based on how well people get along with one another (Jameel, Ahmad, & Karem, 2020).

The interactional assessment of organizational justice refers to the workers' right to be treated fairly in the workplace. This interaction is mainly concerned with the communication and information flow among employees and the institution that regulates the employees' concerns about how much the institution cares about the employees' needs and to what extent the institution is sympathetic in understanding and pleasing these needs. This interaction takes place among employees and the institution (Nowakowski & Conlon, 2005). As a direct result of fair and equitable interactions, the workforce is motivated to perform at higher levels with the end goal of achieving the organization's long-term objectives (Holtz &Harold, 2009).

According to the social exchange theory, which has been supported by a variety of scholars, the term "fair interaction" refers to the productive interactions that exist among workers and institutions (Otto & Mamatoglu, 2015). According to research carried out in a variety of settings, there is a considerable correlation among interactional fairness and the performance of workers (Benson & Martin, 2017). The peer-to-peer relationship denotes the positive links among employees and the institution based upon fair decisions supported by mutual interaction (both informational and interpersonal). The institutions need to motivate and commit the employees, so the peer-to-peer relationship must exist.

According to Wang and Zhou (2007), the fundamental components of success in the relevant sector include fairness in distribution and outcomes, as well as the techniques and processes used to make choices in institutions for working people.

Additionally, fairness in distribution and outcomes is also one of the most important components of success in the relevant sector. Zheng and Chen (2018) carried out a study to explore if or not there is a association among organizational justice and the degree of success achieved by college instructors.

However, another major issue affecting faculty success is organizational politics, which is increasingly prevalent in higher education institutions. Some influential groups belonging to the political background and economical backgrounds are always engaged in political activities for their interests and results. Politics is pervasive not just in modern organizations but in all historical forms of organizations where individuals fought for limited resources or sought personal objectives (Ferris and Treadway, 2012).

Individuals and some influential groups plan and act in self-centred advantages and they always try to achieve without spending their time and loyalties. On the other hand, hard-working employees who are not involved in politics are victims of injustice (Rosen, Harris, & Kacmar, 2009). A behaviour that is "self-serving, conflicting with organizational objectives, and planned to hurt people, powerful groups, or institutions" is described as organizational politics (Hochwarter and Thompson, 2010). Organizational politics and its effects are seen differently depending on institutional dispositional characteristics (Mishra, Sharma, & Swami, 2016). Organizational ambiguity caused by insufficient resources leads to a political atmosphere inside the company (Asrar-ul-Haq et al., 2019). Employees who feel that there are few opportunities to engage in organizational politics at work report higher

levels of satisfaction with their jobs (Salam, 2016). Conversely, Employees who perceived that their employers engaged in a significant amount of organizational politics at work reported higher levels of stress and higher rates of job turnover. (O'conno & Morrison, 2010).

Employee perception of organizational climate via the workplace environment is a good predictor of organizational politics, and this perception eventually leads to organizational politics that influence job engagement (Landells & Albrecht, 2017).

Organizational politics create a negative work environment that prevents the organization's progress (Makhdoom, Atta, & Malik, 2019). As workers are less afraid, a political environment develops inside the company that disrupts the pursuit of organizational objectives (Kapoutsis & Thanos, 2016). In addition to this, employees have improved approach to knowledge about organizational behavior which is suitable and expected while they are on the job (Asad et al., 2011). Politics sometimes arise in the workplace as a result of the socialised behaviour of the workers (Thorson, Xu, & Edgerly, 2018). As a result, organizations have a responsibility to treat their employees fairly and to ensure that their processes and their outcomes are fair and reasonable. Workers' commitment to an organization's goals can be maintained if the business takes steps to ensure that its procedures are transparent and fair to all employees.

In particular, some research argues that politics can be a mechanism for restoring justice, providing for followers and as a source of positive change (Ferris et al., 2019)

Ferris & Drorey (2018) described that organizational politics can be broken down into three distinct categories, (1) General political behaviour, (2) Going along to get ahead and (3) Pay and promotion policies.

- The actions of people who focus on the selfish benefits of the dominant group are referred to as general political behavior. They get benefits only based on political motives (Kacmar & Carlson, 1997). These types of individuals appear to be busy with work but do not work. They are not useful for higher educational institutions. This type of politics has negative effects on the development and quality of education. Politics spoils the reputation of institutions. Talented and hard-working faculty members resign from their jobs due to politics. Gull & Aylia (2012) also explained that employees perform activities for their likelihood and they are not serious with organizations. Maslach et al. (2001) mentions that general political behavior involves the idea that a powerful individual behaves to maximize his self-interest within the company, although low self-efficacy is linked more to resource scarcity instead of social conflict at job. The perception that an influential group within the organization is engaging in political activity with the goal of maximizing their own self-interest is a common form of political behavior, while a reduction in personal achievement is as likely to be due to a inadequate financial assets as to social at job (Maslach et al., 2001).

- Go Along to Get Ahead (GATGA) refers to the perspective on politics held bya powerful group of individuals who choose to keep quiet to ensure that their interests are protected to the greatest possible extent (Makhdum, Malik and Atta, 2015). Go-along-to-get-ahead, also known as GATGA, is seen as a lack of activities and engagement on the part of workers in the workplace to

gain an advantage; as a direct consequence of this, workers have a negative impression of the atmosphere of their workplace. (Mohsin, Atta and Khan, 2016).

- Pay and promotion policy means employees adapt policies and conditions to suit their interests and get promotions and upgrades (Gull & Aylia, 2012). Hence, problems arise in terms of promotion and upgradation in the way of getting employees. At present, all higher education institutions are facing problems with salary and promotion policies. Political groups are taking advantage. If there is this kind of politics in institutions, especially in higher education institutions. Recruitment and promotion of employees through illegal and political processes will result in the deterioration of the socio-educational and economic conditions of the country. Political involvement occurs when an individual or group has an impact on a procedure intended to give the organization a competitive advantage (Doldor, 2011). POP is often defined as an individual's subjective assessment of how much their workplace is characterized by managers and coworkers that operate in a self-serving manner (Ferris et al., 2019). Employee failure, work pressure, political involvement, and lack of motivation were the main reasons. social exchange theory believed that when workers believe that the organization is unfriendly.

  towards them (which is a common perception when POP is high), they

  respond with aggressive actions, attitudes, and behaviours, which leads to a

  higher degree of negative outcomes.

  According to social exchange theory, Politics in corporate culture affects

resource allocation, human resource use, and decision-making, indicating distributive, procedural, and interactional justice deficits (Ferris, 2019). The system's highs and lows were attributed mostly to injustice in these areas, and as a result, the workers had issues with inequity. Employees may exhibit a variety of maladaptive behaviours if they feel unfairly treated, including unhappiness, job inattention, spreading rumours and falsehoods, poor loyalty, and low productivity (Colquitt, 2001). Byrne (2005) concluded that workers' perceptions of organizational politics lead to unfavorable job results and are damaging to both the firm and its workforce. However, there is an urgent need to highlight the critical issues of inequity and politics regarding faculty achievement at the higher education level.

1.6   Operational Definition of Variables

1.6.1   Organizational Justice

Organizational justice refers to perceived fairness in the workplace, including decision-making processes and outcomes within an organization. It is a key aspect of organizational behavior and has important implications for employee attitudes, behaviors and overall organizational effectiveness. There are generally three main components of organizational justice:

- **Distributive Justice:** This component concerns the fairness of outcomes or resource distribution within the organization. It involves perceptions of whether rewards, such as pay, promotions, or workload, are allocated fairly among employees based on their contributions, efforts, and needs. Employees evaluate distributive justice by comparing their outcomes with those of their colleagues.

- **Procedural Justice:** It focuses on the fairness of the processes and procedures used to make decisions within the organization. It involves perceptions of the fairness, consistency, transparency, and accuracy of decision-making processes, such as performance evaluations, promotions, grievances handling, and resource allocation. Employees assess procedural justice based on whether they have a voice in the decision-making process, whether decisions are based on unbiased information, and whether they are treated with respect and dignity.

- **Interactional Justice:** It pertains to the fairness of interpersonal treatment and communication during decision-making processes. It involves perceptions of whether individuals are treated with dignity, respect, and politeness by authorities and whether authorities provide adequate explanations and justifications for their decisions. Interactional justice can be further divided into two subcomponents: interpersonal justice, which focuses on the fairness of interpersonal treatment, and informational justice, which concerns the adequacy and accuracy of information provided during decision-making processes.

1.6.2 Organizational Politics

Organizational politics refers to the informal, often self-serving behaviors and tactics used by individuals or groups within an organization to gain advantages, advance personal interests, or achieve goals at the expense of others or the overall organizational objectives. Unlike formal organizational processes, which are governed by established rules and procedures, organizational politics involve behaviors that operate outside of formal channels and may not always align with organizational values or norms.

- General political behavior refers to the various strategies, actions, and tactics employed by individuals within an organizational or social context to influence decisions, outcomes, or perceptions in their favor. general political behavior encompasses a broader range of social and interpersonal behaviors aimed at gaining advantages or achieving personal goals, often through manipulation, persuasion, or negotiation.

- Going along to get ahead" describes a strategy where individuals follow to the expectations, norms, or directives of a group or authority figure in order to advance their own interests, achieve personal goals, or gain favor within the organization. This strategy often involves sacrificing personal values, beliefs, or autonomy in favor of aligning with prevailing attitudes or behaviors perceived to be advantageous.

- Pay and promotion policies refer to the formal guidelines, procedures, and criteria established by an organization for determining employee compensation levels and opportunities for career advancement within the organization. These policies play a critical role in shaping employee motivation, performance, and engagement, as well as organizational culture and effectiveness. However, individuals in an organization can influence formal guidelines politically to obtain their personal goals.

1.6.3 Faculty Achievement

Faculty achievement refers to the accomplishments, contributions, and successes of faculty members within academic institutions. These achievements can encompass a wide range of activities and accomplishments related to teaching, research, service, and professional development. Faculty achievements are typically evaluated based on established criteria and may

vary depending on the mission, goals, and priorities of the academic institution. Faculty achievement is divided into four different aspects.

- **Discovery**; is the addition of new knowledge through research.

- **Application;** involve translating research findings and theoretical knowledge into practical applications for addressing problems and their solution at different platforms.

- **Integration**; use of knowledge and skills across different disciplines Integration may also involve development of collaboration between academia and other sectors, such as government, industry, or non-profit organizations.

- **Teaching & Learning**; Faculty achievements in teaching and learning relate to excellence in pedagogy, curriculum development, and student engagement. This includes designing and delivering effective courses, implementing innovative teaching methods and technologies, mentoring students, advising on academic and career pathways, and assessing student learning outcomes. Faculty members may also contribute to scholarship in teaching and learning through research on effective teaching practices, assessment methods, and educational innovations.

1.7   Research Methodology

A researcher can provide an explanation of how they plan to carry out their investigation by writing up a research methodology to use in their report. It is a deliberate and logical strategy for solving a research issue. Researchers use a certain research process to get findings.

1.7.1 Research Approach

The researcher adopted a quantitative approach for the current investigation. A quantitative approach is a systematic procedure that strives to comprehend the relationship among variables through testing hypotheses. Quantitative research employs scientific inquiry to examine issues of the sample population.

In quantitative research, a link among two or more variables may be found by using a large sample size and using both the probability sampling approach and the stratified sampling methodology. This can be accomplished by the use of large sample sizes. To gather data, used surveys or questionnaires with closed-ended questions (Oguz, F. 2019). The researcher's ability to generalise the findings to a wide population is made possible by the use of the quantitative technique. Although the quantitative approach uses a variety of research designs.

1.7.2 Research Design

The descriptive research design is used in the research because it entails the identification of characteristics of a specific phenomenon based on observation. The survey method of descriptive research design was applied to obtain the required information. In addition, for the purpose of data analysis, the researcher used both descriptive and inferential statistical methods.

1.7.3 Population

The first step is determining the population of the study where the researcher intended to conduct the research (Schofield, 1996). As per mentioned by Sekaran (2000), "research population" indicated the individuals,

happenings, or objects that researchers wish to examine in relation to the research topic.

The population of this study contained teachers of social sciences and management sciences at public sector universities in Islamabad.The total number of public sector universities located in Islamabad is 15. The overall population of the current study covered 09 public-sector universities. The population of the research involved the two faculties of social sciences and management sciences. All teachers of two faculties, the faculty of social sciences and management sciences were involved. According to the most recent information that was found on the websites of educational institutions for the year 2021, the total number of instructors across all of those faculties was N=1014. The population of interest for this research was comprised of 663 teachers in the social sciences and 351 teachers in the management sciences.

1.7.4   Sample

It became complex for a researcher to gather facts from every member of the population with the purpose to respond to the research questions. According to Bryman and Bell (2003), the use of sampling is a suitable and adequate alternative in situations where the study population is large or when it would be expensive or time-consuming to collect data from the entire population. Thus, there was a need to select a sample. A sample is a small group of individuals chosen to represent the overall population of the research, whereas the population is the complete group you intend to conclude about (Taherdoost, H. 2016).

1.7.4.1 Sampling Technique

A stratified sampling technique of probability sampling method was used. When conducting research using probability sampling technique, one of the most important rules to follow is to give each component of the researcher's sample frame an equal probability of being chosen for inclusion in the research so that the results can be generalized. In the current investigation, the research population was partitioned into subgroups using the stratified sampling method, and then samples were collected from each of those subgroups. However, two strata were involved in the present study, one was the faculty of social sciences and the second was the faculty of management sciences. The number of teachers in these faculties is the population of the research. Because the population of the research comprised of distinct subgroups defined by university, faculty, gender, and service experiences, a stratified random sampling method was chosen as the appropriate data collection strategy. According to Krejcie & Morgan, D. (1970) sample table, the sample size was selected 30 % of each stratum using a stratified random sampling technique. All of the social sciences and management sciences faculty members at the public universities in Islamabad, Pakistan, were enlisted by the researcher for this study. Two sub-group of teachers of the faculty of social sciences and management sciences were selected for obtaining a representative sample.

1.7.4.2 Sample Size

The number of teachers included in the sample was 305, which represents 30% of the total population of 1014.

1.7.5 Research Instrument

In the present research study, the responses to the research questions were collected by the utilization of an extensive questionnaire. A detailed questionnaire was prepared for measuring the objectives of the study. The tool (questionnaire) is comprised of three scales which were used for measuring variables separately. Scales are discussed below.

For measuring Organizational Justice, the researcher adapted the research scale of Organizational Justice (OJ) of Neihoff and Moorman (1993) and developed it to evaluate the three dimensions of OJ procedural justice, distributive justice and interactional Justice. A Likert scale with five response options, ranging from 1 (strongly disagree) to 5 (strongly agree), was used for the measurement of the items that comprised each dimension. The research scale of Organizational Politics (OP) developed by Kacmar and Carlson (1997) was modified so that it could be used to measure the three aspects of OP that are known as General Political Behavior, Go Along to Get Ahead, and Pay and Promotion Policies. Five response options, ranging from 1 (strongly disagree) to 5 (strongly agree), were provided for each item on a Likert scale. The four dimensions of faculty achievements were discovery, integration, application, and teaching and learning were measured using an adaptation of Ernest Boyer's (1997) Faculty Achievement Scale. On a scale from 1 to 5, the Likert scale was used to measure each of these dimensions.

1.7.6 Validity and Reliability of the Instrument

For the validity of the tool, the researcher distributed questionnaires among eight university teachers for getting their expertise. According to

expert suggestions, some items of the questionnaire were improved and some items were removed.

To access the reliability of the questionnaire, the researcher conducted a preliminary test, which was a pilot study. After getting responses from the teachers of universities, Cronbach's Alpha, Item-to-Total Correlation, Exploratory Factor Analysis and Confirmatory Factor Analysis were done. For the final version of the questionnaire, those items which were not acceptable were removed and some items which were low values were reversed.

1.7.7 Data Collection

It is the process of collecting information from the selected respondents. The data was gathered through various means, including personal collection, online platforms like Google Forms, and email communication with the targeted sample. The primary method of data collection was the distribution of questionnaires among the participants. In order to select the sample, a stratified random sampling technique was employed, which involved randomly selecting two strata from the population of interest. According to the stratified random sampling technique, questionnaires were distributed among the 506 respondents from two strata which were selected randomly. Moreover, Additionally, 305 questionnaires were completed and returned from the total questionnaires distributed, providing a sufficient sample for analysis.

1.7.8 Data Analysis

Inferential and descriptive statistics were applied to the data through the utilization of the most recent version of the Statistical Package for the

Social Sciences (SPSS), which was version 25, and AMOS 27.0. Through descriptive statistics percentage was used for demographic analysis, the standard deviation for the variance of replies, the mean value was calculated for each dimension and the normality of all the variables was tested through skewness and kurtosis test. Through Inferential statistics, the Pearson correlation coefficient and regression were used to find out the relationship among dependent and independent variables and variable dimensions. Similarly, Preacher and Hay (2008) multiple mediation analysis was used to investigate the function of organizational justice among organizational politics and four dimensions of faculty achievement (discovery, integration, application, and teaching and learning).

1.8   Delimitations of the Research Study

The present research was performed to observe the relationship of organizational justice with organizational politics and to evaluate the mediating role of organizational justice on faculty achievement at the higher education level.

Teachers of social sciences and management sciences of state-owned universities of Islamabad were the population of the research, It was difficult to get answers from all faculty memebers of social sciences department and management sciences department of government-owned universities. However, according to a time frame and financial resources, the study was delimited to 9 public sector universities in Islamabad, where the faculty of social sciences and management sciences existed. These two faculties were selected because it was not possible to get data from all faculties of universities. However, study was delimited only on two faculties, faculty of social sciences and management sciences. The sample size was chosen by using

stratified sampling techniques because of the different characteristics (based on faculties, subjects, education, experiences and designations) of the population.

1.9   Significance of the Study

The research brings the problem that was discovered at the implementation level to the attention of higher authorities and policymakers. The results of this research may add something to the current body of literature on topics like organizational fairness, organizational politics, and faculty achievements. The research study may be important for policymakers and planners of higher education institutions (heads of departments, deans of faculties, registrars, rectors and vice chancellors of universities) as they investigate that organizational justice and politics have the impact on the achievements of the faculty. The findings of this research will be beneficial for managers of organizational entities to know the conflicts and disadvantages of politics in higher educational institutions' progress and help them to identify the political groups in the organization who look for their benefits instead of the organization.

The outcomes of the study will be helpful for better comprehending the significance of organizational justice in educational establishments of a higher level. The outcomes of the research study will also help in understanding the relationship among organizational justice and organizational politics which influenced faculty achievement. The university teachers will be aware of the impacts of organizational politics and organizational justice on the progress of faculty.

Higher authorities of public universities may get information from this research's result and try to reduce the politics in higher education institutions which creates hurdles in the way of faculty achievement. Heads and managers may

implement the procedures of equitable division of resources between the university faculty. Heads of the department may involve the faculty in making decisions and consider their views and suggestions.

The findings of the research will increase knowledge in literature which will be a gift for the coming generation. This study will open a new topic of research for students. The results of the research will also be useful to the relevant authorities in resolving faculty issues that are directly connected to their accomplishments, and this will be made possible by the findings of the study. This will be beneficial for additional study that will be done in the future. Students, readers, researchers, and administrators will all benefit from this in their own unique ways.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter examines the evaluation of earlier studies and literature regarding to research topic. This new topic has been supported by previous research, and this study was conducted to fill a gap in the literature of earlier studies. Multiple independent investigations have been carried out matter as a whole. After conducting research, studying, analyzing, evaluating, and summarizing scholarly literature, a literature review was developed. This review provided an overview of the most recent knowledge and identified relevant theories, methods, and gaps in the research that had been done previously. The purpose of a literature review is to examine and synthesize the latest research and discourse on a specific subject or field of study, and present this information in the form of a written report. The sources for this literature review consisted of both primary and secondary literature. The review itself is exploratory in nature.

2.1 Higher Educational Organizations

The Muslim country Pakistan is a developing country; for its social and economic development, an active system of higher education is required. At present, 211 recognized universities or degree-awarding institutions are working in Pakistan. Of these, government institutes are 128 and private institutes 83. Higher education institutions made great efforts to achieve fruitful results in teaching and research and provide a smooth environment for working employees (Shams, Sanfratello & Zafar 2020).

Higher education performs as a significant and dynamic power intended to fulfil the vision of a knowledge-based economy and to achieve social development for the well-being the society. Therefore, producing a skilled person, building innovative facts, and facilitating the public are the main purposes of higher education, which run the way to a maintainable and developed society to fulfil the challenges of the 21st century (NEP, 2009).

Moreover, it has been playing phenomenal role in the development of nations, in the form of public good, enlightening individuals with cultural values, norms, national interests, and enabling them to serve humanity. Traditionally, it has been considered as public good, benefiting not only the individuals who got education but whole society in terms of its huge returns to the society (Ali et al., 2018).

In Pakistan, a well-known institute named the higher education commission (HEC) evaluates and keeps checks and balances on the working structure of higher education institutions. HEC highly emphasized research-based outcomes among the teaching faculty and students as well. According to the need and requirements also formulate the new rules and policies for the batter performance of higher educational institutions, teaching faculty's achievements are measured on the specific criteria designed by HEC and then upgraded towards the next grade (HEC Ordinance, 2002). Conventionally, it is said that education is society's social, ethical, economic and philosophical base. According to Ali, Saeed & Munir (2018) higher education serves as a key driving force envisioned to turn the dream of a knowledge-based economy into reality and it also contributes as well in the attainment of social goals of humanity, creating cohesiveness, and building good human beings. Secondly, the most important purpose of higher education is to deal with worldwide trials by giving

possible and realistic clarifications of countrywide and universal matters and complications.

Ali and Tahir (2009) emphasized the crucial role of higher education in disseminating and advancing knowledge through exploration. According to Khan (2015) "education has been converted into a commodity just like many other necessities of life to be bought and sold with the sole purpose of generating profit, and this has led to drastic changes in how society perceives the role of knowledge in human life and how it is imparted and acquired".

The World Bank report (2020) emphasizes that higher education institutions play a crucial role in contributing to the global education landscape, providing both online and traditional education across various fields such as social sciences, management sciences, medical, and natural sciences. The report highlights the significant impact that these institutions have on their respective countries and on the world at large. However, the report also stresses the importance of having competent and professional teaching faculty in these institutions. It notes that universities must provide an environment that fosters decision-making and planning regarding teaching faculty's achievement and progress, devoid of any politics and injustice. This will ensure that the education provided is of the highest quality, benefiting not just the individual students but also the society and the global community as a whole.

These institutes have a key role in producing a workforce in each sector for their respective community as well as for the whole world. Therefore, keeping in view, the importance of these institutes, it is mandatory to keep an eye on those factors which may affect the performance of these organizations. Higher education institutions (HEIs) contribute to the nation's intellectual development, quality

resources, and numerous socioeconomic improvements for society and organizations (Dong, 2018).

Higher education institutions need to prioritize the satisfaction of their employees in the current era, and this requires active and competent general managers who are capable of making informed decisions. The role of a general manager is not limited to making decisions based solely on their own ideas, but rather involves incorporating the input of employees to arrive at the best possible solutions. The success of any organization is highly dependent on the culture that is fostered within it, and this culture is largely shaped by the members of the organization (Moazzezi et al., 2014). Therefore, it is essential for higher education institutions to focus on creating a positive organizational culture that values and supports its employees to promote their satisfaction, which will ultimately lead to improved performance and success.

Higher education in Pakistan is finding itself in an increasingly competitive environment as a result of the production of higher educational institutions operating within the country's flourishing private sector. As a means of countering the effects of this difficulty, the educational establishments that fall within the purview of the public sector have grown more aggressive in their pursuit of educational excellence and in their efforts to satisfy the requirements of the many stakeholders. In this context, the Higher Education Commission exerts a greater amount of pressure on both public and private higher education institutions to ensure that they adhere to worldwide standards in both teaching and research (Niazi & Mace, 2006). To accomplish this goal, the Higher Education Commission has mandated the establishment of quality improvement cells inside every educational institution that is committed to achieving quality assurance. In this respect, higher institutions are urgently required to build

efficient human resource strategies and policies to deal with the overwhelming "greater performances on the part of the workers" and institutions (Thornton & Audrey, 2008). To get the desired results in terms of performance and quality, the primary objective of these methods and practises is to encourage justice in the choices, processes, resource allocation, and interactions that take place.

Different types of organizations play different roles in the country, but educational institutions are crucial to the development of the nation. Higher education institutions (HEIs) contribute to multiple disciplines according to the need of society for overcoming world-level challenges. According to their capabilities, requirements, and goals, higher education institutions in both urban and rural locations provide this access and assistance (World Bank Report, 2019).

According to Barbara Cimatti (2016), the word organization means an organ or an instrument that works under the rules and policies made by institutions and authorities. They organized and well-planned structure of the daily activities for working people in the workplace situation.

Bhuiyan and Francis (2011) stated that organizations have an organized system in which the human resource of the organization works smoothly for the attainment of predetermined goals and objectives. Today, several organizations both in the public and private sectors are performing in different systems for fulfilling different tasks of the country. The important role of public sector organizations performs differently in different areas for facilitating, improving and reformulating the policies and planning for development, in business, education, security organization, health and civil organization etc. at national and international levels. In the most recent era, it is observed that governmental organizations in the world are going through economical loss (Monfardini, 2010; Abbasi, 2011).

But at this time, Pakistan's government sector organizations face many problems of mismanagement, insufficient resources, political interference, honest leadership and Justice (Abbasi, 2011 & Zaidi, 2012). Such elements of political influence and dishonesty made performance and production inefficient. These organizations struggle with unsolvable authority issues despite their efforts to provide the people of society with high-quality products and services (Zaidi, 2012).

"Government of Pakistan is focusing on increasing the quality of higher education as well as ensuring its relevance in the job market. Despite students receiving their PhDs, there is no employment accessible due to poor quality and a lack of industry connections. To address the shortage of qualified teachers, the country's future lies in equipping the youth with marketable skills and enabling them to earn a dignified livelihood" (Ministry of Education System in Pakistan, 2022).

According to Douglas and Haley (2013), organizational justice is becoming a more significant phenomenon in higher education that not only aids in ensuring the fundamental standards for evaluating teacher work but also measures how responsive the organization is too worried instructors. Teachers and institutions are obligated by several significant variables that further explain the ongoing interactions between the two parties (Eberlin, & Tatum, 2008), where answers to changes in height are preserved and documented, and where duties are prioritised according to their criticality (Hassan, & Hashim, 2011).

In the modern competitive economy, where numerous criteria are responsible for judging the situation according to desired standards, higher education has certain stakes (Hassan, & Hassan, 2015). As a result, fairness takes on increased significance in this context and dominates the interaction between workers and enterprises. To

manage corporate strategic goals in a variety of contexts, organizational justice is essential.

Higher education institutions nowadays are dealing with several issues that have a variety of negative effects on their performance and reputation. This is because organizational politics affect organizational success and performance in a variety of ways (Hochwarter et al., 2020).

Organizational politics may influence a higher education institution's performance in teaching and learning activities and behaviours in a variety of contexts (Kaya, Aydin, & Ongun, 2016), as well as staff members' opinions of the institution's commitment to justice. Also influences how people perceive Higher institutions' actions and procedures is greatly influenced by politics, and unwelcome conduct may have an impact on the institution's ability to operate effectively (Hochwarter, & Thompson, 2010). As a result, organizational politics significantly affects the development and success of an organization. As organizational politics has been extensively studied at academic institutions with a variety of results, it is commonly encountered in higher institutional environments (Lampaki, & Papadakis, 2018).

Because higher institutions have a strong influence and both good and bad impacts on workers, they are fundamentally political institutions in the public sector (Khawaja, Ahmed, Abid, & Adeel, 2020).

Institutions considerably superimpose public competition by controlling a considerable amount of public property, having the legal capacity to provide a significant amount of public benefits, having a significant amount of political clout, and enforcing policy conduct. Organizational politics, according to researchers, has negative effects on employees' stress levels, work satisfaction, organizational

profitability, productivity, and turnover intentions (Haider, Asad, & Fatima, 2017; Morrison, 2010).

There is high employee turnover in Pakistani universities, dissatisfaction with tenure, achievements and perceived unfairness due to organizational politics, and political behaviour by influential groups has led to the resignation of many qualified employees in both public and private universities (Malik, Nawab, Naeem, & Danish, 2010; Erol & Kunt, 2018; Yawer, Soomro, & Rashid, 2019). The idea of organizational politics and its link to faculty success in higher education institutions must be well understood in light of these highly volatile situations. The reality that politics may be found in any organization in Pakistan, even educational ones, is something that cannot be avoided. It has been seen that faculty members have been promoted to higher positions in their respective universities primarily as a result of their involvement in some kind or another of political conduct. To even be able to survive in an organization, one of the primary strategies that must be implemented is to become a member of a strong group. Because they refused to take part in any political strategy, several members of the faculty have even been fired from their jobs as a result of their stance. Additionally, it has been shown that if just one faculty member in a group is employed and the rest are not, that faculty member would ultimately fall prey to power politics since they will be seen by the other faculty members as sitting on a throne.

2.2 Components of Organizations

Organizations are a complete set of values, culture, purpose, philosophy, priorities, and internal and external practices on which organizations are based. All these components are interlinked with each other. From all these components like

purpose, philosophy, priorities, practices and projections, practices are the essential components of the organizations. Practices are internal and external. Organizational practices refer to the behaviors and actions of employees, including their work routines and values that are in alignment with the organizational culture (Margolis, 2006).

For organizations to encourage and motivate their employees to think creatively and bring innovation to their products, services, and procedures, it is important to treat them appropriately. When organizations have a strong belief in their employees' ability to generate new ideas, they are better equipped to compete with their rivals with a sense of pride (Lyu, 2016). Novel ideas are essential for an organization's survival, and as a result, organizations are now placing greater emphasis on organizational justice (OJ). According to Lyu (2016), organizations can encourage innovative ideas from their workers by publicly recognizing and appreciating the efforts of those members through incentives and rewards. As shown in this figure;
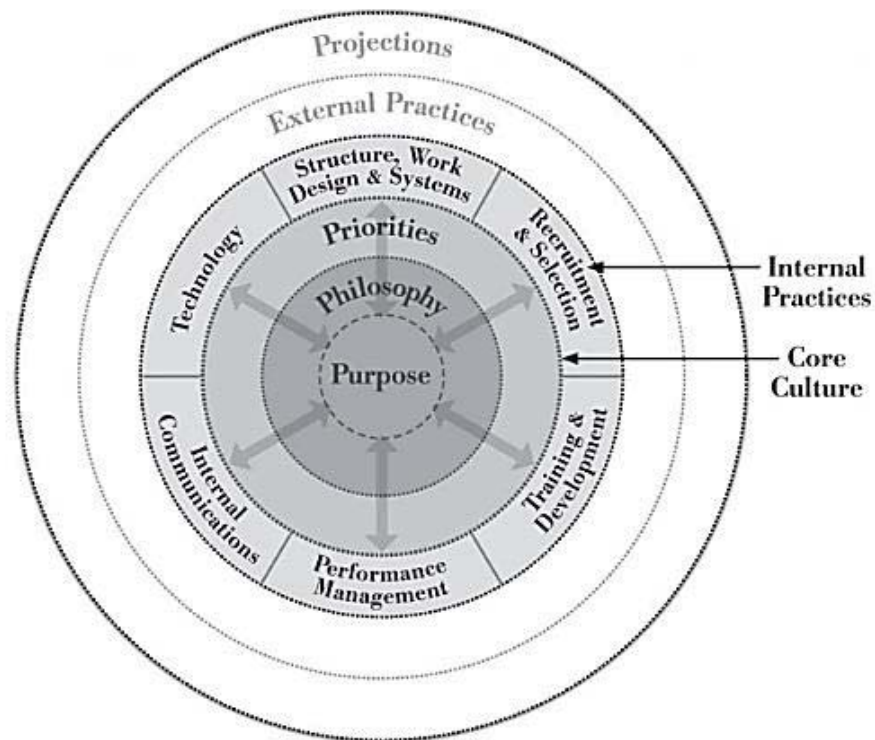
Figure 2.1

Align the Internal Practices model with the Core Culture Sheila (2006).

This concept placed a focus on internal procedures that fit with an organization's culture. In the context of public sector universities, Effective culture is undoubtedly seen as an essential ingredient for organizational quality and sustainability, especially in a competitive environment when organizational reputation and performance are on the line. The term organizational culture is more general and applies across the board (Thornton & Audrey, 2008). Organizational culture may grasp numerous aspects as the culture relates to organisational performance and is a critical component that plays a crucial role in organisational success (Ali & Musah, 2012). The organizational culture at higher education institutions comprises social and ethical standards that serve as the foundation for acquiring and achieving moral and cultural values with a variety of characteristics, such as commitment, consistency,

purpose, and flexibility (Saima & Akhtar, 2015). The organizational culture is an amalgam of a few crucial factors that, when taken together, shape the institutional culture as a whole. These criteria primarily focus on the establishment of a robust institutional culture (Loong et al., 2018).

Recently, higher educational institutions emphasised facilitating employees for their batter performance. For this purpose managers generate new ideas and practices in reshaping the organizational culture (Moazzezi et al., 2014). The degree to which an organization deals with employees equally basis without any differences or discrimination is known as justice which is a very important factor in organizations (Whitman, Caleo, Carpenter, Horner, & Bernerth, 2012).

Organizations implement these practices for the sake of employees' mental health and fitness. However, organizational practices including organizational justice and social dialogue practices also positively affect employee health (Sheila, 2006).

According to the findings of a large number of studies, organizational justice is one of the most important factors in fostering employee health. Specifically, procedural and distributive justice is the wider concept of justice and were considered the important element of strong workplace settings including the same chances and impartial rewards and benefits which are proven to help in promoting employees' mental health(Wilson 2004; Kelloway and Day, (2005), and Guest (2017). Many types of research indicated that the nature of organizational justice has fruitful results on employee wellbeing, having a good relationship with job satisfaction, obligation, constructive feelings, and harmful relations and with bad feelings, behaviour and actions (Colquitt et al., 2001 & 2013).

According to De Prins (2018), pleasant organizational relations are crucial in defending workers' satisfaction and peaceful mind. He further stated that faculty members used their potential only in a peaceful and supportive environment, providing them with an internal organizational workplace situation. The findings from Chen et al.'s (2015) study suggest that organizational justice is linked to the organizational structure, including managerial activities and how employees are treated by the administration.

Yean (2016) suggests that organizational justice is a fundamental component of an organization's internal structure, where managerial activities take place, and it is closely related to the organizational culture.The philosophical aspect of OJ is, the belief of the individual based on fairness.

Distributive justice presence is evident in the comparison between the acquisition proportions obtained based on each group's balance of inputs and outputs (Paterson et al., 2002). Moreover, the employees' perceptions concerning payment, promotion and similar outcomes are determined in this type of justice (Kursad & Murat, 2009), while the procedural justice is referred to as the fairness of methods, techniques and processes utilized to gauge the outcomes (Zainalipour, et al., 2010). These procedures are characterized by activities such as promotions, performance assessment, rewards and opportunities sharing. According to Cathleen et al. (2010), if the procedural justice is present in any organization, the staff will have a say in decision making and the organization will support this participation. Consequently, their commitment and risk-taking will be maximized and their motivation for entrepreneurship in the promotion and permanency of the organization will show an increase. Interactional justice is as the method in which the administration treats its

employees with justice and it is related to the human element of the organizational practices (Cathleen, et al., 2010).

Justice and politics are the internal practices of the model, which influence employee outcomes (Colquitt, 2013). Employees have importance in the progress and prosperity of the organization. As defined by Zeinabadi and Salehi (2011), employees are hired by an organization whose work is very much important for the good reputation and development of the organization. However, Guangling (2011) argued employees who are an integral part of an organization perform effectively and increased achievements.

Lichtenstein (2008) described that employees contribute always with very keen interest and they are very much concerned with their respect and dignity, their contributions are key to the success of the organization. But it is also said employees play an important part in achieving organizational goals.

The responsibility for organizational success and failure is always on the shoulder of employees who are working here (Place, 2010). Numerous studies have linked organizational fairness to work effectiveness and perceived organizational support (Tetric, 2002). Thus, distributive, procedural, and interactional fairness should increase work satisfaction. Therefore, a positive association between distributive justice, procedural justice, interactional justice and job satisfaction is expected.

Psychological commitment to the company was significantly impacted by employee views of organizational commitment. According to Adeel, Hashmi, and Iqbal (2017), a business must foster a feeling of motivation and commitment among its workforce if it is to improve job performance.

2.3 Organizational Justice (OJ)

Organizational justice is a significant phenomenon in the organizational context that emphasized workforces' perception of fairness in organizational activities. Fairness is a multi-dimensional concept (procedural, distributive, and interactional) wherein individuals (workforces) compare the leadership behavior in the allocation and distribution of institutional resources (Colquitt and Shaw 2005).

Organizational justice directs autonomy, authority, responsibility, motivation, and performance towards the desired consequences (Khan et al. 2021). The literature on transformational leadership and organizational justice suggests that transformational leaders are more likely to promote a sense of justice and fairness in the workplace. This is because transformational leaders are known to inspire and motivate their followers to go beyond their self-interests, and they often encourage a shared sense of purpose and values (Khan et al. 2021). Research has found that transformational leaders are more likely to engage in behaviors that promote distributive justice, such as providing employees with equitable rewards and recognition for their contributions (Khan et al. 2022). They are also more likely to engage in behaviors that promote procedural justice, such as involving employees in decision-making and ensuring that decisions are made fairly and transparently (Shah et al. 2022). Thus, leadership in higher institutions may be successful in achieving the desired performances when justice prevails between leadership and academics.

According to Randeree (2008), organizational justice deals with the equitable treatment of workers. How an employee views an organization's procedures is referred to as organisational justice. How an employee views an organization's procedures, decisions, and behaviour and how this view affects employee behaviour

and attitudes at work is referred to as organisational justice (Hitesh Bhasin, 2021). Issues with views of fair compensation, equitable possibilities for advancement, and staff selection procedures may all be part of justice or fairness in an organization (Tabibnia, Satpute, & Lieberman, 2008).

Justice, according to Abeli (2009), requires equitable rules and processes that let everyone use the legal system. Fair treatment may be seen as a subjective evaluation of an organization's conduct and moral standing (Cropanzano, 2007).

They are also more likely to engage in behaviors that promote procedural justice, such as involving employees in decision-making and ensuring that decisions are made fairly and transparently (Shah et al. 2022). Thus, leadership in higher institutions may be successful in achieving the desired performances when justice prevails between leadership and academics. Organizational justice, according to Cropanzano et al., (2001) the ability to consider the additional interactions and outcomes that affect the physical, psychological, and social well-being of both parties involved.

According to Greenberg & Colquitt (2005), organizational justice has been acknowledged as a critical issue in educational institutions and all other types of organizations over the past twenty years, with a focus on motivating staff to achieve organizational goals and outcomes, as well as promoting collaboration between organizational leaders and employees.

In this context, it is crucial to emphasise that organizational justice does not concern how justice should be administered; rather, it concerns how people, especially workers, perceive being treated by a person in authority, who may be their head of department, supervisor or manager (Colquitt et al., 2005). According to

Folger, Cropanzano, and Goldman (2005), people assess fairness using three different judgements: (1) they consider what might have happened if the action hadn't occurred; (2) they consider whether the authority could have taken alternative actions; and (3) they consider whether the authority should have acted in the manner that they did. These three inquiries help people assess their perceptions of fairness.

The employee's assessment of the equitable distribution of incentives and rewards throughout the workforce is known as organisational justice (Greenberg & Colquitt, 2006). Organizational justice takes power toward producing the welfare of institutions and their staff. It contains better belief and promise, better work presentation, positive thinking, enhanced client fulfilment, and reduced clash (Cropanzano, Bowen & Gilliland, 2007). According to Greenberg (2004), organizational justice is very important in reducing workplace pressure.

Gadot (2007) claimed that institutions should implement human resource initiatives that promote treating employees fairly to boost the ability of its employees to develop trust.

Fair judgements made by the leaders will aid in the growth of instructors' dedication, confidence, and performance, giving the institutions a competitive advantage in the current competitive environment (Khan, Shakur & Ismail, 2016). When organizations efficiently seek organizational justice, it results in greater levels of teacher performance. Organizational justice is a mix of a few key characteristics of justice, with distributive, procedural, and interactional components being the most relevant. According to the literature now in existence, fairness and teacher performance are intimately associated. Organizational justice is seen as a crucial factor in determining teacher conduct (Ogbonna & Harris, 2005). Teachers will demonstrate steadfast devotion and tireless effort to accomplish institutional long-

term objectives when they believe that institutions treat them fairly by institutional norms and values (Oluseyi & Ayo, 2009). In contrast, worried instructors will voice their serious worries about institutional prejudice that affects their performance at work when they believe they are being unfairly treated (Pracha, Qamar, Mirza and Waqas, 2012).

Gumus et al., (2012) found a positive correlation between high levels of organizational justice and job satisfaction, emotional commitment, and confidence in the organization. In particular, it has been demonstrated that organizational justice can raise the level of employee satisfaction with their employment, positively influencing the level of affective commitment they feel towards their organizations. Affective commitment is something that every individual needs to be able to perform at their highest level (Zainalipour, Fini, & Mirkamali, 2010).

Since professors spend a large deal of their time and energy teaching students, they have a legitimate expectation that the institutions where they work would treat them fairly. These expectations result in a greater demand on the part of leaders in the education sector to concentrate on how their teachers perceive the fairness of the environment in which they are employed (Patrick, 2012). The degree of motivation that faculty members bring to their jobs is, to a significant extent, a reaction to how they are treated in the workplace in terms of aforementioned three types of justice. This reaction shows a significant effect on the degree to which faculty members are motivated to perform their jobs. Patrick (2012) concluded that a substantial degree of insight into how the attitudes of fairness held by instructors impact the emotional responses shown by those instructors.

When there is a high level of devotion among the teaching staff at any educational institution and when the teaching staff is treated properly by that institution, the presence of such an educational institution is acceptable. Greater levels of dedication, responsibility,

efficiency, and satisfaction at work are the results of having such a positive perception of organisational justice among teachers, who benefit from its benefits, in addition to lower rates of absenteeism and the desire to leave their positions. As a direct consequence of this, the administration of each of the colleges is responsible for ensuring that there is a feeling of justice and fairness inside their particular organizations (Harold Patrick, 2014).

However, organizational justice covers a vast area of behaviours and approaches among people, dealing with others and emphasizing fairness and equal opportunity considered a primary requirement for better performance and achievement of targets and goals in the workplace. On the other hand, Karem, Jameel and Ahmad (2019) stated that the term justice or fairness is considered a dynamic component in the improvement and keeping the smooth, fair and conducive environment in which they can develop the sense that they are treated fairly or not. Organizational justice accounts for the element of experiences which are observed by the employees inside the organizations (Krishnan et al., 2018). Employees feel satisfaction when they received rewards and promotions based on their devotion and hard work.

Khan (2020) stated that faculty members are very much cheerful about the bright future of institutions because they have recognition with their institution. So they want to achieve goals and objectives regarding progress and high ranking of institution it all depends on fair practices of procedures and planes. Organizational justice has importance because justice is very much concerned with professional achievement, loyalty, devotion and commitment. Justice ensures a good relationship between management and staff as a result this leads to encouragement of employees and their achievements in relevant fields (Moazzezi et al., 2014).

Organizational justice can also be defined as an attribute of communal attention and awareness highly effective in exchanges between the head and employee of the organization (Cropanzano, 2001; Jameel, Mahmood and Jwmaa, 2020).

Cropanzano (2007) concurs that procedural justice and its core characteristics have to do with how results are distributed, but more precisely with the outcomes themselves. The notion of interpersonal justice was first out by Bies and Moag in 1986. In the beginning, research on expectations for interpersonal conduct during recruiting led to the identification of interpersonal justice. These include the reason (explaining the rationale behind choices), honesty (a person in a position of authority being honest and not lying), authority (acting politely rather than rudely), and propriety (avoiding offensive comments or disparaging remarks) (Colquitt, 2001).

According to Yean and Yusaf (2016), the term total justice includes distributive, procedural, and interpersonal justice types, equal opportunities, pay, rewards, respect, privileges, promotions, and all forms of cooperation related to workers' beliefs about fairness. Organizational justice has historical origins in the equity theory of Adams and social exchange theory (SET) . Cropanzano (2002) suggests that according to the social exchange hypothesis, employees and supervisors engage in interpersonal social interactions as a form of social and economic resource exchange. The process where employees constantly compare the ratio of input to output is the foundation of equity theory. Input refers to providing goods and services, while output refers to receiving results, rewards, and a share of profits (Colquitt, 2001). The operationalization of perceived fairness is comprised of three dimensions: distributive, procedural, and interactional justice (Colquitt, 2001).

According to Irfan, Idris, and Amin (2021), organizational justice is crucial for understanding how employees perceive fairness in their workplaces. Their findings

indicate that organizational justice acts as a mediating factor between leadership styles and faculty performance in institutions of higher education. The study results indicate that the relationship between faculty performance and organizational justice is mediated by both organizational justice and transformational leadership style. They asserted that the study's conclusions are valuable for managing higher education and the next research.

Jeongyeon, Lee, and Kwon (2019) examined how organizational justice affects a public organization's commitment to its mission. Research suggests that the level of organizational commitment is significantly impacted by the degree of organizational justice. The mediating influence between these two variables, which indicate the public organization's worth as a service provider, was also examined.

Lambert et al. (2020) emphasized that the enhancement of job satisfaction and organizational commitment among faculty members is critical for ensuring the effective functioning of higher education institutions. This is supported by some organizational outcomes. Lambert et al. (2020) investigated the impact of distributive and procedural justice, as well as other factors such as feelings of victimization, role overload, and training, on faculty members' job satisfaction and administrative commitment in higher education. The researchers reached the conclusion that both procedural and distributive justice were significantly associated with positive effects on the job satisfaction levels of faculty members. Perceptions of training and procedural fairness have a strong beneficial impact on organizational commitment. Demographic data showed that female employees were more satisfied with their jobs.

2.3.1 Principles of Organizational Justice

According to Kawanmuang (2005), the principles of good governance can be applied to create more effective working strategies. These principles include upholding the rule of law, minimizing onerous regulations that lead to tardiness and delays in the work system, implementing transparent decision-making, and establishing appropriate rules, regulations, and guidelines in management.

According to Cropanzano, Bowen, and Gilliland (2007), the foundation of the organisational justice system is essentially comprised of five fundamental ideas. These are as follows:

1. Effective reporting avenues

To ensure justice is served in an organization, it is important to provide appropriate reporting channels for managers and the teams they supervise.

2. Equal discipline

According to Yean and Yusof (2016), for an organization to properly carry out its tasks, disciplinary processes need to be carried out by the system in a way that is consistent and does not take into account the seniority level of the person who has broken the rules. When there is a lack of uniformity in the way that rules and regulations are enforced within an organization, there is a decreased possibility that such rules and regulations will be fair. Maintaining good discipline needs a dedication to fairness.

3. Prompt resolution

Concerning matters about organizational justice, the proverb "justice delayed is justice denied" is often cited as common wisdom. The top executives of the organizations have a responsibility to respond as fast as possible to the issues that have been voiced by their workers. Determine and compile a list of concerns that need more investigation (Egan & Litton, 2014).

4. Non-retaliation against informers

Organisations must develop policies that are reasonably informed and make certain that their responses to major situations are meticulously recorded. It is essential to earn the confidence of the people who work for you to be successful (Seifert, Stammerjohan, & Martin, 2014).

5. Agreement program improvements

A corporation may improve the effectiveness of its compliance system by keeping a record of its internal investigations and conducting periodic reviews of those records (Waribo, Akintayo, A., & Imhonopi, 2019). If we investigate within the organization, we'll probably be able to identify the parts of their internal control system that require modification.

2.3.2 The Significance of organizational justice

In recent decades, the significance of how organizations treat their employees has increased. According to Patterson (2001), people should support organizations rather than just act as resources for them. In recent times, a growing number of scholars are becoming increasingly concerned with organizational justice (OJ). Chen et al. (2015) have highlighted that

organizational justice has been acknowledged as a fundamental concept and organizational practice in contemporary organizational management within the fields of organizational behaviour and organizational theory. Organizational justice has become increasingly significant in shaping the structure and culture of organizations due to the extensive efforts made to establish and sustain it for employees, as stated by Karkoulian, Assaker, and Hallak (2016). Due to the extensive efforts made to attain organizational justice for employees and to maintain it throughout the company, the importance of organizational justice has evolved to play a larger role in the structure and culture of organizations (Karkoulian, Assaker, & Hallak, 2016). Previous research has provided evidence supporting the idea that there is a positive correlation between high levels of organizational justice and job satisfaction, job commitment, positive work attitudes, and work-related behaviors. This evidence has been demonstrated in numerous studies conducted in the past (Chen et al., 2015; Dundar & Tabancali, 2012; Silva & Caetano, 2014).

On the other hand, low levels of organizational justice have been linked to negative outcomes for example pressure, pitiable mental well-being among workers, resignations, and revengeful intentions, among other things (Silva & Caetano, 2014). Organizations need to provide workers with fair treatment to inspire people to develop new products, services, and processes. In reality, organizations and governments are capitalizing on the technical expertise of their workforces to innovate (Agarwal, 2014).

The judicial system is vital in organizations. Numerous significant human and organizational outcomes are correlated with workers' perceptions of fairness. Its foundations are found in equity theory, which examines the equitable allocation of resources. It always has an important place because of its relationship with big factors like professional satisfaction, professional commitment and function. It also ensures good disposal relationships between management and white-collar staff. As a result, this trend leads to motivation and workplace performance. It has to do with the rise of interactive justice, and the long-term commitment of individuals to organizational justice (Moazzezi et al., 2014). It is crucial to have organizational justice since it is connected with a wide variety of attitudes, stress indicators, and actions in the workplace. Job satisfaction and organizational loyalty are modestly connected to employees' views of the fairness with which their employers treat them (Rupp, Shao, Jones, & Liao, 2014). Positive attitudes and behaviours are connected with the use of fair processes and courteous, complete communication relating to the consequences of an organization's efforts, even if the organization is unable to achieve good results. Rupp et al. (2014) found that perceptions of procedural and interactional justice have a stronger correlation with task performance, while perceptions of distributive justice have a weaker correlation with task performance. According to Cohen-Charash and Spector's (2001) study, there is a moderate correlation between perceptions of justice and intentions to leave a job, as well as a weak correlation between justice and actual turnover.

According to Jawad (2012), when an employee is treated fairly by their employer, they are more committed to their work and the business as a whole. Job happiness, the employer's view of the work, and business outcomes are all influenced by the fair treatment of the employee. Organizations can get profit from good employers through justice. Furthermore, organizational justice is also linked to employees' health and well-being. Employees are wised to earn money for a better life. So they demand reasonable pay or incentives always. Under the umbrella of justice, organizations should try to pay employees according to their talent and duty.

2.3.3 Role of Organizational Justice in Workplace Organization

The importance of individual worker contributions to the workforce has increased, and they are more scrutinised, as businesses and organizations move faster in response to ever-growing and competitive markets (Tziner & Sharoni, 2014). Employees' impression of the fairness of choices, rules, and processes at work is known as organizational justice (Greenberg, 2006).

Depending on the workload, responsibilities, and contacts between counterparts of the employee, these encounters may result in good or negative views. According to Colquitt (2001), organizational justice includes distributive justice (the benefits that employees receive for their contributions to the organization), procedural justice (the effects of the organization's coordinated policies and procedures), and interactional justice (how well-behaved by the supervisor in the institutions).

Due to the rapid changes taking place as a result of globalization, each organization aims at improving management strategies to be relevant to good governance principles in order to create sustainable growth and development of the organization. For the country to grow with suitable sustainability, it is impossible to operate the business or work in the government agency without considering the benefits of community, society, and preservation of good environment (Burikul, 2003).

organizational trust and commitment that procedural justice fosters boosts employee incentive to work for the organization (Cohen-Chirash & Spector, 2001). Trust in managers is influenced by moral leadership and benevolent leadership, but is moderated by perceptions of interpersonal fairness (Wu, Huang, Li, & Liu, 2012).

The degree to which employees see working practises, interactions and outcomes as fair is a key factor in productivity, profitability, and employee morale (Kasemsap, 2017). According to Colquitt et al. (2013), organizational justice is related to a variety of positive outcomes, including trust, job performance, job satisfaction, organizational commitment, and organizational citizenship behaviors. Other favorable outcomes that are associated with organizational justice include a sense of obligation toward the organization and a willingness to perform tasks that benefit the organization. Organizations have a responsibility to their staff members to ensure that they are treated fairly by ensuring that the processes they use provide acceptable and comparable results. To ensure that staff members continue to support the organization's goals, organizations can take steps to guarantee that their internal processes are transparent and fair. Organizational justice is a

significant tool that sustains output, effectiveness and employee confidence. Improving organizational justice must be a primary goal of an organization (Kasemsap,2017).

2.4 Proposed Models of Organizational Justice

De Coninck (2010) noted that several studies have employed a three-factor model to examine organizational justice, but some have used a two-factor model that merges procedural justice and interpersonal justice. In contrast, some studies have found that a four-factor model provides the best fit for the data.

People may discern and be sensitive to the distributive, procedural, social, and informational aspects of justice in certain contexts. They may also split the distributive justice component into two facets: task distributive justice and reward distributive justice. A five-factor model of justice (distribution of tasks, distribution of rewards, procedural, interpersonal, and informational) is sufficient, according to the results of three studies conducted with teachers at public universities in Portugal. However, factor analyses are not categorical in differentiating between informational and interpersonal justice. Additionally, the results indicate that people who perform their jobs with a high degree of autonomy and without direct supervisor supervision may be particularly sensitive to how they feel treated by their superiors, even accepting as normal that they make decisions without consulting them (Rego et al., 2009).

Some researchers have noted a clear distinction between procedural justice and distributive justice, but there is less agreement on the differentiation between interactional justice and procedural justice (Cohen-Charash & Spector, 2001). Colquitt (2001) proposed a four-factor model of organizational justice, which

includes procedural, distributive, interpersonal and informational. This model was shown to have strong explanatory power in empirical studies. Colquitt (2005) proposed a three-factor model of organizational justice that involves employees' perceptions of whether they have been handled them honestly (interactional), used impartial processes (procedural), or distributed rewards or duties honestly (distributive equity).

The distinction between procedural and interpersonal justice remained a topic of debate among researchers studying organizational justice for a long time. Recent studies had led many scholars to the conclusion that social exchange theory may be used to differentiate between procedural and interactional forms of justice. The conversation between a worker and their immediate supervisor is referred to as interactional justice, while procedural justice focuses more on the interaction that takes place between an employee and the organization (Cropanzano, 2016).

2.5 Types of Organizational Justice

The degree to which an organization is supposed to treat its employees on an equal basis without any biases (Colquitt, 2015). Literature provides evidence of three types of OJ which are given below:
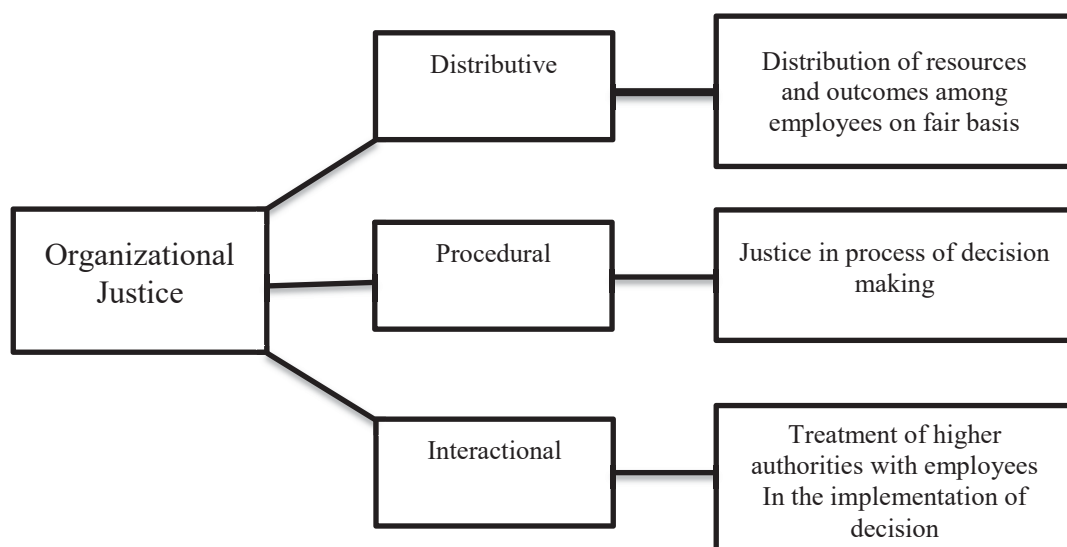
Figure 2.2

Dimensions of Organizational Justice

All three types deal with the belief that outcomes either in the form of physical or metaphysical resources/benefits will equally share among employees, their opinion is important therefore will consider at the time of the decision, and lastly, these judgments will be implemented on all the employees without consideration of designations (Chen et al., 2015; Krishnan et al., 2018; Yean, 2016). It has been observed that fewer efforts have been put up regarding workplace justice in higher education institutions.

2.5.1. Distributive Justice (DJ)

Given the course of history, it is clear that the term "organizational justice" originated from the distributive justice component, which spoke of the equitable distribution of products (Colquitt, 2001). The employee is concerned about whether the outcome of his effort is fair or not and when it comes to this type of organizational justice, whether the outcome is allocated in proportion to the input. In situations like these, the outputs may include things like possibilities for a career, promotions, job stability, social approbation, and salaries, while the inputs can include things like effort, experience, education, and training (Hitesh Bhasin, 2021).

When workers feel that incentives or resources are being distributed equitably and evenly among themselves and their colleagues, they are exhibiting distributive justice (Colquitt et al., 2015). In this context, productivity refers to both financial and social assets (including income, perks, promotions, and so on) that workers get in return for the effort that they put into their job at their respective workplaces (Kofi et al., 2016). The employees evaluate their output to their input by comparing it to that of their colleagues. They use the remuneration packages of their colleagues as a benchmark to

determine whether or not they are getting adequately paid for the amount of work that they put in. Within that organization, distributional fairness is considered to have been accomplished when the ratio is the same for all of the members of the same peer group (Ohana & Meyer, 2016).

Fair distributive justice, according to Colquitt (2015), is the consistency of how organizational effects are distributed, such as bonuses, perks, and salary, among the workforce. Employees will feel fairness, which implies distributive justice, when they believe that the ratio of entering incentives they get is balanced.

This concept originated with equity theory concerned with the amount or quantity of work production or outcomes perspective. Adams intellectualized the term distributive justice and asked those who are worried about whether the receiving amount of work is reasonable or not (Colquitt et al., 2001).

This concept of justice pertains to the distribution of outcomes in a way that is commensurate with the inputs or factors that contributed to their generation. It's possible that when we talk about outcomes, we're referring to things like salary, social approval, job stability, promotion, or career prospects. Inputs, on the other hand, would include things like workers' education, training, experience, and productivity efforts. This type of organizational justice is often secured through general HR regulations, such as job grades, salary ranges, universal training, and the prohibition of favouritism within the company (Cropanzano & Molina, 2015). Any employee of the organization may at one point or another feel that the organization has treated them unfairly to the privileges they have received. They may give the

impression that another worker in the organization who has the same job does the same job as the person concerned, but he does not. This can immediately reduce productivity levels as well as lead to disengagement from the organization.

Ultimately, as a result when an employee observed that receiving amount is not fair then automatically, it can be affected on employee's feelings and reactions such as (irritation, pleasure, self-importance, or guiltiness) thoughts like misleading efforts, contributions and products, results or outputs of employee and at the end, his or her departure from the workplace are done (Cohen-Charash and Spector, 2001).

Tahir and Mohyeldin (2007) explained the distributive justice means managerial choices towards a fair supply of means, benefits and responsibilities made on an equity basis. Distributive justice concerns the fair allocation of rewards or resources to employees based on their job-related outputs. So, when it is linked with equity theory through which employees compared the services and workload (inputs) with unequal distribution of work benefits (outputs) it can generate pressures in the mind of employees (Jameel, Ahmad & Karem, 2020). Similarly, scholars viewed that it is the mark (degree) to which academic staff assess the division of means and capitals (Jameel, Mahmood and Jwmaa, 2020).

Distributive justice always matches the fairness of specific outcomes related to that amount of achievements by others; however, it is directly interlinked with the achievement of the faculty member in the educational institutions (Farndale, Hope-Hailey and Kelliher, 2011; Karem, Jameel and Ahmad, 2019). Distributive justice is likely to significantly connect with

reactions to results and less strongly correlated with comments to the institution or one's management. According to Ghosh et al. (2017), distributive justice outperforms procedural justice as a predictor of the organizational embeddedness sacrifice component.

Fitzgerald, Mahony, and Crawford (2014) tested administrators' opinions of resource allocation choices using the theoretical framework of organizational justice, especially distributive justice. Results were discovered after gathering data from the administrators on distributing resources among the faculty members according to the calibre of their research and teaching. Research productivity and its impact on students significantly allocated the resources. No more differences were found because of other factors in the allocation of resources among the departments. Only differences were found in the distribution of resources because of research-based production and quality of teaching. Castillo et al. (2015) said that the political behaviour of individuals is commonly connected with personal information, like the high salary of employees, qualification, and their participation in political activities, these all factors were associated with distributive beliefs. They believed that the distribution of resources is based on participation in the protest.

2.5.2 Procedural Justice

Tyler (2011), defines procedural justice as an individual's assessment of the fairness of decision-making processes (neutrality, transparency, factuality, providing opportunities for input) and interpersonal treatment (treatment with dignity and respect for rights)." A procedural justice scale combining the four indicators we have focused on was significantly associated

with perceived legitimacy, as measured by both trust in the police and obligation to obey the police.

Procedural justice refers to the perception of fairness in the processes and procedures used to allocate rewards or outcomes (Wang, Liao, Xia, & Chang, 2010). Employees' performance is related to the fairness of the decision-making process that affects their individual goals. López-Cabarcos et al. (2016) also found that procedural justice supports employees in achieving their goals.

Procedural justice pertains to the process of decision-making in an administrative institution and how it takes into account the perspectives of its agents. Procedures, protocols, and forums used to determine how to distribute awards and results are seen fairly in procedural justice (Placental, 2010). Procedural justice gives an insight toward keeping stability in decision-making actions and assessing receivers whether can disturb the organization (Byrne et al., 2012).

It addresses issues related to the equitable procedure of decisions made by higher authorities regarding workers (Bobocel & Gosse, 2015). The focus then shifts to the final goods, which are produced equitably through techniques, methods, and processes (Swalhi et al., 2017).

The fundamental idea in the institutional setting and the foundation for social interaction is procedural fairness (Swalhi et al., 2017). Thus, procedural justice has a significant impact on the intellectual, emotional, and collaborative feedback that employees provide about their organization (Cohen-Charash & Spector, 2001). For instance, Cropanzano et al., (2002)

suggested that institutional responsibility and trust in top management are strongly correlated with procedural fairness. In a similar vein, Kim and Park (2017) found that employee's commitment to effort, comprehension and advanced slog (work) behaviour are all significantly impacted by procedural fairness.

According to Lee et al. (2017), procedural justice may assist workers in accepting the adjustment of the institute's values and purpose and in becoming familiar with the effects of external variation. Additionally, procedural justice may assist workers in gaining an understanding of the effects of internal variation. In addition, the results of various studies supported the theory that the process that is used to select incentives (Charash and Spector, 2001).

This type of Justice contains aspects of group change methods. As a result, it is the representation of the recognized anticipations and presentation of the organizational communication in the policymaking progression; so, it is different from other types of justice because it demonstrates casual contact between the decision-making group and the approval body of the organization (Karem, Jameel & Ahmad, 2019; Yu et al., 2019). According to the results of the research, motivation has a substantial association with both procedural fairness and task performance (Zapata-Phelan et al., 2009).

According to the findings of Gohar et al. (2010), procedural fairness and distributive justice affect employee outcomes such as commitment, job satisfaction and turnover. The concept of organizational justice discussed here emphasizes the fairness of decision-making in achieving specific outcomes. It has been found that individuals may prioritize procedural justice over

distributive justice, and may accept unfavorable outcomes if they believe that the process leading to those outcomes was consistent with the values of the organization (Yean & Yusof, 2016).

2.5.3 Interactional Justice

The right of employees to receive equitable treatment at work is discussed in the interactional evaluation of organizational justice. This interaction primarily focuses on the information flow and communication between the institution and its staff, which helps to manage the staff's concerns about the institution's level of concern for their needs and its ability to understand and meet those needs. Employees and the institution engage in this relationship (Nowakowski & Conlon, 2005). The workforce is driven to perform at greater levels in order to meet the organization's long-term goals as a direct outcome of fair and equitable interactions (Holtz & Harold, 2009).

They are informed that significant results were observed about unfairness regarding perceptions of interactional justice rather than distributional or procedural justice problems. Employees showed more significance in how they are treated during interpersonal meetings with their heads and managers.

Colquitt (2001) interactional justice is based on dealing with respect, kindness, and sympathy during implementation and making decisions, giving information in time, telling truth, and providing information for the completion of the task before the deadline. Employees' judgements of fairness toward bosses' behaviour and treatment are known as interactional justice. This is a reference to how well workers are treated on a personal level, especially those who participate in official decision-making. Some crucial

elements of interactional justice may aid workers in enhancing their impression of fair treatment. This includes sincerity, which calls for the information given to workers to be true and realistic. Additionally, it must be delivered honestly and transparently. The next principle is respect, which dictates that workers must be treated with respect (Jawad, 2012).

Halim (2011) asserts that interactional justice is focused on the value of interactions between superiors and subordinates. Interactional justice is based on experience in interpersonal dealings between employees and managers (Bies, 2015).

Interactional justice is the mark or degree of conduct about information provided to organizational members during decision-making (Karem, Jameel & Ahmad, 2019). Interactional justice plays an important role in developing links and connections among employees and organizations (Jameel, Mahmood and Jwmaa, 2020). Worker performance and interactional fairness are significantly correlated, according to studies conducted in a range of circumstances (Benson & Martin, 2017). Peer relationships are good relationships between staff members and the organization that are built on reciprocal engagement and equitable decision-making (both interpersonal and informational). Peer relationships are necessary for institutions to inspire and engage their workforce.

2.6 Effects of Organizational Justice

It has effects on other factors, which are as discussed;

2.6.1 Effects of Organizational Justice on Organizational Commitment

Interactional justice is concerned with workers' perception about the fairness of interpersonal views about the fairness of the interpersonal treatment

received while implementation. It deals with the way individuals were treated when decisions are made, perceived level of individual feeling if they were being treated fairly with dignity, respect, and provision of explanation on the decision made (Yadav, 2016).

Commitment to one's employer demonstrates not just intellectual interest but also an emotional connection between the employee and the organization's beliefs, objectives, and purposes as well (Landsman 2008; Jaskyte and Lee 2009). Empirical study has been conducted by many academics on the two concepts of organizational justice and organizational commitment. The investigations have, for the most part, verified a positive association between the two concepts (Moon et al., 2014). To be more explicit, many researchers have specifically focused on investigating the relationship between organizational justice and emotional commitment. The research suggests that there is a positive relationship between organizational justice and emotional organizational commitment, meaning that employees tend to have higher levels of emotional commitment to the organization when they perceive that the organization has a high level of organizational justice (Rego & Cunha, 2008 & Ohana & Meyer, 2016).

Dubinsky's (2005) research found a positive relationship between all three types of justice - procedural, distributive, and interactional - and organizational commitment. According to Colquitt et al. (2001), different studies have shown that distributive justice and interactional justice have stronger relationships with institutional support compared to procedural justice. Similarly, Cohen-Charash and Spector (2001) suggested that distributive justice is linked to efficient reactions to outcomes, procedural

justice is linked to cognitive reactions to the organization, and interactional justice is linked to attitudinal reactions to managers and their decisions. According to recent analyses, only procedural justice is linked to an organization's level of dedication, as shown by studies conducted by Simons and Roberson (2003) and Tremblay et al. (2010). Procedural justice has a greater influence on organizational commitment compared to distributive justice, as found by Loi et al. (2007). In contrast, other forms of justice have a weaker effect on organizational commitment. Meanwhile, Phromket et al. (2012) discovered that distributive justice has a more significant impact on employee engagement than procedural justice.

Employees who show a commitment to their employers are more likely to stay with them and are also expected to provide their best in support of them and put a lot of effort into their employers' success. It is believed that highly devoted employees perform even better than uncommitted ones (Chughtai et al., 2006). Management, at any level, must use strong and persuasive motivating strategies if it wishes to improve the degree of organizational commitment among its workers (Opkara, 2004; Hart, 2010). Several techniques have been successful in securing organizational commitment. All workers must be treated fairly and honestly, with their best interests taken into account without prejudice, for managers to be successful.

Employee loyalty to the organization has been seen as being greatly influenced by organizational justice (OJ). There is a growing recognition that organizational commitment is a crucial factor in understanding employee behavior in the workplace, as highlighted by Bartlett (2001). People who are dedicated to their organizations are probably to stay with them and are also

expected to give their all and strive continuously for the success of their organizations. Employees who are very committed to the company are thought to perform even better than those who are not (Chughtai et al., 2006). If management at any level in the company wants to increase the degree of organizational commitment among its workers, it must deploy powerful and effective motivating tactics (Opkara, 2004; Hart, 2010).

It has been possible to establish organizational commitment through a variety of methods. Managers may accomplish the objective of increasing workers' commitment to their businesses if all employees are treated justly and honestly, taking into account their interests without showing any prejudice (Ohbuchi et al., 2001).

Rahman et al. (2016) conducted a study and found that both procedural justice and distributive justice have a strong and meaningful impact on organizational commitment. The study revealed that distributive justice and procedural justice, the two components of organizational justice, have a positive and significant influence on the level of commitment that lecturers have toward their organizations and institutions.

Procedural fairness and organizational commitment are positively connected, and this relationship is statistically significant (Chughtai and Zafar, 2006). Bakshi et al. (2009) study found a substantial correlation between procedural and distributive fairness and employee loyalty to their organizations.

Rahman et al., (2015) observed that the dependent variable such as the organizational commitment of an employee was considerably affected by both

distributive and procedural justice. Qamar et al. (2022) examined the impact of organizational justice on organizational commitment using data from private higher education institutions in Pakistan. The study's findings support the notion that in higher education institutions, the establishment of organizational commitment is associated with organizational justice.

2.6.2   Effects of Organizational Justice on the Performance of Academic Staff

The most important subject is job performance (JP), which has been discussed in the academic world. Because of how important it is to the overall performance of businesses, both business managers and academic scholars are becoming more interested in it. Because of this, it is essential to have an understanding of the factors that impact work performance, especially among academic personnel. The aim of this study is to contribute new insights to the existing literature by offering a deeper understanding of how organizational justice (OJ) impacts employee performance. Institutions of higher education are vital to the development of every nation. Because a young person's higher education is the last step of training they get before beginning a profession, the impact of education on a nation's systemic growth and development is significant, as it helps to produce competent graduates (Ahmad & Jameel, 2020; Alaarj, Mohamed, & Bustamam, 2017; Rabayaa & Obaid, 2019).

Teaching, research, and community services are just a few of the responsibilities that fall within the purview of academic staff at a university. Because education and advancements in scientific research have the potential to enhance a company's competitive edge, these functions are important for

the growth of a nation. Furthermore, the process of teaching and learning in higher education institutions provides a platform for both academic staff and students to generate new ideas, as noted by Abba and Mugizi (2018) and Alaaraj, Mohamed, and Bustamam (2018).

By presenting compelling evidence of its substantial impact, Colquitt et al., (2013) underscored the importance of organizational justice in relation to job performance. The senior management of an organization has to make OJ a primary concern to encourage organization members to perform at the highest possible level in their respective responsibilities. The performance of both individuals and the organizations they are a part of is directly impacted by justice, which supports the voluntary involvement of organization members. In the majority of earlier research, more focus was placed on determining how OJ affects performance evaluations (Massoudi, Jameel, & Ahmad, 2020).

The academic production of a university, measured by its faculty and staff in terms of things like publications, conferences, classroom performance, and community involvement, is a significant factor in determining the ranking of universities (Jameel & Ahmad, 2019).

Ahmad and Mousa (2020) conducted research and found that distributive justice and interactional justice had a significant and positive impact on the job performance of academic staff in Iraq. Nevertheless, the study also revealed that the performance of employees in Iraq was considerably influenced by the policies of the government and the educational institutions in the country.

Interactional justice and distributive justice have shown a higher ability to accurately predict the job performance of the academic staff (Shan et al., 2006; Suliman & Kathairi, 2013). This indicates that the educators at the institution who were given comparable awards were more likely to have successful careers there.

According to Khan, Idris, and Amin (2021), the performance of workers is regarded as the essential aspect that is exclusively responsible for the failure or success of enterprises, including higher education institutions (HEIs). Additionally, the degree of organizational justice has a significant role in shaping how workers feel about the degree of fairness in the organizations where they work. They investigated whether organizational justice mediates the relationship between the performance of employees and different leadership styles, namely transformational and transactional. The data for this study came from teaching faculty in HEIs, and it was analysed using quantitative methods. Because the results confirmed the existence of a partial mediation, it is clear that Organizational justice serves as a bridge between transformative leadership and worker performance. The same can be said that the connection between transactional leadership and employee performance is comparable. It is anticipated that the outcomes of this study would be beneficial as eye-openers about the administration of higher educational institutions and upcoming researchers.

Khan, Saleem, and Idris (2020) carried out a study to analyse the perspectives of faculty members working in higher education institutions in the province of Khyber Pakhtunkhwa (KPK), Pakistan, to investigate the impact of organizational justice on employees' performance. However, there is

only a small amount of research accessible on organizational justice in the context of education in KPK, Pakistan. In contrast to the ample research conducted on organizational justice in other contexts, the purpose of this study was to explore whether there is a correlation between different aspects of organizational justice, including distributive justice, procedural justice, and interactional justice, and employee performance. Specifically, the study aimed to investigate how equitable distribution of rewards and resources, objectivity of procedures, and fairness of interactions impact worker performance. The researchers employed a cross-sectional study design to gather data from faculty members, using a questionnaire as the primary data collection tool. The data collected through the questionnaire was analyzed using statistical methods. The results show that various aspects of justice significantly impact worker performance. Some suggestions have been derived from the findings and presented to the decision-makers of higher education institutions.

2.6.3 Effects of Organizational Justice on Organizational Citizenship Behaviour

Researchers have repeatedly shown that people's conceptions of organizational justice have an impact on their conduct at work (Colquitt et al., 2001). According to Blakely's (2005) theory, OCB is higher when workers believe their bosses treat them fairly. Organizational justice, according to Cohen and Vigoda (2000), explains why workers respond negatively to unjust results or improper behaviours and interactions. Guangling (2011) discovered that lower-level employees are more able to engage in and participate in OCB when they see organizational fairness as being higher. Additionally, it has been shown that lower-level workers prefer to refrain from rebellious conduct.

According to Naimi and Shurakkun (2004), workplace justice may be especially crucial for the occurrence of OCB since it causes a favourable shift in workers' perceptions of their interactions with the company. Individual performance is greatly influenced by organizational citizenship behaviour, as are organizational productivity and effectiveness (Turnapside & Rasouli, 2005). According to Moon, Mayer, Kamdar, and Takeuchi (2008), when someone gets paid for their work, it shows that the company recognises their skills. Some researchers have suggested that distributive justice has a positive influence on Organizational Citizenship Behavior (OCB) (Yaghoubi, Afshar, & Javadi, 2012; Hamdi, Razli, Rashid, & Noordin, 2012). The relationship between procedural fairness and OCB was found to be strong by Lambert and Hogan (2013), using the same perspective. Additionally, Zainabadi and Salehi (2011) came to the conclusion in their research that academic staff respects the position of organizational members when they believe that particular processes are fair, even when they are not directly impacted. Additionally, Awang and Ahmad (2015) concluded that interpersonal justice significantly influences OCB.

The researchers Hameed, Ali, and Khalid, along with Rumman (2019), conducted a study to examine the impact of organizational citizenship behaviors (OCBs). In the Jordanian business, a total of 330 workers were allowed to respond to a questionnaire on organizational justice via the use of convenience sampling. The study included measures that are reliable for assessing multidimensional aspects of organizational justice (including distributive, procedural, and interpersonal aspects), as well as for OCBs. Findings indicated that overall organizational justice predicted the variation in

OCBs. The study found that organizational justice was more effective in predicting organizational citizenship behaviors (OCBs). In addition, the findings of this study indicate that interpersonal justice is the factor that may most accurately predict OCBs.

2.6.4 Effects of Organization Justice on Employee's Job Satisfaction

One of the ideas that have received the greatest attention from researchers interested in organizational justice particularly is job satisfaction. The attitude that an employee has toward their work, as well as the level of satisfaction that employees report feeling with their jobs (Ellickson & Logsdon, 2002). Colquitt, Conlon, Wesson & Porter (2001) found that distributive justice was a significant predictor of job satisfaction. In addition, Masterson, Lewis, Goldman, and Taylor (2000) reported that procedural justice was a stronger predictor of job satisfaction than interpersonal justice. Furthermore, a strong positive correlation between organizational justice and job satisfaction was discovered by Zainalipour, Fini, and Mirkamali (2010). The researchers found that the four dimensions of job satisfaction, including supervision, coworkers, compensation, and promotion, were all positively correlated with distributive justice and interpersonal justice, but not with job type. It is also worth noting that organizational citizenship behavior has a significant impact on individual performance.

Job satisfaction may be described as the total of both good and negative perceptions at a workplace, and its nature is characterised as being of an attitude. Mwadiani (2002) and Pienaar (2008) suggest that a university's future success depends heavily on the competence, size, and effectiveness of

its professors, who are considered the backbone of the institution. Their research supports this claim. Meanwhile, Malik and Naeem (2011) conducted a study in higher education institutes in Pakistan, and their findings indicate that distributive justice has a positive effect on employee satisfaction, while procedural justice does not impact job satisfaction.

People refer to the degree to which employees think that the behaviours, relationships, and consequences of their workplace are logical when they speak about "organisational justice." (Bahrami, et., 2014). Within a pharmaceutical firm in Bangladesh, conducted a study by Rahman, (2015) on organisational fairness and employee pleasure. A positive correlation between employee satisfaction and distributive justice was found, while a negative correlation between employee contentment and procedural justice was discovered, as per their conclusion. The researcher's hypothesis, that there would be a negative association between procedural justice and employee satisfaction was supported by this finding. Akram et. al, (2015) discovered that there was a positive correlation between distributive justice and employee contentment in the banking industry of Pakistan, while a negative relationship existed between procedural justice and employee satisfaction. Kashif, Aijaz, and Mahmood (2016) conducted a study in the banking industry in Faisalabad, Pakistan, and found that there is a positive association between the components of organizational justice and employee happiness.

According to Al-Zu'bi's (2010) research, levels of work satisfaction have a positive correlation regarding perceiving organisational justice, with more levels of perceived injustice and worse towards their satisfactory thinking about job and feel high towards fairness about their job. Corporate

fairness is a fundamental component of employee happiness and organizational effectiveness (Aydin & Kepenekci, 2008). It is found that fairness is a key factor in predicting work satisfaction (Colquitt et al., 2013). Aslam et al. (2011) conducted a study to examine the potential relationship between organizational justice and work-related behavior or job satisfaction. The researchers sought to investigate whether employees' perceptions of fairness within their organization were related to their level of job satisfaction or the behaviors they engaged in at work. Organizational justice is a forecaster of work happiness, according to their results, which showed a strong and favourable association between it and total job satisfaction. According to Bakhshi et al. (2009), work satisfaction and organizational commitment are strongly correlated with organizational justice. This interaction between them and working medical college workers has been examined in the research. The data was gathered via a variety of questionnaires. Fatt et al. (2010) and Gohar et al. (2010) found that, while procedural justice was more closely associated with organizational commitment, distributive justice was a stronger predictor of work satisfaction. Both procedural fairness and distributive justice were significant predictors of employee work satisfaction, organizational commitment, motivation, and intention to stay with the organization, according to the studies. The researchers collected survey data from both managerial and non-managerial staff members. The findings demonstrated a substantial association between distributive justice and procedural justice and an employee's work happiness, organizational commitment, motivation, and desire to leave. Therefore, it has been recommended that businesses use a

proactive strategy to learn about how employees perceive distributive and procedural fairness.

According to Abekah-Nkrumah and Atinga (2013), there is a "theoretically considerable effect" that each of the three aspects of organizational justice has on the degree to which a person enjoys their work. Research conducted by Abekah-Nkrumah and Atinga (2013) and Crow, Lee, and Joo (2012) has indicated a significant correlation between organizational justice and work satisfaction. Their studies have revealed that employees tend to have higher levels of work satisfaction when they perceive their organization's policies and practices as fair and just. These findings suggest that the perceived fairness of an organization can have a significant impact on employees' attitudes and experiences in the workplace. Organizational justice and work fulfillment are positively associated with employees' overall happiness, emphasizing the importance of creating a fair and fulfilling work environment. On the other hand, when there is a lack of organizational justice, It is more probable for workers to have feelings of dissatisfaction with their occupations, even resentful, and even anger against the organization (Rae & Subramaniam, 2008).

2.6.5 Effects of Organizational Justice on Turnover Intention

Lee et al. (2011) define "turnover intention" as the extent to which an employee intends to leave the organization in the near future. During this stage, the worker considers leaving their job and starts looking for new opportunities elsewhere in the workforce. It is the first step that comes before genuine turnover behaviour (Daly and Dee, 2006). Choices that are well

thought out may lead to turnover, but they can also be a response to disappointing results or bad interpersonal treatment by an authority figure. Poorly made decisions can also result in employee turnover. However, research on the relationship between organizational justice and employee turnover, as reviewed by Colquitt et al. (2013), has yielded somewhat inconclusive results. While some studies have suggested that distributive justice influences turnover, others have found the effects of procedural justice to be more significant, while still others have claimed that interactional justice has a greater impact on employee turnover. On the other hand, Cohen-Charash and Spector (2001) found that interactional justice has the weakest predictive power in terms of turnover intention, while procedural justice and distributive justice were found to be equally strong predictors of turnover intention.

Karatepe and Shahryari (2014) have suggested that, according to the social exchange theory, good behavior and manners are a means for individuals to reward each other for holding a positive attitude towards the organization they work for. Based on this framework, a link between organizational justice and employees' intentions to leave the organization has been established. The theory proposes that when employees perceive that their organization treats them fairly and justly, they are more likely to reciprocate by demonstrating positive behavior towards the organization, which reduces their desire to leave.

Fields et al. (2000) found that the concept of distributive justice had a significant influence on the job retention intentions of Hong Kong workers. Similarly, Ponnu and Chuah (2010) found that there was a negative relationship between perceived procedural fairness and employee turnover.

Hassan (2002) conducted a study in Malaysia and found that both distributive and procedural justice significantly contributed to workers' organizational commitment and their intention to quit their jobs. Nadiri and Tanova (2010) examined the relationship between employees' perceptions of justice and their intention to leave their current jobs, and found that the perceived fairness of an organization's procedures may not have as much impact on employees' intention to leave their jobs as the perceived fairness of the personal outcomes that employees receive. Seo et al. (2010) and Thomas and Nagalingappa (2012) have shown that interactional justice is a better predictor of turnover intention than procedural and distributive justice, and has the greatest impact on reducing turnover intention. Furthermore, interactional justice is a stronger predictor of turnover intention than distributive justice.

2.7 Organizational Politics (OP)

Perceived politics might also act as a moderator for relationships. Trust in the supervisor is positively related to employee willingness to help coworkers among employees perceiving low levels of organizational politics, but not among those perceiving high levels of organizational politics. Job ambiguity, scarcity of resources and trust climate are significant predictors of perceptions of organizational politics. Perceptions of organizational politics, in turn, mediate the effects of these situational antecedents on job stress, job satisfaction and turnover intentions. Specifically, employees who perceive high levels of politics in their workplace report higher levels of stress, lower levels of job satisfaction and higher levels of intentions to quit than do employees who perceive a low level of politics (Poon, 2003). Perceptions of organizational politics can also play a role of a mediator in the relationship between leadership style and employees' performance. Vigoda (2007) examined organizational

politics as a possible mediating factor between transactional and transformational leadership on one hand and formal and informal performance in terms of organizational citizenship behavior of employees on the other.

Witt et al. (2000) defined organizational politics as a behavior in which members of an organization seek to influence other individuals through means that are not authorized by formal procedures or informal norms, in order to achieve personal or group goals. In simpler terms, organizational politics refers to members of an organization using their influence to achieve personal or group objectives (Ulkeryildiz, 2009). Organizational politics, as defined by Ferris and colleagues (2000), entails an individual's adoption of behaviours with a self-serving aim. Another definition of organizational politics is the perception of employees regarding the extent to which their work environment is marked by colleagues and managers who prioritize their own interests over those of the organization. This evaluation can be made regarding the extent to which self-serving behaviour is observed in the workplace. Vigoda (2003) defines political conduct as the deliberate actions taken by an individual in an organization to influence others and advance their own interests and goals. In other words, political conduct is defined as the actions that are taken by a social actor to pursue political power.

Organizational politics refer to the activities that take place within an organization, which may be informal, unofficial, or conducted in a covert manner, with the aim of promoting certain ideas, acquiring influence or power, or achieving other objectives (Brandon & Seldman, 2004; Hochwarter, Witt, & Kacmar, 2000)

Skills in developing competing priorities and power structures are essential for employment in modern-day organizations. To be successful in politics, you must focus not on winning at all costs but on building and sustaining connections while

pursuing your goals. Contrary to popular belief, politics within an organization are not inherently corrupting. Rather than assuming that organizational politics are always harmful, it is important to recognize and understand the potential negative outcomes that can result from political behavior within an organization in order to mitigate their impact.

According to previous studies, politics is a wide-ranging occurrence in government organizations justified with more consideration and inspection (Vigoda, Eran 2000). The significance of organizational politics based on its political consequences influence work productivity and employee achievements level which is interrelated with justice like decision-making promotion and reward practices within the organizations (Vigoda, Eran 2003).

Additionally, it is defined as selfish behaviour that is contrary to organizational goals, causes obstacles for others, and is sometimes very destructive to other organization members (Hochwarter & Thompson, 2010). As Ferris and Hochwarter (2011) stated organizational politics is a concept of self-serving behaviour that focuses on saving advantages over collogues and believes in these types of actions and behaviours. Organizational decisions that use power or actions to control others, using a variety of tactics, related to timing and information, and for partnership development, are related to organizational decisions that are affected by organizational politics, despite the perception that it is concerned with all factors (Elbanna, 2010). Organizational politics are now seen as the primary cause of organizational decline and deterioration. When someone or a group engages in unethical behaviour with the intent of gaining personal or group gains, such behaviour is referred to as organizational politics (Harris et al., 2007). Since the word "politics" refers to the informal behaviour of groups and people addressing different elements of

the working environment in an organization, which is often disruptive, and authoritative, organizational politics is a wide concept to comprehend and define. Illegal activity, skewed viewpoints, and lack of access to legitimate sources of power (Utami et al., 2014). Because human interests are valued above institutional interests, organizational politics has varied consequences on employee and organization performance (Hussain and Hassan, 2019).

While the adverse impacts of organizational politics have been extensively recognized, they have received insufficient attention in the literature. However, over the last two decades, research has revealed that workplace organizations may also experience positive outcomes resulting from such behaviour (Dong & Phuong, 2018).

Higher education institutions should provide students with information and skills as well as faculty to help students develop their uniqueness and professional qualities to address problems across the world. The significance of higher education in enhancing educational standards cannot be overstated, and it is equally important to acknowledge professional accomplishments (Akhtar & Sharif, 2012). An additional factor in defining an institution's standing and intended success is the involvement of the teaching staff and administration (Walker and Boni, 2014). According to Khan and Gill (2020), Pakistan is not an exception to the rule when it comes to the use of politics in organizations. Higher education institutions are now dealing with a number of issues that harm their image. Organizational politics may have a variety of negative repercussions on the productivity and success of a company, according to Hochwarter (2020).

According to research, politics significantly affects the culture of an organization. Even if certain politics are important for effective and efficient

teamwork, too much of it is harmful to the whole team or group (Chang, Rosen, and Levy: 2009).

According to Soares (2018), everyone in the organization observes politics and its employees in the workplace daily. Employees of organizations that face various issues regarding their professional careers and organizational politics are at a disadvantage compared to those who are not involved in politics. According to prior study, politics has negative and damaging consequences on workers' stress levels, intentions to leave the institution, job satisfaction levels, and loyalty to the institution (Hochquarter, 2003; Miller, 2008).

This is the conclusion of a research study by Drory and Vigoda-Gadot (2006). Gotsis and Kortezi (2010) that there are two factors of organizational politics positive and negative politics. According to their research findings, negative organizational politics is condemned because it does not meet the standards of the moral school of thought and creates conflict in the workplace situation, but positive politics promotes employees' attitudes towards teamwork. Gives and initiates collective goals and objectives. Organizational politics based on a specific model, namely: (a) general political behaviour, (b) support for development, (c) pay and promotion policies.

Previous research has primarily focused on investigating the negative impacts of perceived organizational politics (POP) as an independent variable in various organizational settings. These studies have been conducted in different contexts, and POP has been linked to various outcomes such as job attrition (Vigoda-Gadot & Talmud, 2010), turnover, neglect, loyalty, absenteeism, job satisfaction (Vigoda-Gadot, 2007), counterproductive work behaviours (Rosen, 2006), and even antisocial behaviour (Vigoda-Gadot & Talmud, 2010). The study's findings suggest that perceived organizational politics (POP) and its associated dimensions, including

General Political Attitude (GPB), Drive to Advance (GATGA), and Pay and Promotion Policies (PPPs), have an impact beyond organizational citizenship behaviour. But pay and promotion policies (OCB) also had an impact, which had an effect, but was later shown to be prominent as well (Mohsen Atta & Khan, 2016).

Due to organizational politics, job satisfaction is observed to be lower in areas with less social support (Asad, 2020). Employee unhappiness prevents them from achieving company objectives (Asad, Haider, & Fatima, 2018). Males were shown to have more job satisfaction than females, while younger employees were found to have less of an impact than older and more seasoned workers. Additionally, organizational politics affects how well employees comprehend their entire working environment (Tawiah & Annor, 2017). Employees who have a negative opinion of the company are more likely to doubt their abilities and contribution to the company as a whole and lose confidence. It's vital to remember that organizational politics only have a negative impact and that the result is a "feeling of being at lost" and worthlessness in the workplace. According to Hussain and Haque (2011), organizational politics influence the majority of workers at both the middle level and the lower level, as well as those at extremely high levels. Less-educated and illiterate workers who are trapped in poverty may have less knowledge and awareness about political tactics in the workplace, which can lead to a negative impact on their job performance, which may be a problem. Poon (2006) acknowledged that political sensitivity is the most important factor that plays a role in developing trustworthy relationships between workers and administrators as well as between colleagues. When employees have a greater awareness of the politics of the firm, they are less likely to trust their colleagues since their political convictions are strong and they do not assist them. On the other side, political impressions are rendered null and void when there is trust

present. The study conducted by Vigoda (2007) revealed and confirmed that perceptions of organizational politics have an impact on the relationship between leadership, in-role performance, and organizational citizenship behaviour.

In the context of Pakistan, Khan and Hussain (2014) conducted study which aimed to conduct an empirical examination of how university faculty members perceive organizational politics. It has been observed that a significant number of individuals at academic institutions have attained or ascended to a level to which they are not suited. The aim of the research was to find out that how much of a role politics had in the ascent of these individuals. The finding lends credence to the theory that the survival of personnel working in higher education institutions is connected in some way to their affiliation with influential political organizations. The study also revealed a significant correlation between employees' perceived satisfaction levels regarding pay and promotion, and the existing pay and promotion policies at various higher education institutions.

2.7.1   Role of Politics in Organizations

Moffitt and Tormey (2014) emphasize that for a behavior to be considered political, it must meet certain criteria, such as having a deliberate intention and a desire to influence outcomes. The process can be divided into two stages, the first being focused on planning and strategy, while the second is concerned with implementing those plans. Throughout the whole of the process, input is offered in order to reorganize any phases that may be considered essential (Hinck & Conrad, 2018). Mishra, Sharma, and Swamy (2016) suggest that institutional variables can have an impact on both the perception of organizational politics and its outcomes. Because organizations have limited resources, there is a great deal of uncertainty; As a direct result of

this, a political atmosphere is created inside the company (Israrul Haq, et al., 2019). Perceptions of organizational politics in the workplace can have significant impacts on employee well-being and turnover rates. Those who perceive higher levels of organizational politics often report lower job satisfaction (Salaam, 2016) and higher levels of stress (Haider, Asad, & Fatima, 2017), which can lead to high turnover rates. Conversely, employees who perceive lower levels of organizational politics tend to be more satisfied with their job (O'Conno & Morrison, 2010). According to Ahmed (2018), the political environment of an organization may be accurately predicted by the organizational climate.

According to Moffitt and Tormey (2014), previous research has highlighted that for behavior to be considered political, it must meet certain criteria, including the intention and desire to affect the outcome of a situation or decision.The process consists of two stages: the first stage focuses on planning and strategy, while the second stage is designed to put those plans into action. Feedback is provided at a variety of places in order to reorganize any processes that may be deemed necessary (Hinck & Conrad, 2018). Institutional issues shape how organizational politics and its outcomes are interpreted by those involved (Mishra, Sharma, & Swamy, 2016). Organizations often have highly politicized workplaces due to the limited resources they have and the high degrees of unpredictability in their environments (Israrul Haq, et al., 2019). O'conno and Morrison (2010) discovered that employees report higher levels of happiness when they are exposed to less organizational politics at work. Salaam (2016) found that employees who perceive higher levels of organizational politics at work report

lower levels of job satisfaction and higher levels of stress, as well as higher turnover rates. Similarly, Haider, Asad, and Fatima (2017) also identified high levels of stress among employees who perceived higher levels of organizational politics.

Makhdoom and colleagues (2019) found that despite efforts made by managers to reduce politics within organizations, members of the organization still engage in political behavior, indicating the widespread nature of organizational politics. In reality, involving staff in political activity lessens their sense of job insecurity (Brouer, Harris, & Harris, 2011). However, taking part in political activities might result in the mistreatment and marginalisation of workers. Organizational politics may have several unfavourable effects and, as a consequence of lower staff productivity, can eventually result in a decline in organizational performance (Guo, Kang, Shao, & Halvorsen, 2019). Organizational politics provide a toxic workplace that hinders organizational progress (Makhdoom, Atta, & Malik, 2019). As workers experience less fear, a political environment develops inside the company that interferes with reaching organizational objectives (Kapoutsis & Thanos, 2016). Additionally, information regarding organizational behaviour that is proper and required at work is more readily available to workers (Asad, Haider, Akhtar, & Javed, 2011). Prosocial conduct among employees might sometimes result in politics in the workplace (Thorson, Xu, & Edgerly, 2018). Organizational politics also has an impact on how employees see their entire working environment (Tawiah & Annor, 2017). Employees that are unhappy with how the company is seen will ultimately lose confidence in their own skills and contribution to the company. The "feeling of being at a disadvantage" and the

disempowerment in the workplace are the sole outcomes of organizational politics, which should be kept in mind as a negative impact.

According to research conducted by Lau, Tong, Lien, Hsu, and Chong (2017), workplaces that are politically charged tend to underperform and fall short of their objectives. The study found that the political environment can negatively impact employee performance and that affective commitment may mediate this relationship They concentrate on the affiliation or grouping of certain people in positions of authority in organizations. However, the whole atmosphere becomes unstable when top management includes political components rather than supporting corporate objectives and achievement-oriented activities, and insecure personnel are more prone to appease political influences at the cost of their own aims (Messler, Drury, & Gadot 2019).

Asad, Haider, Akhtar, and Javed (2011), Asad, Sharif, and Alaikum (2016), and Asad (2020) suggest that employers are looking for candidates who are willing to dedicate their time, skills, and efforts to help the company achieve long-term success. In return, they may offer lucrative salaries and opportunities for professional growth.

The connection between an organization and its workers is impacted by organizational politics (Shah and Asad, 2018). Employees are inspired to put their resources toward achieving long-term purposes and goals when they believe that decision-making authority exclusively resides in political hands, which prevents them from becoming indifferent about the business (Utamia, Bangunb, & Lantuc, 2014). In this case, senior management shouldn't point the finger at managers since there are powerful organizational dynamics at

play. Employee attitudes regarding organizational commitments become apathetic as a result (Shrestha and Mishra, 2015).

Organizational politics may be seen adversely by employees, which might have a detrimental influence on employment outcomes (Ahmed, 2018). Organizational harm results from the bad image of organizational politics, which also leads to abnormal workplace conduct (Crawford, Lamarre, Kacmar, & Harris, 2019).

Employee commitment to achieving goals is decreased by an attitude of indifference (Meisler, Drory, & Gadot, 2019). Basar and Bassem (2016) and Landels and Albrecht (2017) suggest that while many academics have examined the outcomes and impacts of organizational politics, there is still a lack of research on the phenomenon itself. Despite its significance, the study of organizational politics remains underexplored in the literature. Additionally, occupational commitment, work happiness, and job participation are three distinct but connected forms of commitment (Asad, 2020).

Organizations with a political climate are known to have poor employee and management relationships that result in disputes. Furthermore, the absence of social support from supervisors and coworkers increased the amount of stress at work (Shah and Asad, 2018; Asad, 2020). Given the harmful consequences of organizational politics, the purpose of this research is to shed light on the phenomenon itself. By exploring organizational politics in depth, this study aims to contribute to reducing its negative effects on organizations..

2.8   Types of Politics

This study's literature analysis is organised around three components of the organizational politics (PoPs) by Ferris in 2018.
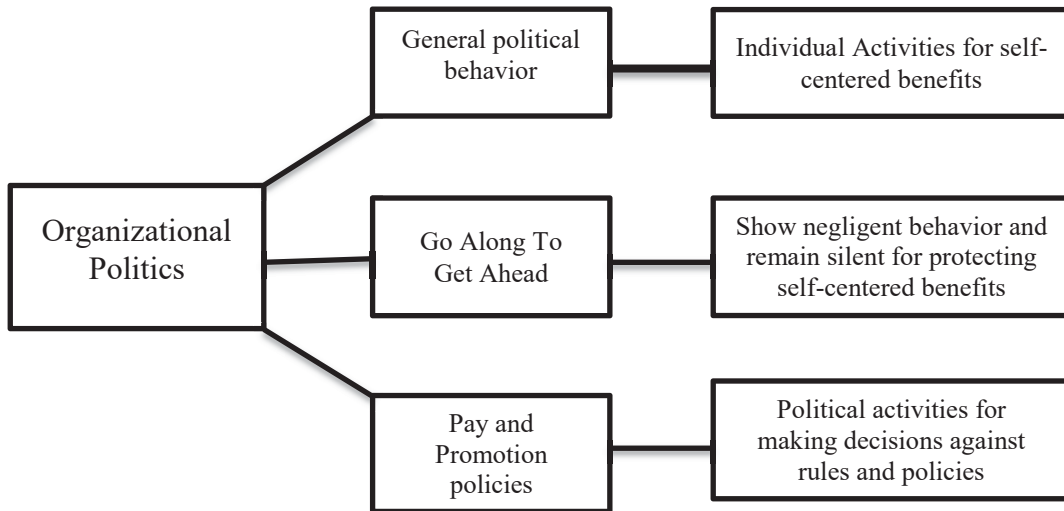
Figure 2.3

Dimension of Organizational Politics

2.8.1. General Political Behavior

Elbanna (2016), explained the political perspective of the organization and show how the members can influence organization decision making by using power or by performing actions which can exert creation of coalitions, groups, timing tactics, negotiations and outside consultants. The use of such power or act may cause negative impact to the overall control of the organization and manipulation of information. Stone (2002) , assumed this view as organizational choice ensuing the formation of a method within which organization workforce have various choices and formation of coalitions protect those negative choices, therefore goals of most powerful prevails rather than goals of overall organization. Consistently, researchers and authors found political actions as a harmful usage of power looking for personal

benefits, even to the place where it violates organizational rules and interests (Child, Elbanna, & Rodrigues 2010). This sort of political activity takes place in workplaces where norms and laws on acceptable behaviour are missing, and reward and punishment procedures are loose, allowing workers to use their political abilities primarily for self-serving objectives (Salam, 2016).

General political behavior (GPB) encompasses some common elements of political actions and thinking, such as pointing out the faults of others and pointing the finger at others, always trying to pay tribute to colleagues and favoring and supporting particular groups. are known as influential. . surrounding people (Rosen et al., 2009). As a result, suspicions about the absence of policies and rules arise when such practices are demonstrated, and individuals then seek to obtain illegitimate means.

From the previous study results of Fatima, Iqbal and Atta (2015), general political behaviour is not a predictor of individual achievements. It is based on conflicts which are produced because of a powerful group of people in the organization, to make the most of their selfishness, but personal achievement is reduced because of injustice which is more concerned with the lack of resources (Maslach et al., 2001).

General political behaviour (GPB) is self-interested conduct when unambiguous laws, policies, or regulations are missing or mostly unclear, according to study results by Mohsin, Atta, and Khan (2016). Uncertainty resulting from organizational politics can cause a decline in positive attitudes such as OCB, AC, and JI among workers. These activities take place at work and provide staff members with the chance to use political tactics to fully capitalise on their sense of self. Organizations struggle to enforce laws and

procedures to penalise those who engage in these types of political activity (Salam, 2016).

Nayyer and Raja (2012) define the organizational political environment as the impact of impression management on the intensity of organizational politics. The researchers concluded that management can take actions to reduce the negative impact of politics. Such actions may include improving communication channels, linking pay to performance, and ensuring that decision-making processes are fair and transparent. By taking these measures, management can create a more positive organizational political environment that promotes desirable behaviors and outcomes. Managers have a responsibility to recognize when their staff members exhibit unfavourable political conduct and to know how to deal with them using management techniques.

Lepisto and Pratt (2012) identified the most commonly referenced definitions of political behavior, which include: (1) actions that are self-interested and goal-directed, (2) involving power and social influence, (3) performed by individuals or groups, (4) in relation to two or more interdependent social actors, and (5) through means that are not officially sanctioned. The authors further argued that organizational politics can be carried out by both individuals and groups, such as top-management teams or coalitions, depending on the level of analysis. Self-interested behavior, also known as goal-directed action, refers to the intentional and strategic actions taken by individuals to achieve personal goals that are important to them. While these goals may include outcomes that benefit the collective, such as

the organization or team, they are primarily driven by the individual's self-interest (Hochwarter, W. A. 2012).

2.8.2 Go along to get ahead (GATGA)

OP in organizations as a self-serving behavior. OP is described similarly by Ferriset al. (2018) as "a social control mechanism in which action is strategically engineered to maximize short-term or long-term self interest. According to Vigoda (2ooo), OP may be more harmful to public administration than to private organizations. The significance of OP is based on its possible effects and effect on job outcomes. Employee impressions of organizational politics (POP) are one field that researchers have empirically studied, whereas political attitudes are another.

And show carelessness to say anything against politics. -Main benefits. The atmosphere of the organization is conflicted due to this political component, and individual reactions to these tensions. As a consequence, people encourage and profit from these actions, and it is simple to shield selfish decisions from scrutiny (Salam, 2016).

People who are behaving politically do not consider someone who is not upsetting the peace to be a potential threat. This specific one is applauded by the political group and given a reward for not interfering with their political agenda. In this way, continuing to work in a politically stimulating environment without taking any action or advancing one's goals may be a sensible strategy (Alvesson, 2020).

From Fatima's research findings, Iqbal & Atta (2015) showed that GATGA was an optimistic predictor of reduced individual achievement. When

some groups of people adopt complete silence to accomplish the objectives, teachers feel unsatisfactory and feel unsuccessful in their employment. Similarly, GATGA was not proved as good predictor of sensitive tiredness (Maslach et al., 2001).

A study conducted by Bodla, Danish, and Nawaz (2012) aimed to examine the mediation role of organizational politics in the association between job characteristics and employee morale. Work ambiguity, skill diversity, feedback, and autonomy were taken into consideration throughout the research, and morale was defined as a mix of job satisfaction and emotional commitment. The study's conclusions were based on sample data that was gathered via a questionnaire from a variety of industries around the nation. This survey had 577 respondents in total. In their study, the researchers concluded that management should teach workers about the expectations of their rights, obligations, and tasks to allow them to accomplish their job functions. Employees need to be made fully aware of the proper chain of command and hierarchy to follow to carry out their jobs.

According to the research findings of Mohsin, Atta and Khan (2016), GATGA is perceived as a lack of action and involvement on the part of employees to gain some benefit so that the work environment I consider them negatively.

2.8.3. Pay and Promotion Policies (PPP)

The actions of an organization to protect, grow, and use power and resources to promote individual outcomes are organizational politics (Agarwal, 2016). Exceptionally political organizations that reward workers who take part in strong impact strategies assume acknowledgment for other

people, work, are individuals from groundbreaking alliances, and have associations with high-positioning partners. Albeit unique organizational politics of conceptualizations exist, a subject proposes consideration for selff-serving actions not allowed by an organization (Agarwal, 2016).

Support pay and promotion policies when pay packages are increased and people are aware of the way incentives are done through politically motivated promotions or other illegitimate means. The structure of pay and promotion increases is shaped in some political ways (Rosen, 2006).

Research findings have determined that PPP is encouraging interpreters to lose individual success. When they feel unfair pay and promotion policies, they feel insecure in their jobs (Fatima, Iqbal & Atta, 2015).

Employees who concentrate on the job at hand rather than taking part in political manoeuvres find working in such a political organization very challenging. According to Gill and Zaidi (2012), the degree of job satisfaction in the workforce is inversely correlated with how employees perceive other people's selfish conduct, such as that of managerial policies. He advised senior management to make adjustments to their human resource procedures to prevent the emergence of politics inside their separate firms

In general, PPP is mostly an individual's efforts, successes, and contributions. Employees believe their compensation does not reflect their contributions and efforts. Earlier studies like those by Vigoda-Gadot and Talmud (2010), Sowmya and Pachanatham (2011), and Shahzad and Akbar (2013) have shown that they feel they are not effective at work. Politics and

unfairness have a direct detrimental effect on employee success in institutes whose awards and promotions are illegal (Salaam, 2016).

Mohsin, Atta, and Khan (2016) found in their research study that political activities that violate the official system of performance assessment and promotions have an impact on promotions, especially concerning pay and promotion policies (PPP). According to social exchange theory, when politics enters into people's behaviour and activities, they are acting for self and for personal advantage. Workers and managers have a relationship that may be described as risky and unclear, and disputes develop when employees' successes and passive roles in production are undercut. Employee conduct results in poor accomplishment when they perceive others' political behaviour, which destroys the exchange connection between the employee and management (Sun, Xia, 2018).

2.9   Effects of Organizational Politics

Organizational politics are affected on different dimensions which are as follows;

2.9.1   Organizational politics' effects on workers' performance

Organizational politics have become more significant in recent years from the perspective of academics and researchers owing to their complexity. People with various opinions, attitudes, and behaviours make up this organization. Organizational events like politics are defined by how people express their differences (Sylvester, 2008). The actual data demonstrate that it is a personal decision made with disregard for the interests and aims of others (Vigoda, 2003). Additionally, it has been shown that a politically charged

workplace may result in stress, poor morale, and interpersonal imbalances that negatively impact performance (Chang, Rosen, & Levy, 2009). Researchers have argued that, in contrast to the aforementioned viewpoint, political action is required to some extent since it does not directly hurt anybody (Kreitner & Kinicki, 2007). Politics is considered a necessary evil, and those who choose not to engage in political conduct must work very hard to accomplish their objectives. Employee performance is impacted by variations in the level of politics (Cable & Judge, 2003). Utilizing the appropriate personnel in the appropriate locations may improve an organization's performance (Davidson, 2003; Karatepe, Yorganci, & Haktanir, 2009).

It is commonly recognised that an employee may work more effectively if his personality and needs are in line with those of the business (Yang & Choi, 2009). According to George and Jones (2005), effective political conduct often has a favourable impact on work outcomes and may aid an organization in achieving its objectives. According to previous research, organizational politics is one of the most significant workplace phenomena that directly or indirectly impacts the behavior and feelings of academic institutions and officers (Atta and Khan, 2016).

Organizational politics are influenced by many things. Power, blaming others, causing conflict, whistle-blowing, and favouritism are some of these elements. These elements have a direct impact on staff performance (Rahman, Hussain, & Haque, 2011). Abbas and Awan (2017) found comparable results regarding the impact of organizational politics on employee performance. In contrast, organizational politics and its components, according to Samad and Amri (2011), have a detrimental impact on job performance. Furthermore, he

noted that work performance is significantly influenced by two elements, including pay and promotion practises. In a similar vein, Oloruneke's (2015) subsequent research found that workplace harmony and organizational objectives are negatively correlated with organizational politics. Venugopal (2013) conducted research that found that organizational politics negatively affect workers' job performance. However, the study also revealed that the negative impact could be reduced by enhancing workers' emotional intelligence and workplace spirituality. Given the aforementioned empirical data pattern from throughout the globe, organizational politics and worker performance are tightly associated. These facts compelled scholars to look at this occurrence in Pakistan's universities.

2.9.2 Organizational politics' and unproductive behaviour's effects

Perceptions of organizational politics have been reported as a significant factor influencing negative behavioural outcomes, such as counterproductive work behaviour, workplace instability, and counterproductive behaviour (Akanni et al., 2018; Baloch et al., 2017; Cho & Yang, 2018; O. F. Malik et al., 2019). Bullying, rage, emotional responses, unfairness, a lack of professional decorum, and deviance are significant influencing variables (Malik, Sattar, Younis, & Nawaz, 2019). Additionally, research has shown that unjust resource allocation, abusive supervision, personality characteristics, stress, and conflict may all lead to undesirable behavioural consequences such as deviant interpersonal conduct and unproductive job behaviour (Jahanzeb & Fatima, 2018).

Burnout, violence, workplace incivility, and anti-work behaviour have all been studied to determine their effects (Baka, 2018). Previous studies have

investigated emotional intelligence, personality traits, workplace deviance, organizational citizenship behaviour, interpersonal deviance from injustice, and organizational politics (Nasir, Khaliq, and Rahman (2017); Rahman, 2017). Research has shown that organizational politics can have various negative effects on the workplace, such as workplace instability, a decrease in creativity, less information sharing, a lack of commitment, and increased likelihood of whistleblowing (Ahmed, 2018; Baloch et al., 2017; O. F. Malik et al., 2019). Numerous determinants of bad behavioural outcomes, including rudeness, unfavourable emotions, and counterproductive work attitudes, have been established via studies. According to Rosen and Levy (2013), workers' perceptions of organizational politics encourage certain types of unproductive conduct and unfavourable views about their jobs. Perception of Organizational Politics (POP) model has been used in empirical studies to explore how individual characteristics influence employees' perceptions of organizational politics. Bloch et al. (2017) have also investigated the negative impact of counterproductive behavior in the workplace.

Researchers have also discovered a link between emotional disturbance and interpersonal deviation brought on by conflict and stress at work, which results in conflictual work behaviour (Devangan & Varghese, 2018). An empirical study by Rouse, Javed, and Iqbal (2018) explored the link between perceptions of organizational politics and behaviour as a predictor of negative outcomes, such as workplace negligence. The study found that there is a positive association between the POP model and risky behaviour (Meisler & Vigoda-Gadot, 2014).

In contrast, empirical research suggests that there may not be a significant relationship between negative workplace behavior and perceptions of organizational politics (Vigoda-Gadot & Kapun, 2005). Additionally, research studies have shown a substantial correlation between POP and employee absenteeism and indicated a favourable relationship between the two (Vigoda, 2001, Vigoda-Gadot & Kapun, 2005). Empirical research known as CWB that showed favourable impacts on absenteeism, turnover, and departure from the organization discovered negative behavioural effects of POP (Spector & Fox, 2005)

The study found a weak and insignificant negative relationship between POP and CWB. The study suggests that the public higher education sector should develop strategies to mitigate the adverse impact of perceptions of internal politics. Studies have shown that unproductive work behavior can have various negative consequences that undermine organizational goals and objectives. Organizational politics has been identified in various settings as one of the most important factors contributing to negative behavioral outcomes, including unproductive work practices (Akanni et al., 2018; Baloch et al., 2017; Cho & Yang, 2018). (O. F. Malik et al., 2019) have provided examples of organizational politics that foster workplace unrest and unproductive behavior. They identified bullying, anger, emotional reactions, unfairness, lack of professional etiquette, and deviance as key influencing factors (Malik, Sattar, Younis, & Nawaz, 2019).

Additionally, research has shown that unkind supervision, unfairness, personality characteristics, stress, conflict, and unequal allocation of incentives and resources lead to undesirable behavioural consequences

including unproductive work behaviour and interpersonal deviation (Jahanzeb & Fatima, 2018). Burnout, violence, workplace incivility, and anti-work behaviour have all been studied to determine their effects (Baka, 2018). Studies have also been conducted on topics such as emotional intelligence, workplace deviance, organizational citizenship behavior, personality traits, interpersonal deviance from injustice, and organizational politics (Nasir, Khaliq, & Rahman, 2017; Rahman, 2017).

2.9.3 Organizational Politics' Impact on Citizenship Behavior

Employees experience high levels of anxiety when they are persuaded that corporate decision-making is marked by strong self-service habits, as they believe that these behaviors may jeopardize their aptitude to fulfill their job obligations (Crawford et., al 2010). This should lessen the risk of them engaging in tasks that are not part of their official job description (Chang, C.H., Rosen, C.C., Siemieniec, G.M., Johnson,R.E. (2012) . OP can weaken incentives to participate in OCB in addition to restricting their desire to engage in such behaviors. Employees who assume that self-service situations control corporate decision-making are more likely to be disappointed or even angry, damaging their work satisfaction and career status in general (Chang, C.H., Rosen, C.C., Levy, P.E. (2009). Furthermore, social exchange theory submits that when workers perceive the company to be supportive and favorable, they attempt to reciprocate with positive responses. Similarly, when workers consider the organization to be unfavorable to them, they respond by rising unfavorable responses or decreasing positive replies to the organization. It has frequently been found that OP impedes organizational growth by rising the probability of negative

work attitudes and behaviors (Atta, M., Khan, M.J. 2016). Furthermore, there is a close association between OP and OCB, with an increase in OP resulting in a decrease in OCB. Atta and Khan (2016), used a survey of 494 students from various public universities in Pakistan to find that OP has a negative effect on OCB. In a similar vein, data from a Mexican manufacturing company show that OP

GATGA encompasses political behaviours such as being quiet and doing nothing to defend desired results. This behaviour achieves individual appreciation because the individual does not pose a threat to others and does not act against strong people.

Organizational citizenship behaviors refer to optional activities that support the organization and enhance the psychological and social environment of performance. These behaviors do not result in formal compensation for the employee but are considered organization-facilitating (Alizadeh et al., 2012; Organ, 1997; Podsakoff & MacKenzie, 2006). At first, social exchange theory was made for the motivation to look at human conduct later, it was associated with inspecting organizational behavior. As stated, that organizational politics has been able to widen the exchange procedure, this suggests authoritative issues are a standard that manages to be tended to because the exchange relationship is hurt, if there is foul play, clearly it prompts dissatisfaction (Helfers et al., 2019). From a social exchange perspective, individuals are probably going to break the relationship if they consider it to be unbeneficial to them (Chiou et al., 2018). Organ's five-dimensional system is the most widely used classification approach for organizational citizenship behavior (OCB), which categorizes OCB based on

five criteria: civility, sportsmanship, civic virtue, integrity, and altruism, according to Mahboob and Bhutto (2012). Research by Zarea (2012) suggests that higher levels of OCB contribute to greater levels of social capital, which refers to the capacity to resolve group issues. However, accumulating empirical data suggests that perceived organizational politics (POP) has a negative association with these factors. For instance, Vigoda-Gadot (2007) and Vigoda-Gadot and Drory (2006) found a significant link between POP and OCB reduction. Ahmed (2010) investigated the individual and joint effects of POP on OCB in the Pakistani environment.

Research conducted by Bashir, Nasir, Saeed, and Ahmed (2011) on a Pakistani sample found that high levels of perceived organizational politics were linked to the belief that the psychological contract had been broken, leading to a reduction in workers' loyalty to the company.

According to Atta and Khan (2016), perceived organizational politics (POP) and its components, including general political behaviour (GPB), the desire to advance (GATGA), and pay and promotion policies (PPP), had a negative impact on organizational citizenship behavior (OCB).

The study conducted by Khan, Nawaz & Summan Gul (2019) utilized social exchange theory to understand the impact of perceived organizational politics (POP) on an individual's behavior as a member of an organization's citizenship (OCB). The study aimed to test the hypothesis that moral efficacy acts as a moderator, which reduces the link between POP and OCB. Additionally, the study aimed to evaluate the moderating effect of perceived insider status on the negative impact that POP has on moral efficacy. For this research, a sample of 392supervisor–subordinate dyads was taken from

touring firms in Southern China over two separate periods. The findings provide credence to the study's assumptions and point researchers to novel paths for further investigation of organizational politics and OCB.

Danaeefard, Balutbazeh, and Kashi (2010) conducted a study that found a counteractive, antagonistic relationship between POP and OCB. However, the study did not find a statistically significant association between POP and the self-reported measure of OCB. Similar to this finding, several other studies (such as Rosen, Harris, and Kacmar, 2009; Poon, 2006; Vigoda-Gadot, 2007) have also reported a negative correlation between employees' perception of organizational politics and their OCB.

2.9.4 Organizational politics' effects on job engagement

Work engagement refers to the extent to which an individual feels a psychological connection to their job and values it alongside other aspects of their life (Shaffer, Joplin, & Hsu, 2011). Essentially, work engagement reflects how an employee perceives their relationship with their job and the workplace, and how work and life are intertwined. When employees internalize the values of their job and find personal meaning in their work, work engagement becomes evident (Ramsey, Lassk, & Marshall, 1995). It can be seen as a relatively stable attitude toward one's ability to perform job tasks (Dalal, Burmel, V, & Thomas, 2008).

Job involvement raises the possibility of beneficial organizational reform. Work involvement is one such element. According to observations, job involvement fosters organizational growth by raising employee engagement. Additionally, it has been shown to lessen psychological

disengagement from work when on vacation, which raises job engagement (Kuhnel, Sonnentag, & Westman, 2009). In a similar vein, it influences organizational commitment both directly and indirectly by raising the degree of organizational commitment. According to Rizwan (2011), Pakistani bank staff performs better when they are more engaged at work.

According to their reasoning, when employees feel that organizational politics are unfair, they become more engaged at work and ultimately become politically active themselves (Delle, 2013). In their study, Mohsin Atta and Mohammad Jahanzeb Khan (2016) found that POP and its related dimensions, including GPB, GATGA, and PPP, significantly predicted lower levels of job involvement (JI). Politics within an organization is inevitable and an important component of every business as it touches virtually every employee at some level. Employees who believe they are victims of office politics exhibit negative attitudes toward their jobs and the organization as a whole, which has the effect of reducing their overall performance. According to the findings of Jain and Ansari (2018), individuals working in different organizations have a perception of organizational politics, and this perception has a negative relationship not only with their job performance but also with their organizational engagement. Certain aspects of one's personality both determine the degree to which one engages in activity and acts as a moderator. If management wants workers to be more invested in their work and the organization as a whole, they need to exert greater control over internal company politics, which leads to negative employee perceptions of the company.

According to the research findings by Karatepe (2013), work engagement acts as a mediator between work engagement outcomes and organization politics. Miller et al. (2008) found that unfair treatment and working conditions, which are often associated with organizational politics, can lead to a decrease in work engagement, which in turn negatively impacts job performance.

2.10   Organizational Politics' Beneficial Effects

It's worth noting that while organizational politics can involve the conversion and filtering of reliable information, it is not limited to these processes. Organizational politics can also encompass behaviors such as power manipulation, secret agendas, and distrust among individuals within the organization. However, it's important to recognize that not all organizational politics are negative or harmful, and some political behaviors can actually be beneficial for the organization and its members (Seo, 2003). Organizational politics may also work in ways that only help a minority of people who are politically astute and motivated (Vredenburgh & Shea-VanFossen, 2010).

Vigoda-Gadot & Drory (2006) found that some employees might view organizational politics positively, while others may see it as negative. Therefore, the impact of organizational politics may differ based on the individual's perception of it.

Positive organizational politics, particularly when employees are politically adept, may serve as a foundation for competitive advantage. According to Drory and Vigoda-Gadot (2010) and Gotsis and Cortezi (2010), having the ability to behave in ways that promote trust, confidence, and sincerity is considered a necessary political skill for effectively managing an organization in challenging situations. In essence,

when individuals have the knowledge and ability to utilize constructive influencing strategies and refrain from using negative tactics, the likelihood of experiencing positive organizational politics increases.

Drory and Vigoda-Gadot (2010) suggest that developing good political skills can lead to a fair and just political environment. Employees often use their perceptions of organizational politics to understand their work environment. While some view organizational politics as a means to resolve conflicts, others argue that political skills can promote individual and organizational success, facilitate adaptation to changing environments, and lead to transformative outcomes (Ladebo, 2006; Vredenburgh & Shea-VanFossen, 2010).

Vigoda-Gadot and Drory (2006) argue that political behavior can have a positive impact on organizations when it is aligned with the organization's goals, values, and moral principles. They suggest that political behavior can promote cooperation and trust among employees, as well as facilitate effective communication and decision-making processes. Therefore, they propose that political behavior should be evaluated based on its impact on the organization, rather than simply labeling it as negative or positive. Gotsis and Kortezi (2010) argue that constructive political behavior can lead to greater organizational justice, as it involves managing diverse stakeholder interests and balancing conflicting incentives and viewpoints. In this sense, effective political behavior can enhance cooperation and collaboration, thereby contributing to greater equality and fairness within the organization. Butcher and Clarke (2006), argue that managers who have a good understanding of the political climate in their organization are more likely to utilize political behaviors to promote fairness. Kirchner, Hawkins, and Miller (2006) argue that organizational politics is an

important leadership issue as it considers the potential influence of political behavior on the organizational climate and performance.

Gotsis and Kortezi (2010) suggest that if organizational politics is perceived as natural and beneficial, political behavior in companies may be viewed as a form of commitment, relationship building, coalition building, or even leadership.

2.11 The Negative Effects of Organizational Politics

While organizational politics has the potential to be positive, research shows that most individuals still view it in a negative light (Drory & Vigoda-Gadot, 2010; Othman, 2008; Poon, 2003). The comment made by Block in 1988, "If I were to tell you, you are a highly political person, you would take that either as an insult or, at best, a mixed bag," illustrates this negative perception. As a result, people generally have an unfavorable perception of the political workplace, which can lead to feelings of unfairness, deprivation, and inequity (Gotsis & Kortezi, 2010; Harris et al., 2009; Ladebo, 2006; Vigoda-Gado, 2006). Employees may suppress relevant information if they perceive their organization as political (Beugré & Liverpool in Vigoda-Gadot & Drory, 2006), and this can stifle people's thoughts and voices, resulting in defensive mechanisms and uncertainty (Vince, 2001).

Harris et al (2009) suggest that in a political context, employees tend to perceive uncertainty, ambiguity, and self-interested behavior of others as potential threats. Additionally, Vredenburgh and Fossen (2010) argue that organizational factors such as resource scarcity, disharmony, and uncertainty trigger inherent tendencies such as coercion, power and control seeking, manipulation, status antagonism, and egoism.

Studies have shown that organizational politics has negative effects on work performance and organizational commitment, particularly for lower-level workers (Gotsis & Kortezi, 2010; Vigoda-Gadot & Kapun, 2005). According to some researchers, organizational politics may lead to stress and conflict in the workplace. Ladebo (2006) and Vigoda-Gadot & Kapun (2005) argue that politics can be a source of workplace stress and conflict. For individuals who felt less in control of their jobs, politics were strongly correlated with work anxiety, according to Cropanzano, Vigoda-Gadot, and Drory (2006). This suggests that employees with less power feel more anxious when they perceive politics to be present at their place of employment.

Organizational politics can lead to employees emotionally or physically distancing themselves from their work, according to Vigoda-Gadot and Kapun (2005), resulting in reduced attention and engagement. Negative views of workplace politics are reinforced by studies that define it as self-serving strategic behavior, leading to unfavorable perceptions. Political behavior can also limit dialogue and information exchange, hampering learning (Curtis & Poon, 2003). Therefore, effective management of communication and information is crucial to the political processes in organizations, allowing for the awareness and addressing of concerns and behaviors in the workplace (Kirchner-Hawkins & Miller, as cited in Vigoda-Gadot & Drory, 2006).

Bishop (2006) suggests that political behaviour is one of the cultural factors that may hinder learning. In societies where political behaviour is prevalent, there may be a lack of trust and cooperation among individuals, which can hinder the formation of knowledge-sharing networks. Additionally, cultures that place a higher value on individual achievement rather than collective knowledge creation may not encourage the sharing of information. In such cultures, individuals may be less willing

to share knowledge for fear of losing their competitive advantage. These cultural influences can, therefore, impede the dissemination of information from an individual to a group or an organization.

Vigoda-Gadot and Drory (2006) discovered that when employees lack trust in their colleagues and the organization's policies, they exhibit less commitment, exert less effort, and display withdrawal behavior. Additionally, the negative effects of the political climate may extend to individuals who are not directly involved in the main political activities, as per Vigoda's (2002) research, which indicates that colleagues suffer more because of the aggressive behavior that politics can induce.

However, when political behaviour dominates an organization, employees may become disillusioned and disengaged, leading to a decrease in their motivation and productivity (Vigoda-Gadot & Drory, 2006). This, in turn, can negatively impact the overall success and performance of the organization. Additionally, political behaviour can lead to the spread of misinformation and rumours, which can further erode trust and create a culture of fear and suspicion within the organization (Gotsis & Kortezi, 2010). In contrast, organizations that prioritize open communication, transparency, and fairness are more likely to foster a positive work environment and achieve their goals (Asad, Haider, Akhtar, & Javaid, 2011).

Organizational politics can disrupt the relationship between an organization and its employees, leading to demotivation and a lack of commitment to achieving long-term goals. When employees perceive that decision-making power resides only with the political class, they may feel less inclined to expend their energy in pursuing the organization's objectives (Shah & Asad, 2018).

Managers should not be solely responsible for handling high levels of organizational politics as it can lead to employee indifference towards corporate commitments (Shrestha & Mishra, 2015). Negative perceptions of organizational politics among employees can have adverse effects on employment outcomes (Ahmed, 2018). Workplace behavior can become abnormal and harmful to the company when organizational politics are viewed negatively (Crawford, Lamarre, Kacmar, & Harris, 2019). Employees with different mindsets are less committed to achieving their goals, and organizational politics can have significant effects and results (Basar & Basim, 2016; Landells & Albrecht, 2017). However, there has been limited research on the causes of organizational politics.

Despite efforts by managers to reduce the impact of organizational politics, it continues to persist as evident by the continued participation of members in political activities within the organization (Makhdoom, Atta, & Malik, 2019). Participation in such activities can increase employees' sense of job security (Brouer, Harris, & Harris, 2011), while non-participation may lead to marginalization and exploitation. However, when driven by self-interest, organizational politics can result in various undesirable outcomes that ultimately lead to a decline in organizational performance due to decreased employee productivity (Guo, Kang, Shao, & Halvorsen, 2019). Although some studies have explored the outcomes of organizational politics (Basar & Basim, 2016; Landells & Albrecht, 2017), more research is needed to understand its causes and develop strategies to mitigate its negative impact.

Organizational politics can lead to a toxic work environment that undermines the success of the organization (Makhdoom, Atta, & Malik, 2019). This hostile political climate within the organization can disrupt the attainment of the organization's objectives and goals by creating fear among employees (Kapoutsis &

Thanos, 2016). Furthermore, employees gain access to information regarding the appropriate and expected behavior within the organization while they are on the job (Asad, Haider, Akhtar, & Javaid, 2011). The politics in the workplace can sometimes stem from the tendency of employees to form cliques or groups (Thorson, Xu, & Edgerly, 2018).

2.12 Faculty Achievements (FA)

The word achievement means to get something after great skills, hard work and devotion. To accomplish a specific job and success with loyalty and special skill is called achievement. According to Marriam Webster achievement is defined as someone achieving a special award and doing quality work with a lot of effort and courage.

In educational organizations, especially in universities, teaching faculty is considered a backbone of disseminating knowledge and skills among diversification of students according to their academic background and psychology. Teaching faculty plays an important role in research, discovering new knowledge and skills and resolving problems after a great effort in research. They get a lot of achievements in research and teaching and learning. Faculty achievement depends on the indicators used to measure it. The current study is intended to measure faculty achievement according to Boyer's Model of Faculty Scholarship measured four domains of faculty achievement at the university level: discovery, interaction, application and teaching and learning.

2.13 Boyer's Model of Faculty Scholarships

Boyer's Model of Faculty Scholarship was conceptualized in four domains. Which are shown in the figure;
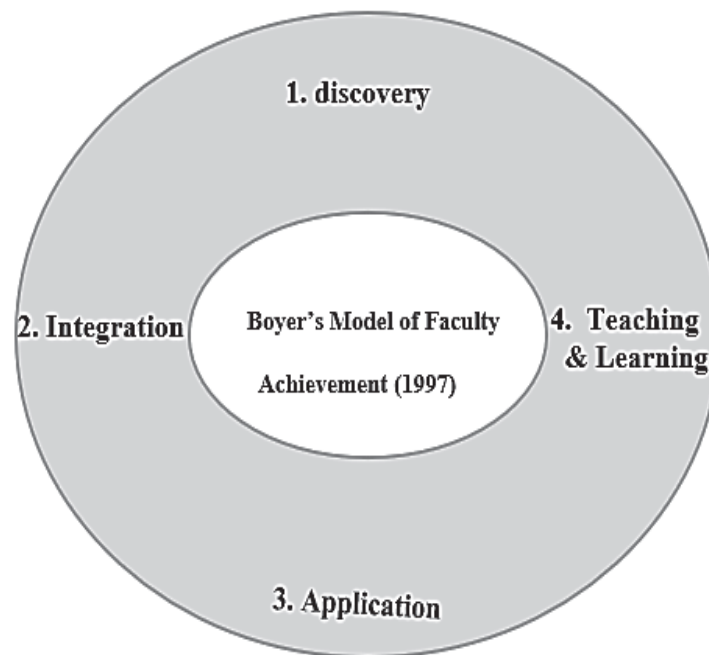
Figure 2.4

Boyer's Model of Faculty Achievement

Boyer   proposed an expanded definition of "scholarship" within the professorate based on four functions that underlie the Profi le of a Quality Faculty Member: discovery, integration, application, and teaching. He argues that, within this framework, all forms of scholarship should be recognized and rewarded, and that this will lead to more personalized and fl exible criteria for gaining tenure. He feels that, too often faculty members wrestle with confl icting obligations that leave little time to focus on their teaching role. Boyer proposes using "creativity contracts" that emphasize quality teaching and individualized professional development. He recommends that this model be based upon the life patterns of individuals and their passions.

The first element of Boyer's model, discovery, is the one most closely aligned with traditional research. Discovery contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university. He stresses that new research contributions are critical to the vitality of the academic environment, and that his model does not diminish the value of discovery scholarship.

The second element, integration, focuses on making connections across disciplines. One interprets one's own research so that it is useful beyond one's own disciplinary boundaries and can be integrated into a larger body of knowledge. He stresses that the rapid pace of societal change within a global economy have elevated the importance of this form of scholarship.

The third element, application, focuses on using research fi ndings and innovations to remedy societal problems. Included in this category are service activities that are specifi cally tied to one's fi eld of knowledge and professional activities. Benefi ciaries of these activities include commercial entities, non-profi t organizations, and professional associations. Finally, Boyer considers teaching as a central element of scholarship. Too often teaching is viewed as a routine function and is often not the focus of professional development. Many professors state that they are primarily interested in teaching, but they feel that their institutions do not value or reward excellence in teaching (Borra, 2001).

Table 2.1

An Overview of Boyer's Model of Faculty Scholarship

Component	Description
Teaching	Effective communication of knowledge to learners
Discovery	Building new knowledge; discovery is manifested through teaching, research, and/or service
Integration	Make connections across disciplines; place specialized knowledge into a larger context
Application	Bridge theory and practice; aid community/society and professions in addressing problems

The scholarship of discovery is the act of creating new knowledge within a given discipline. This is the traditional view of research on college campuses. Discovery is central to the advances of any given discipline and is driven by what an individual investigator or team of investigators desire to know. Discoveries that impact society have been made in every discipline, including education. Research in cognitive psychology and educational psychology has provided a foundation for understanding how learning takes place (Palmer & Litzinger, 2000). Efforts have also been made to unveil how learning occurs in undergraduate engineering education (Marra et al., 2000; Turns, Atman & Adams, 2000). Discovery is the first component that means to construct innovative knowledge through traditional research, which is closely related to traditional research and source of knowledge. It depicts the scholarly atmosphere in higher education institutions. He emphasized research-based knowledge that has a significant effect on academic development. Boyer stated that the first component of his scholarship model, discovery, aligns with the traditional understanding of research. It involves creating new knowledge through original investigations, and it is crucial to the intellectual vitality of academic institutions such

as colleges and universities. According to Boyer, research contributions are crucial to creating a dynamic academic environment, and the significance of discovery scholarship should not be overlooked in his model. In addition to advancing human knowledge, it also contributes to the intellectual atmosphere of an institution. Thus, Boyer's model recognizes the importance of traditional research in academia and encourages faculty members to engage in such scholarship to promote intellectual growth and advancement.

Integration is the second component which means understanding the use of knowledge through many disciplines and building connections among the different areas of knowledge and subject. Faculty members' research work is beneficial not only to their discipline but also useful for integrating the structure of knowledge it is the source of enhancing knowledge. Research scholar focuses on social change surrounding the worldwide economy and makes its higher importance of this scholarship. Integration is the process of establishing linkages between different fields of study. Interpreting one's research in a way that makes it applicable outside of one's academic limits and that can be included in a bigger body of knowledge is something that must be done. He emphasises that the significance of this kind of work has increased as a result of the quick rate of social change that is occurring in a global economy.

Application is considered the third scholarship of faculty achievement means to assist society and professions in addressing problems, and depicts light of research results and outcomes used for solving social problems. Professional services and beneficiaries are also included in this form. Application is a scholarship component that involves the practical utilization of research findings and discoveries to address societal problems. This component includes service activities that are directly related

to an individual's area of expertise and professional activities. Commercial enterprises, not-for-profit groups, and professional associations are some of the organizations that stand to profit from these efforts.

The last component of this paradigm is teaching and learning. to comprehend instructional strategies and models to attain prime learning, which is essential for instructors in higher education institutions to succeed. If you ask any educationist, they will tell you that they value the quality of learning and teaching because they believe that both are necessary to fully appreciate an institution (Borra, 2001). The definitions and connections between pedagogical research, teaching and learning scholarship, and evidence-based practice in higher education have been the subject of much discussion and debate (Healy, 2000; Kreber, 2000).

Boyer's analysis connected the scholarship of discovery, which encompasses more traditional research methods, with the scholarship of integration, which includes activities such as writing textbooks and conducting literature reviews. He also highlighted the scholarship of application, which involves investigating local issues and problems and applying research findings to address them, as well as teaching stipends as important components of scholarly work. Boyer'sanalysis was considered one of the most important analyzes (what I consider practice-based critical reflection to improve practice). In conclusion, Boyer believes that one of the most important aspects of the study is teaching. Too often, the act of teaching is seen to be nothing more than a regular duty, and hence, it is seldom the focus of professional growth. Despite claiming that teaching is their primary area of interest, many academics feel that their institutions do not value or recognize excellence in teaching, according to Borra (2001).

2.14. The Four Areas of Scholarship

Boyer's model of scholarship comprised four areas which are as described.

1. Scholarship of Discovery

2. Scholarship of application

3. Scholarship of Integration

4. Scholarship of Teaching and Learning

2.14.1   The Scholarship of Discovery

The scholarship of discovery is the gold standard within Psychological Science. It involves engaging in research endeavors that expand our knowledge (Boyer, 1990). We may apply for research funding to support these endeavors, and we share our knowledge through conference presentations, peer-reviewed publications, book chapters, and books. Many of the articles in this special edition feature strategies for engaging students, including diverse students (Chan, 2019; Frohardt, 2019; Peifer, 2019; Ahmad et al., under review) in publishable work using the scholarship of discovery. As mentioned earlier, one mechanism for engaging undergraduates in publishable work within this type of scholarship is to use project-based learning in a research methods and/or statistics course to heighten their understanding of research and statistics (LoSchiavo, 2018; McKelvie and Standing, 2018; Mendoza and Martone, 2019).

In addition, many psychologists run research laboratories where they engaged students in research. Many articles in this special issue feature strategies that can be implemented to engage students in publishable research from a research lab perspective (Adams, 2019). Some researchers use

collaborations to expand the possibilities of publishable work with undergraduate students (Bukach et al., 2019; Hammersley et al., 2019). Others engage students in publishable work through direct replication projects (Strand and Brown, 2019; Wagge et al., 2019). And, some engage undergraduates in cross-cultural research projects (Ashdown, 2019; Burns-Cusato and Cusato, 2019; Hill and Karlin, 2019)

Faculty members participate in knowledge-enhancing research projects as part of the scholarship of discovery. The scholarship of discovery refers to a commitment to generating new knowledge for its own sake, using rigorous research methods and ethical principles. This type of scholarship not only contributes to the advancement of human knowledge but also creates a vibrant intellectual atmosphere within academic institutions and the wider society. As Bean (2017) points out, the scholarship of discovery involves conducting original research or building on existing research through replications and extensions. It is a critical component of the traditional academy and is highly valued in academia. Research funding acquisition, the development of theoretical and practical infrastructure for future studies, and the publication or presentation of novel theories or discoveries in peer-reviewed journals or conferences are examples of common forms of involvement in the scholarship of discovery.

Boyer emphasized that the academy highly values principles such as the pursuit of knowledge for its own sake, free inquiry, and the continuation of disciplined investigation regardless of the direction it may take. These principles are highly respected and valued in the academic environment.

We suggest that teachers and students should have access to research just as they do to other scholarly endeavours. Academics are creating new fields, disciplines, and discoveries in the sciences, social sciences, and humanities at universities, which are exciting places. A discipline's huge body of existing knowledge is taught to first-year undergraduates, who also develop the habit of discovery through studying great works from the past, and the present, or making their discoveries. This notion and pursuit of knowledge are shared by everyone at the university. In "research-led" instruction, which prioritises research above teaching, Roudaut (2019) offers a case study. This method promotes critical thinking and epistemological scepticism, which, when formed into a habit, may lead to an ongoing quest for information and examination of it in all spheres of existence. For this finding to be used, it must be connected to teaching and learning, which in turn feeds into the integration of disciplines, bringing together many worlds and epistemic perspectives to address practical meta-issues.

Publications are the means through which faculty members participate in the academic endeavour of discovery expenditure. Publishing serves as a measurement tool for accomplishments and is taken into consideration as a sign of involvement. There are several degrees of participation on the part of the professors. The process of publishing productivity among faculty members is associated with the discovery domain of accomplishments.

2.14.1.1 Research Evidence on Discovery

Yendel J.L's (2019) literature review on Faculty Support for a Culture of Scholarship of Discovery identified four major obstacles that hinder scholarly activity among nursing and allied health sciences

faculty: (1) organizational expectations, (2) administrative support, (3) mentoring, and (4) the challenges of creating and sustaining a culture of scholarship.

To overcome these hurdles, it is important to have clear organizational expectations and sufficient administrative support for faculty to engage in scholarly activity. Different mentoring models have proven effective in increasing faculty scholarship skills and productivity. However, it is crucial to address the challenges that impede faculty growth and scholarly output. Overall, by addressing these obstacles, it is possible to create and maintain a culture of schloeship among nursing and allied health sciences faculty.

2.14.2 Scholarship of Application

Boyer's scholarship of application began to evolve among researchers who studied how to document and promote recognition for faculty work in the application of knowledge, that is, the scholarship of engagement (Driscoll & Sandmann, 2001; Rice, 2002). The idea of engagement went beyond traditional notions of service and outreach, and instead emphasized collaboration among faculty members and their involvement in community-based learning (Rice, 2002). Rice (2002) described work on the scholarship of engagement as moving beyond the "three traditional elements in faculty work: teaching, research, and service. They [faculty] are engaged in pedagogy, community-based research, and collaborativeBoyer addressed that new theoretic considerations and facts can be derivative with exercising and use of disciplinary understanding and conceptual framework as well. practice.

Scholarship of engagement has changed how higher education administrators and faculty view scholarly excellence. In the view of one scholar, "our conception of scholarly excellence has become multidimensional" (Rice, 2002). As the ideas of scholarship of engagement have evolved within the literature, so too have the conceptualizations, terminology, and definitions of what it actually means for faculty.

2.14.2.1 Faculty Characteristics and Engagement in Scholarship of Application

In application scholarship, health science scholars build bridges and collaborative relationships with other disciplines, decision and policy-makers and communities in order to apply theory to solve every-day problems. Application scholarship directly links other forms of scholarship with practice (Hall EO, 2001). This process involves dynamic engagement and the translation of new knowledge in practical interventions that solve problems or improve the difficulties experienced by individuals and society (Shapiro, 2000). Hall states in (2001) this scholarly activity allows dynamic creativity, allows new public policies, allows theory and practice to renew each other and allows "the academic world to climb down from its ivory tower" .

Researchers interested in documenting and promoting faculty work in the application of knowledge, or the scholarship of engagement, began to expand upon Boyer's scholarship of application (Driscoll & Sandmann, 2001; Rice, 2002). The concept of engagement moved beyond traditional notions of outreach and service and emphasized the importance of faculty members' collaboration and involvement in community-based learning (Rice, 2002). The study of engagement, according to Rice (2002), goes beyond the "three basic

aspects of academic work: teaching, research, and service. The teaching, community-based research, and collaborative practice of faculty members are ongoing. Faculty members engaging in the scholarship of application utilize their research skills and field expertise to contribute to the creation of resources, policies, or solutions to real-world problems. Action research is often employed in this process. This sometimes leads to written reports or publications, which are often posted online by businesses or in trade or professional journals. The application includes the use of leadership abilities, subject-matter expertise, problem-solving abilities, and, sometimes, expert writing abilities.

2.14.3 Scholarship of Integration

Kunz (2006), . Boyer considered work at the boundaries of different disciplines to be integrative, especially as such work allows a larger context for understanding knowledge. Integrative scholarship is practiced when the academician places her own research, or the research of others, into larger intellectual patterns. Included in this domain is work that interprets knowledge to those outside the academic discipline. The scholarship of integration is closely related to the interprofessional debates; it relates to making connections across disciplines and shaping a more coherent and integrated use of knowledge. Integration work is creative connectedness, interpretation and synthesis, so is closely related to discovery, but poses somewhat different questions in terms of meaning and impact. This form of scholarship interprets meaning to isolated facts and creates new perspectives that can answer questions not originally possible to answer. Health science scholars engaged in integration require innovative thinking to be able to integrate knowledge from different disciplines and create new and different perspectives on significant ideas and

theories (Marks, 2000) . Such scholars ask questions that require critical analysis and interpretation such as questioning what the research findings mean and whether it is possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding .

2.14.4 Scholarship of Teaching and learning

Faculty members can advance their professional growth and development through their contributions and accomplishments in teaching and learning. According to Baldwin and Chronister (2001), their achievements in this area can be a factor in their promotion and advancement within their field. For university teachers, there are four progression degrees of teaching proficiency.

 (1) Effective teacher

(2) Skilled teacher

(3) The institutional leader

(4) Scholarly teacher (Boyed 2007).

The scholarship of teaching is also a natural fit for psychologists. In this form of scholarship, researchers investigate processes for teaching and learning effectively. It is argued that the scholarship of teaching "must be public, available for peer review and critique according to accepted standards, able to be reproduced and built on by other scholars" (Glassick, 2000). One mechanism of making the work public is to publish it in teaching/learning journals within the field (or via special issues). For instance, in this special issue, we had one manuscript describe publishable research experiences from an undergraduate perspective (Matthews and Rose, 2018) and another provided perspectives from a faculty member and an undergraduate (Mendoza and Martone, 2019).

On the surface, it may seem more difficult to engage undergraduate students in this form of research (other than being participants). However, using a project-based learning framework, it becomes easier to see ways to engage students in this form of scholarship. For instance, one project that students could engage in is developing a teaching demonstration that highlights a key theory/component from that class. Those who develop creative and potentially effective demonstrations could then work with their professor to publish their demonstration in a teaching-related journal or other public venue (podcast, YouTube). This was a project in my Psychology of Gender course when I was an undergraduate. While my demonstration was not creative enough to move to the publication phase, other students' demonstrations have been (Ganske and Hebl, 2001; Hebl and King, 2004; Knight et al., 2004; Hebl et al., 2008; Fa-Kaji et al., 2016). These types of projects facilitate learning by requiring students to take a deep dive into a topic and clearly demonstrate why the topic is relevant to the course. Moreover, these projects/publications could be even more meaningful to undergraduates as they have something tangible to show—a demonstration. In addition, to publish this type of work, a sound methodology of determining its effectiveness on learning is required. This type of project could be integrated into any psychology course, such as a topic course like psychology of gender or human sexuality. It is particularly relevant to courses on learning, education, and teaching.Best teaching considers not only transmitting knowledge to the learner but also developing a habit of enhancing knowledge and skills with updating and new knowledge because in the absence of teaching, the continuity of knowledge will be damaged and the storage of knowledge in the human mind will be reduced.

Trigwell et al. (2000) discovered that academic staff in Australian universities held various conceptions of the scholarship of teaching. He found that one of the

conceptions of the scholarship of teaching held by academic staff in Australian universities was the idea of understanding the body of knowledge of teaching through gathering and reading that body of knowledge as part of the scholarship of teaching and learning.

- Enhancing instruction via the collection and study of teaching-related literature.

- Enhancing student learning by examining one's students and one's teaching progress.

- Enhancing one's own students' learning by familiarity with and connections to discipline-specific literature and knowledge and the literature on teaching and learning.

- Enhancing student learning across the board by compiling and disseminating the findings of one's research on discipline-specific teaching and learning (Trigwell et al, 2000).

Boyer (1990) highlighted the reciprocal relationship between teaching and learning, which benefits both teachers and students (Bowden, 2007). While faculty members often conduct research to advance their expertise, Boyer's model urges them to use their research skills to investigate and improve their pedagogy based on student learning outcomes (Hyman et al., 2001; Kreber, 2005). According to faculty responses, many educators recognize the value and purpose of exploring their teaching practices to enhance education (Bowden, 2007; Boyer, 1990; Hyman et al., 2001; Kreber, 2005). Ansley, a professor who was not limited by research as the sole measure of productivity, was enthusiastic about the potential of conducting research to improve her teaching, as she saw it as an opportunity to become a more knowledgeable educator.

2.14.4.1   The Role of Scholarship of Teaching and Learning in the Boyer Model

The scholarship of discovery, integration, application and teaching are four overlapping roles that make up a faculty member's labour, according to the Boyer model.

According to the Boyer model, the study of discovery includes both the creative work one could do in, say, the arts and what people refer to as "research." The goal of the integration study is to find and explain the conceptual and methodological connections among various academic fields. The scholarship of application makes an effort to address how people and organizations might apply new knowledge and address issues. Finally, the Boyer model states that the scholarship of teaching "begins with what the teacher knows" or what is now referred to as "scholarly teaching." Boyer believes that "knowledge is obtained via inquiry, through synthesis, through practice, and teaching" constitutes an inclusive vision of scholarship. In the original Boyer model, scholarship of teaching and learning was not included. However, as Figure 2 shows, SoTL encompasses all four of Boyer's scholarship types, and certain varieties of SoTL represent the intersection of all of Boyer's scholarship types.

Since the research topics are geared toward advancing our understanding of teaching and learning, it is evident that a significant portion of SoTL is located at the crossroads of scholarship of discovery and teaching. A faculty member's goal to enhance student learning and to integrate what they discover from the inquiry into the classroom also plays a significant role in SoTL. SoTL aims to disseminate what has hitherto been a private act to the larger academic community so that this knowledge may be disseminated and does not

vanish with a faculty member's retirement. As a result, most SoTL work is on making contributions to the scholarship of application. Additionally, as SoTL has expanded, links across the many disciplines have flourished, enhancing the study of integration. Many concepts are common throughout disciplines, even while other concepts are exclusive to certain fields. For instance, team-based learning is being employed in the sciences, health education, business, law, and communication (Michaelsen, Knight, & Fink, 2004). Another subset of SoTL studies explores these connections between the many disciplines. Since SoTL often incorporates all four of Boyer's scholarships, it may be said that SoTL represents the Boyer model's largest implementation in academia.
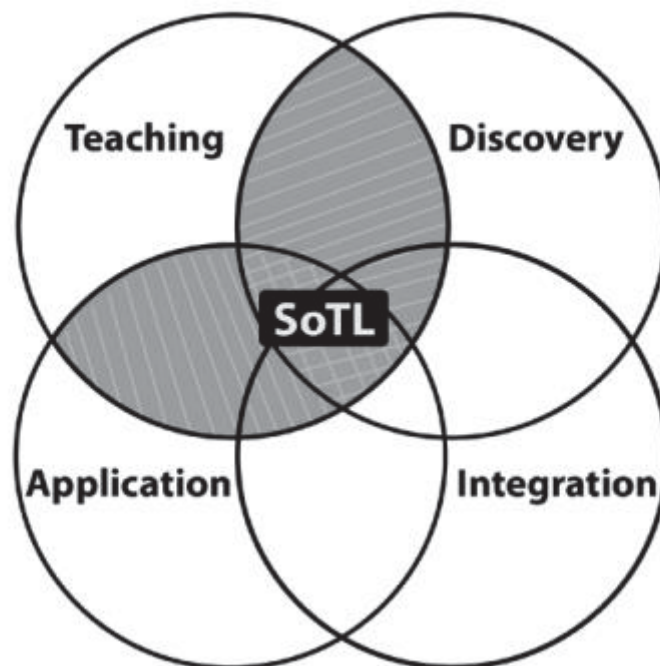
Figure 2.5

Incorporating SoTL into the Boyer Model

2.14.4.2 Role of Scholarship of Teaching and Learning in the Academia

The conventional division of faculty labour into teaching, research, and service connections with each of the four domains of Boyer's model: teaching and learning scholarship. A professor who conducts SoTL research is more likely to use the results in his or her classes, publish the research so that others can benefit from it, serve as a peer reviewer for teaching journals, be active in teaching organizations, sit on campus committees, and/or work with teaching-related organizations. While SoTL's position at the centre of academia might make it a fascinating endeavour, at certain schools whose compensation systems are built on mutually incompatible categories of teaching, research, and service, rewarding such efforts can become a tricky problem.

"For academic work in teaching and learning to flourish, then it has to matter to someone other than oneself or herself," writes Forrest (2013). Work must be meaningful within the researcher's department to be considered for tenure and advancement opportunities. It is common to practise for the institution as a whole to make decisions on the faculty salary system, but individual departments or units within the institution have the flexibility to alter such policies.

The scholarly acknowledgement comes from a faculty member's field, as Witman and Richlin (2007) note. SoTL value varies from department to department within an institution.

To be respected by academic institutions, in especially those groups who have the last say on choices affecting professor increases, tenure, and promotion, SoTL must overcome two obstacles. The first is whether or not the

several activities that are thus categorised as belonging to SoTL are appreciated by the bigger institution or the academic department.

Educational institutions have had difficulty figuring out how to best accommodate professors who value professional growth in both teaching and learning. This finding is supported by McKinney (2004), who writes that the "study of teaching and learning work gets little support, reward, or acknowledgement." The degree to which these activities are understood as satisfying a faculty member's teaching versus research obligations is a second, related problem. While some universities give professors a comprehensive evaluation, others ask them to group their work into one of three categories: teaching, research/scholarship, or service. According to McKinney (2004), teaching and learning-related scholarship "is frequently classed inside incentive systems as teaching rather than scholarship." We think that faculty should be allowed to classify scholarship of teaching and learning in either category since it naturally sits at the interface of teaching and research and contributes to both.

Vajorczki et al. (2011) found that faculty members who identified themselves as scholars or were engaged in the scholarship of teaching and learning had significantly higher rates of reading the literature, implementing new ideas into practice, and evaluating the impact of their teaching on learning. In other words, their engagement in the scholarship of teaching and learning led to a higher quality of teaching and learning outcomes. This supports the idea that research on teaching and learning can serve as evidence of a professor's effectiveness as a teacher. As a result, participating in the scholarship of teaching and learning would appear to encourage but not ensure

excellent teaching. We would contend that there are other ways to become a great teacher, however.

Criteria for promotion or tenure should acknowledge and value diverse approaches to achieving excellence in teaching, such as effective teaching practices, sharing about teaching, scholarly teaching, or scholarship of teaching and learning. Faculty members seeking recognition for their expertise in teaching may choose to cite their research-based scholarship in teaching and learning as evidence of their impact. Scholarship of teaching and learning can provide opportunities for professors to integrate their research, teaching, and service, particularly in institutions where faculty members are evaluated more holistically (Vajorczki et al., 2011; Trigwell et al., 2000).

One way for faculty members to justify including their scholarship of teaching and learning as research is by using Felten's (2013) guidelines for effective practice. These guidelines include five criteria: student-centered inquiry, context-based inquiry, methodologically sound inquiry, inquiry undertaken in collaboration with students, and proper public inquiry. In addition to these criteria, the inquiry should be original, contribute to the field's body of knowledge, and be subject to peer review.

It is also important to demonstrate that the inquiry is based on a rigorous and systematic investigation, grounded in theory and informed by a thorough review of relevant literature, rather than just the faculty member's personal experience or anecdotal evidence. The scholarship of teaching and learning should lead to tangible outcomes, such as changes in teaching practices, improved student learning outcomes, or the development of new pedagogical methods. In summary, faculty members must present a

compelling case for the scholarly nature of their teaching and learning research, using established guidelines, and demonstrating rigor, originality, and relevance to the field (Trigwell et al., 2000).

2.14.4.3 Research Evidence on Teaching and Learning

In his study, Michael (2008) argued that the scholarship of teaching and learning should prioritize the efforts of individual faculty members and collaborative groups in improving student learning within their respective disciplines. Rather than being conventional research, the primary objective should be to gain deeper insights into student learning outcomes and experiences in the field and to develop effective strategies to improve them.

In 2000, Lazerson, Wagener, and Shumanis speculated that institutional status in higher education would one day be based on teaching and learning rather than just resources and research. While institutional status based solely on teaching may still be some way off, the importance of resources in supporting quality teaching and learning is now widely recognized.

Kern, Mettetal, and Marcia D. et al. (2015) introduced the Dimensions of Activities Related to Teaching (DART) model, which delves into the definitions and taxonomies of the Scholarship of Teaching and Learning (SoTL) and presents a framework for SoTL with two dimensions: public/private and systematic/informal. This model provides a way for academics to differentiate between various teaching methods and to study those methods, using the four quadrants of teaching practice, sharing about teaching, scholarly teaching, and the scholarship of teaching and learning, as a conceptual framework.We examine how SoTL relates to scholarship, teaching

quality, and the Boyer model of scholarship before making a case for its significance to the Academy.

Chalmers (2010) conducted an examination of efforts to enhance the recognition of teaching in universities by improving teaching compensation and acknowledgement. He reviewed the current procedures and provided evidence of change, stating that there has been significant progress so far. However, he concluded that promotion and tenure, which are the ultimate symbols of reward and recognition, are proving to be challenging but not impossible for those who focus on the Scholarship of Teaching.

Keith Trigwell (2013) argues that empirical research is necessary to validate the goals of the Scholarship of Teaching and Learning (SoTL). He emphasizes that the SoTL movement should be evidence-based and treated as an academic and practical approach similar to evidence-based medicine. Tigwell suggests that further evidence is required to determine whether SoTL is succeeding in its goals, which are important in enhancing students' learning experiences.

To asses whether SoLT is achieving its objectives, Tigwell conducted a study that focused on one of its stated goals, which is to improve students'learning skills.

The study found that there is a higher likelihood of fulfilling SoTL's goals of promoting student learning when teaching is viewed as scholarly and inquisitive, when it is shared publicly, and when it undergoes peer review. This study highlights the importance of establishing the effectiveness of the Scholarship of Teaching and Learning in achieving its goals through empirical research.

2.15   Related Research of Boyer's Model

Renwick, Selkrig and Keamy (2020) conducted a study on community engagement and the academic work of employees. Applying the four components of scholarships, and reported that community engagement contains discovery, application, and teaching are the three significant components interrelated with community engagement and mutually supporting elements and are outcomes of academic works. Similarly, according to research results of Doberneck, Glass, and Schweitzer (2010), and Winter (2006), university scholars and academics elaborate on the different roles in providing funds for community projects for the citizen's development. Furthermore, university faculty promoted the outcomes of four of these components of Boyer's for the community's progress (Ling & Ling, 2020).

Stewart (2015) identified networks as places of scholarship to investigate certain practices. These practices were contained within Boyer's four mechanisms of scholarship discovery, integration, application, and teaching, which were established during a time when knowledge was abundant. He concluded that network practises of scholarship were not doing well enough to warrant scholarly efforts. As a result, they need to have a better understanding of how these activities may be good for society in the process of gaining knowledge. They noted that there is a need to investigate the challenges that are involved in offering knowledge services to community areas.

Boyed, and William (2013) adopted Boyer's model of four scholarships for both individual scholars and institutions, for enhancing professional development. He investigated the standards of a university scholar's life in getting a promotion, professional development, integration of the research development program, and curriculum development process on a research basis, based on Boyer's Model. In the end, Boyer's model deals with both potential and applicability through various areas

of university scholarly lifetime, thus providing a sound basis for enhanced university teaching and learning. It does not directly address improving pedagogical skills in higher education.

Ntimi, Mtawa, Samuel and Fongwa (2016) conducted a case study at the University of Africa, to find the university community engagement using Ernest Boyer's proposed scholarship of engagement model and found that several university community engagement practices involve significantly successful practices in promoting social and economic development at the regional and local level. They concluded that outcomes of community engagement have an impact on the central roles of the university, teaching and research.

Boyd (2013) employed Boyer's model to guide curriculum review and development, as well as the success of promotion, peer mentoring, and the establishment of an integrating research program, all of which were founded on the social aspects of academic life. Based on this approach, it is concluded that Boyer's model presents potential and relevance for various academic fields, serving as a strong basis for enhancing teaching and learning in higher education.

Boyer's assertion that the university's activity centers around four scholarship areas: discovery, teaching, application, and integration. The author argues that the modern university's evolution can be understood as a contest for excellence waged by each academic field in succession to meet modern society's demands. The paper also outlines three major periods of historical upheaval in this regard. The academic pursuit of knowledge was brought into the world of education when the first civic universities were established. The importance of application came to be recognized with the growth of the "plate glass" industry as well as the establishment of the polytechnic sector.

As universities and polytechnics merge, there is a need for a coherent management system that can enable the integration of different fields of study and promote collaboration among academic departments. Integration is also important in addressing complex problems and challenges that require interdisciplinary approaches. The ability to integrate knowledge from different fields is becoming an essential skill for academics and professionals in various industries. Therefore, universities must prioritize the development of programs and initiatives that promote integration and collaboration across disciplines (Hemming, 2004).

The conclusion of the paper is that although Boyer's four areas of scholarship remain crucial for universities, they are not adequate for survival and growth unless they are viewed not only at an institutional and national level but also as part of a global educational framework. If the distinctive function of the university as an institution is articulated and maintained, then only those four scholarships will be assured.

2.16 Related Theories of Organizational Justice, Organizational Politics and Faculty Achievement

2.16.1 Social Exchange Theory

The study, which depends on the theory of social exchange, clarifies the way employees who see organizational policy will fight negatively. The researcher has extended research on the influence of organizational political perceptions on the behavior of employees (Crawford et al., 2019). The researcher found that workers who see the company as politically influenced by freak practices based on the organization would level their trade relationship. As a result, managers will consider subordinates of decadent as missing key skills and offer freak subordinates interpersonal skills evaluations

and less performance in a similar way (Xueying, 2019). troublesome appraisals from their directors. Politically talented people are socially sharp, ready to impact others, and seem genuinely contrasted with people low in political ability (Crawford et al., 2019). In like manner, politically talented workers might have the option to abstain from being seen as decadent by their directors as they endeavor to adjust the exchange relationship. Social exchange theory is a thought that depends on the idea that the connection between two individuals or teams is made through giving and taking. It is an exertion put in by an individual to assemble and be sure about a relationship. The advantages and shortfalls of that relationship might appear through the information indicating how much exertion a group is placing into the relationship. This theory did not measure the relationship on an emotional premise, yet it additionally depends on systems. It can likewise be applied to decide the balanced relationship within an organization. This was established later on, numerous researchers demonstrated that Social Exchange Theory has made vital measures of studies that help this theory (Munir, 2019). It shows that the degree of promise to a representative outlined by an organization will affect the dedication that workers express to the organization consequently. One significant part to comprehend worker responsibility is to consider the connection between the administrators and subordinates as one reasonable trade through how a chief treat its subordinates, it directly affects their performance, conduct, and their choice to remain in the organization. Furthermore, in support of Social Exchange Theory Witt, Kacmar, and Andrews cited by exhibited that a solid connection between the responsibility of an individual to a target of organization and the sort and nature of the help

given by the organization can be clarified by Social Exchange Theory (Yu and Tsung-Lin, 2019; Munir, 2019). It predicts that in case individuals go into a relationship within which the two parties can distinguish a bit of leeway, then a lot of responsibilities cause the two parties to feel obliged to achieve. This is the same as a worker who uses his aptitudes, capacities, and abilities for the organization, and consequently, the association pays him as far as it is advantageous to hold him. For instance, an employee who feels that his activity is secure will be substantially more prone to show a dedication with an association than the worker who fears being terminated in the distant future (Helfers et al., 2019).

2.16.1.1 Elements of Social Exchange Theory

There are the basic elements of social exchange theory, which are as follows

    i. Rewards and Value of a Reward

   ii. Social Rewards

  iii. Costs

  iv. Profit

   v. Equity and Distributive Justice

2.16.1.2 Social Exchange Theory: A Critical Review

Social exchange theory is the subject of a critical assessment by Russell, Erica, and Shanna (2017). To them, the social exchange theory is the fundamental theoretical tenet of management, sociology, and psychology. Social exchange theory is subject to significant criticism for having insufficient theoretical rigour and precision as well as having poor value and function. Researchers that adopt this theory in

their work explain social occurrences, but they are unable to make insightful predictions about how employees would behave at work. The social exchange theory also has problems with overlapping concepts and poorly built ideas.

2.16.2 Equity Theory

According to Adams' Equity Theory, there should be a balance between the amount of effort an employee thatemployee puts in and the results they receive in return. A worker's input-output ratio is compared to the ratios of other workers, and if the two are equal, equity is saidto exist (Robbins & Coulter, 2005). The distributive

justice theory of equity has been intensively examined during the last few decades (Yusof & Shamsuri, 2006). Rewards have been shown to improve employee satisfaction only when valued and seen as fair by the recipients (Durant et al., 2006).

To better understand the connection between a teacher's motivation and his or her impression of fair treatment, educators have turned to equity theory. Employees in higher education institutions, on the otherhand, use equity theory to compare their owninput/output ratios to those of other employee. Inputs in this context include the time, expertise, qualifications, and experience of the employee, as well as intangible human traits such as motivation and ambition, and interpersonal skills of the employees. Financial pay, perquisites (extra benefits), incentives, and work arrangements that are more flexible are some of theoutcomes of the process.

2.16.3 Interdependence Theory

Salamon et al. (2000) found the interdependence theory concluding that the cross-country variation in nonprofit sector sizes could be largely attributed to government support for nonprofit activities. In linking nonprofit sector growth to government funding, Salamon argued that the public and nonprofit sectors have a mutually dependent relationship, and he articulated how the two sectors compensate for each other's inherent weaknesses and limitations. Since nonprofit organizations have expertise in developing and delivering services to their specified populations, contracting allows the government to link its public service mandates with the most innovative and current service delivery approaches. It enables the government to reach difficult-to-access and disadvantaged communities (Anderson 2004). For example, hiring rural nonprofits is more efficient and effective than requiring government employees to travel and deliver services. Partnering enables the government to provide more effective, flexible, higher quality, and specialized services (Austin 2003).

2.17 Relationship between Organizational Justice and Organizational Politics

To promote and maintain a dedicated workforce, encourage collaboration, and drive organizational growth, it is crucial for organizations to establish a fair environment and avoid engaging in negative politics. Studies have shown that organizational justice has a positive impact on various aspects of employee performance, job satisfaction, organizational citizenship behavior, and trust (Chen et al., 2015; Al Zu'bi, 2010; Wang et al., 2010). In contrast, organizational politics can have detrimental effects on workers, reducing organizational commitment and job

performance (Gotsis & Kortezi, 2010). However, some scholars have also argued that political skills can potentially aid individual and organizational development and achievement (Ladebo, 2006; Vredenburgh & Shea-Van Fossen, 2010).

Gambhir and Kkan A (2022) researched to see how organizational justice affected organizational politics. Results showed that the "go along to get ahead" and "compensation and promotion policies" dimensions were highly impacted by interactional justice. The aspect of organizational politics where people "go along to get ahead" was significantly impacted by distributive justice.

In a Malaysian Islamic financial organization, Ismail and Daud (2016) investigated the connection between organizational politics and justice. The study discovered a substantial link between procedural fairness and self-interest. A considerable association exists between the aspects of explanation, honesty, procedural fairness and worker-employer collaboration. Therefore, organizational politics at work will be impacted by the organizational justice component, either negatively or positively.

Sharafi and Seyedameri (2019) found a negative correlation between organizational politics and justice in their study. This suggests that increased organizational politics can have both positive and negative effects on organizational justice. Specifically, their research found that the first two types of justice, procedural and distributive, had a negative association with organizational politics. However, the first dimension of procedural justice was found to be more relevant to organizational politics because procedures help to control the internal organizational system (Andrews & Kacmar, 2001).

Nobi, Mittal, and Aggarwal (2021) conducted research on how an individual's personality affects their perception of organizational politics and justice in the

workplace. Their findings suggest that there is a positive correlation between personality dimensions and employees' perceptions of organizational justice and politics. However, they also found that higher perceptions of organizational politics have a negative impact on employees' perceptions of organizational justice.

Khan and Gul (2020) conducted a study to examine the mediating role of politics in the relationship between organizational justice and teachers' performance. Their research found a positive and significant correlation between organizational politics, organizational justice, and teacher performance. Additionally, the study showed that organizational politics acted as a mediator in the relationship between organizational justice and teachers' performance. The Hayes process model revealed that organizational justice fully mediated the relationship between teachers' effectiveness and organizational politics.

2.18 Relationship between Organizational Justice and Faculty Achievement

The concept of organizational justice refers to the fair treatment of employees within an organization and encompasses three types of justice: distributive, procedural, and interactional justice (Gibson, 2012).

Leaders or heads of institutes can promote commitment, trust, and teacher achievement by making reasonable decisions, which can help achieve the organization's goals and outcomes in today's world (Khan, Shukor & Ismail, 2016). When institutions uphold organizational justice, it positively affects teachers' performance and behavior (Ogbonna & Harris, 2005). Conversely, if instructors perceive unfair treatment, they may express significant concerns about the institution's

impartiality, which can negatively impact their work performance (Paracha, Qamar, Mirza & Waqas, 2012).

Politics within higher education institutions can have both positive and negative effects. It can impact the authority and control required for the smooth functioning of institutional procedures, which in turn affects the academic performance of teachers and the overall institution (Cheng & Chia, 2017).

Institutions must address issues related to culture, justice, empowerment, politics, and performance in the context of higher education. This requires using both traditional and cutting-edge research methods to generate new facts and figures about the importance and consequences of these issues, especially in developing countries like Pakistan (Azizi, Mohammad & Hassani, 2011).

Similarly, Musringudin (2017) further explained the equal distribution of resources and justice in decision-making procedures and maintaining relationships among employees and heads. According to a study conducted by Mehmood and Ahmad (2016), organizational justice has a positive impact on teacher performance in Pakistan. Similarly, Akram (2020) found that justice had a significant effect on increasing workers' motivation levels in a Chinese company. Further, they concluded that teachers wanted to perceive the quality of decisions of the head or leader, relationships and equally treated in the organization. They further responded that they were ready to accept the critical results or products if they perceived those procedures were free of favouritism and equality based, they are treated with dignity and relationships were pleased with all.

In their study, Sopiah, Sangadji, and Narmaditya (2021) found that teachers' performance is positively affected by organizational fairness and self-efficacy, with

organizational justice having a particularly favorable impact on teacher effectiveness. The researchers concluded that teachers perceived that when they were treated fairly and respectfully, their performance improved. They also noted that high levels of perceived organizational justice were significantly linked to teachers' performance and could enhance the success of the organization.

According to Altahayneh (2014), organizational justice has a favourable impact on Jordanian physical education teachers' academic success. In other studies, Shan (2015), Iqbal (2017), Ali (2016), and Wang(2010) found a favourable relationship between organizational justice and worker performance.

2.19 Research Evidence Related to Organizational Justice

According to Long Lirong and Liu Ya (2004), if workers see unfairness, their performance suffers and they lose confidence. Organizational justice has developed into a severe issue, according to Swalhi et al. (2017), as a result of the many effects it has on both employees and organizations. Justice-related employee perceptions revealed the values of interacting with organizations. Ghosh et al. (2017) found that employees' motivation levels can be positively affected when they feel that they are being treated fairly and with respect. According to Shkoler & Tziner's (2017) research, people who experience unfairness leave the area feeling frustrated and negatively affected.

Huizhen and Chen (2018) found that organizational justice is the most important factor affecting employee performance and job satisfaction. In their study, they observed that when employees perceive that there is injustice in the distribution of rewards and outcomes, it negatively affects their motivation and performance at work.

This highlights the importance of maintaining fairness and equality in the workplace to promote better job performance and employee satisfaction.

Ahmed and Awang (2015) conducted a study to investigate the impact of organizational justice on good corporate citizenship practices in Malaysian institutions of higher education. The study aimed to explore the relationship between organizational justice and organizational citizenship behavior (OCB). The researchers used both descriptive statistics and regression analysis to analyze the data. The findings revealed that only interpersonal and distributive justices have a significant relationship with OCB. The results also supported the validity of the social exchange theory.

Rita et al. (2021) conducted a study on the relationship between organizational justice, adversity quotient (AQ), emotional commitment, and turnover intention. The results showed that there is a significant relationship between all variables. The study found that organizational justice and AQ have a mediated effect on turnover intention through emotional commitment. The findings also suggest that affective commitment and intention to leave are significantly related to both AQ and organizational justice. Overall, the study highlights the importance of promoting both AQ and organizational justice to reduce turnover intention in organizations.

In 2020, Jameel, Alaa S., Ahmad, Abd Rahman, and Mousa, Talal S. conducted a research paper titled "Organizational Justice and Job Performance of Academic Staff at Public Universities in Iraq." The study aimed to explore the impact of organizational justice on the work performance of academic staff". The results showed that distributive justice and interactional justice had a positive impact on academic achievement and job performance, whereas procedural justice had no effect. Among the two factors, distributive justice had a greater influence on the work

performance of academic staff members than interactional justice. The research suggests that decision-makers at universities should focus on providing equitable resource allocation, compensation, promotion, and training to enhance job performance.

In 2021, Sopiah, Mamang Sangadji, and Shandy Narmaditya conducted a study titled "The Impact of Organizational Justice, Self-Efficacy on Teachers Performance: The Mediating Role of Internal Motivation" to examine the effects of internal motivation, organizational fairness, and self-efficacy on teacher performance in Indonesia. The study found that there is a correlation between internal motivation and both organizational fairness and self-efficacy, which can impact teacher performance. Additionally, the study found that internal motivation partially mediates the relationship between organizational justice and teacher performance as well as the relationship between teacher performance and self-efficacy.

2.20 Research Evidence Related to Organizational Politics

Jam (2011) discovered that organizational politics not only negatively affects employee engagement but also diminishes manager trust in the workplace, ultimately making it difficult to achieve objectives. Meanwhile, Mohsin and Jahanzeb (2016) conducted research that revealed the level of political participation in an organization influences employee behavior regarding remuneration, promotions, and commitment. These findings suggest that organizational politics may have an adverse impact on organizational performance and should be carefully managed.

Sowmya and Panchanatham (2012) conducted a study in Chennai, India's educational institutions to investigate the relationship between organizational politics and employees' intention to leave their jobs. The study involved 272 professors from

engineering institutions, and the researchers examined the effect of gender on instructors' intentions to quit their jobs. The findings indicated a significant relationship between organizational politics and turnover intention, supporting the relevance of studying workplace politics in connection to turnover intention. The researchers concluded that faculty members in the teaching profession are also affected by workplace politics.

The study by Nayyer and Raja (2012) focuses on how image management affects how intense organizational politics are. According to the study, the degree of organizational politics and image management varies depending on the gender of the workers and the organizational structure. The study's sample included 300 workers from Pakistan's telecommunications industry. The study concluded that management may take specific actions to lessen the negative effects of politics even if businesses naturally have a political atmosphere. The following are some of these steps: Managers should ensure that communication channels are simplified, that pay is linked to performance, and that decisions are made fairly. It is the responsibility of managers to spot any unfavourable political behaviour among their staff and be able to deal with it using assertive management techniques.

Bodla, Danish, and Nawaz (2012) performed research to better understand how organizational politics mediates disputes between workers' morals and the demands of their jobs. Work ambiguity, skill diversity, feedback, and autonomy were taken into consideration throughout the research, whilst morale was a mix of job satisfaction and emotional commitment. The study's conclusions were based on sample data that was gathered throughout the country from various industries using a questionnaire. This survey had 577 respondents in total. The researchers concluded in their study that

management should inform workers of its expectations of them in terms of their rights, obligations, and tasks to allow them to execute their on-the-job function.

Gull and Zaidi conducted a research study in Lahore, Pakistan, in 2012 to explore the impact of organizational politics on employees' job satisfaction. The study focused on 250 health industry workers as the sample size. The findings of the research indicated that there is a negative relationship between job satisfaction and employees' perception of organizational politics. In other words, when employees perceive higher levels of workplace politics, their job satisfaction tends to be lower.

To investigate how university professors in Pakistan saw organizational politics, Khan and Hussain performed a research study in 2014. Numerous students have been seen to have attained or ascended to positions in which they do not belong. The goal of the research was to determine how much politics had a role in their ascent. The goal of the research was to gather information regarding how Karachi's university professors saw organizational politics. The outcome confirms the theory that strong political organizations and staff survivability in higher education institutions are related. The research also emphasised the strong correlation between workers' perceived pay and promotion satisfaction and the actual pay and promotion practises at different higher education institutions.

Noor, Nawaz, and Nazia (2019) concluded from their research that political influence is neither an indication of corporate success or employee success. Because some individuals simply engage in political matters to further their interests, organizational politics is founded on unpredictability and disputes. Employee stress and minimal contributions are the results.

The study "Perceptions of Organizational Politics and Employee Performance: The Mediating Role of Affective Organizational Commitment" by Butt R. in 2016 suggests that police officers in Lahore are exposed to high levels of internal organizational politics, such as issues with pay and promotion. This leads them to view their workplace as a risky investment, as the efforts they put into their work may not be adequately rewarded. Consequently, they tend to prioritize their own interests over those of the organization, which can impede their ability to perform beyond their job requirements.

In 2021, M. Hlongwane completed a thesis titled "Organizational Politics, Organizational Support, and Work Satisfaction in Higher Education Institutions." The study aimed to explore the relationships between organizational politics, organizational support, and work satisfaction among 148 participants in a South African institution of higher learning. The research findings suggested that organizational politics had a negative correlation with organizational support and had an adverse effect on overall work satisfaction.

In 2022, Abun D., Libertine Gertrude Ruadap, Theogenia Magallanes, Nimfa C. Catabagan, and Jecel M. Mansueto conducted a research study on "The Effect of Organizational Politics on the Individual Work Performance". The main objective of the study was to examine the impact of organizational politics on workers' job performance. The results showed that the level of organizational politics in the institution was moderate, and the individual worker performance was also moderate. The study also found a strong correlation between organizational politics and individual job performance, suggesting that organizational politics significantly predicts an organization's performance. The research supports previous studies that have found that a moderate level of organizational politics can positively impact

individual job performance, challenging the assumption that organizational politics is inherently negative.

The "Relationship between Perceptions of Organizational Politics (POPs) and Employee Well-being" was examined by Prabhashini W, Mazuki J, S. M. Ferdous Azam, and S. R. S. N. Sudasinghe in 2019. The existence and growth of companies throughout the globe depend on the satisfaction of their workforces. The research investigates how people see organizational politics and the many aspects of employee well-being. Results indicate that perceived organizational politics did not affect workers' quality of life. Our findings suggest a potential connection between POPs and other employee and organizational outcomes as well, given that employee wellbeing is a critical driver of employee job outcomes including performance, commitment, and productivity.

In 2019, Mehmet, D. and Pinar A. conducted a research study on the relationship between job satisfaction among faculty members and their perceptions of organizational politics. The study aimed to explore how faculty members' job satisfaction could predict their perceptions of organizational politics. The research employed a descriptive relational survey model, and the major findings indicated that the sub-dimension scores for organizational policy were high, whereas the total and sub-dimension scores for faculty members' job satisfaction were extremely high. The faculty members rated "Go along to get ahead" the highest, while scoring poorly on "General political conduct" and "Honesty/Work ethics." Additionally, the work satisfaction components were strong and positively predictive of the POPS subscales.

In 2019, Bibi, M. and Raza, A. conducted research titled "Impact of Organization Politics on Human Resource Management Practices and Employee Performance," which found that nepotism and favouritism, as forms of organizational

politics, have an influence on both HRM practices and employee performance. The study revealed a significant positive correlation between favouritism, employee performance, and HRM practices, while nepotism was found to have a significant negative impact on employee performance and a negligible relationship with HRM practices. Overall, the study suggested that favouritism has a positive effect on both employee performance and HRM practices, while nepotism has a negative impact on both.

2.21 Research Evidence Related to Faculty Achievements

It was found in the research that there is a significant negative relationship between job performance and all components of organizational politics, particularly "Go along to get ahead" (GATGA), "General political behavior" (GPB), and "Power and politics perception" (PPP). These results are consistent with previous studies conducted by Aryee et al. (2004), Byrne (2005), Chen and Fang (2007), and Zivnuska et al. (2004), which suggest that organizational politics has a direct impact on the work performance of Malaysian government officials. This study suggests that leaders in the Malaysian public service should be aware of the contribution that organizational politics might make to negative organizational outcomes. Therefore, steps must be done to reduce perceptions of OP among federal workers, such as by offering precise and unambiguous performance evaluations, empowering subordinates when necessary, establishing an open workplace, and encouraging acceptable freedom of thought. Effective communication must be implemented on a large scale to reduce misunderstandings and unfavourable views among personnel.

The study conducted by Malik, Shahzad, Raziq, Khan, Yusaf, and Khan (2019) aimed to examine the relationships between employees' perceptions of

organizational politics, information concealment, and creative output. The study also investigated the moderating effect of professional commitment on the association between perceived organizational politics and information concealment. The participants in the study were employees and their supervisors from three prominent public institutions located in Islamabad, Pakistan. In all, there were 316 participants in the sample. A questionnaire that the participants completed on their own was used to gather the data and linear regressions were used to evaluate the hypotheses. They concluded that employees' perceptions of organizational politics positively influence employees' tendency to withhold information, which in turn adversely predicts employees' creative output. The research findings indicate that a person's level of professional dedication can moderate the relationship between perceived organizational politics and information concealment. Specifically, higher levels of professional dedication were found to weaken the positive link between perceived organizational politics and information concealment. The study also highlights the negative impact of perceived organizational politics on employee creativity, both directly and indirectly through its effect on information concealment. These findings add to the current understanding of the detrimental effects of organizational politics on employee behaviour and outcomes.

In their research on organizational justice in the context of higher education, Khan, Saleem, and Idris (2020) found that distributive justice was the most crucial dimension, indicating that faculty members were particularly concerned about the fair and transparent allocation of institutional resources. This was followed by procedural and interactional justice. The study also found a strong correlation between the dimensions of organizational justice and employee performance, which was consistent with previous research in this area. Therefore, it is possible to conclude that an

employee's sense of fairness is essential for moulding both their attitude and conduct in the direction of the achievement of institutional goals. When it comes to generating good behavioural changes in the attitude of workers that lead to a greater level of performance, institutions need to be fair in their processes, the allocation of resources, and their interactional dynamics.

2.21.1 Critical Summary of Reviewed Literature

Establishing a fair atmosphere and avoiding bad politics are critical for organizations to foster and sustain a committed staff, foster cooperation, and proper organizational success. According to studies (Chen et al., 2015; Al Zu'bi, 2010; Wang and al., 2010), organizational justice positively affects a number of factors, including worker outcome, job satisfaction, organizational citizenship behavior, and trust. Organizational politics, on the other hand, may have a negative impact on employees by lowering job performance and organizational commitment (Gotsis & Kortezi, 2010). Nonetheless, some academics have also asserted that political involvement may support organizational and individual growth and success (Ladebo, 2006; Vredenburgh & Shea-Van Fossen, 2010).

Organizational politics have been shown by Jam (2011) to have a detrimental impact on both management trust and staff engagement, which in turn makes achieving goals more challenging. In the meanwhile, research by Mohsin and Jahanzeb (2016) showed that employee behaviour with respect to pay, promotions, and dedication is influenced by the degree of political engagement in an organization. These results imply that organizational politics should be carefully controlled as they may have a negative impact on performance. The focuses on the relationship between organizational politics'

intensity and image management. Research revealed a significant negative relationship between all aspects of organizational politics and work performance, especially "Go along to get ahead" (GATGA), "General political behaviour" (GPB), and "Power and politics perception" (PPP). The relationships between worker's perceptions of organizational politics, information hiding, and creative productivity. Organizational politics have a beneficial impact on their propensity to withhold information, which has a negative impact on their ability to be innovative. According to previous research, organizational politics is one of the most significant organization happening which directly or indirectly impacts the behavior and feelings of academic institutions and officers (Atta and Khan, 2016).

Organizational politics are influenced by many things. Power, blaming others, causing conflict, whistle-blowing, and favouritism are some of these elements. These elements causes a straight influence on the productivity of the staff (Rahman, Hussain, & Haque, 2011). Boyer's model deals with both potential and applicability through various areas of university scholarly lifetime, thus providing a sound basis for enhanced university teaching and learning. It does not directly address improving pedagogical skills in higher education. It is found from the previous researches that mediating role of organizational justice in organizational politics with faculty achievements have not been explored.

CHAPTER 3

RESEARCH METHODOLOGY

The extensive analysis of the body of research on organizational justice's function in organizational politics and faculty productivity at the higher education level highlighted the need for more research on this concept in regional contexts. Consequently, it was decided to research to determine how organizational justice influences faculty performance in higher education organizations and organizational politics. The research approach is thoroughly explained in this chapter. All of the components of the study's design, including its demographic, sample, and method of sampling, are presented here, as are the research tools, validation procedure, pilot study, and reliability test. It goes on to discuss the procedures for gathering data, organizing data, and using statistical methods to analyse data.

3.1 Research Approach

A research approach is a collection of procedures and plans that determine the whole process of doing research. One way to describe research approach is as the collection of processes and plans. Quantitative research was used so that the researchers could provide an answer to a related question about a variable that was being investigated in the study. The first step in quantitative research is the formulation of a problem statement, which is then followed by the examination of relevant literature, an examination of the quantitative data, and finally, an examination of the quantitative results. According to Airasian (2000), a quantitative approach to a research study provides the opportunity to involve a number of participants in the study, it makes the data very stable, and it helps the researcher

apply the findings to a significant number of people throughout the community. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results over population. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population (Allen, 2017). In the current study researcher was intended to correlate the variables and determine the significant relationship between dependent variable faculty achievement and independent variables organizational justice and organization politics. Respondents were number of peoples in the sample and population of the study. In the data collection procedure survey and test data may need to be transformed from words to numbers during statistical analysis.On the basis of this phenomena of the study quantitative approach was used.

3.2 Research Design

In this study, a descriptive research design was utilized. A descriptive research design is one that is utilized to obtain information regarding the current status of the phenomenon and to describe "what exists" with regard to the variables or conditions that are present in a given situation. The current investigation is based on quantitative research because it seeks to understand the connection that exists between an independent variable and a dependent variable in a population. This connection can be thought of as a causal relationship to examine the measurable thoughts and reactions of a large group in order to draw conclusions about that population as a whole. The researcher has developed research questions that are very well defined, and the solutions to those questions are quite apparent. The findings are based on more extensive sampling

that was designed to be representative of the whole population. Obtaining statistically valid findings requires a big sample size, which we have here. It was necessary to have data that was accurate, precise, and numerical. In order to accomplish this goal, we made use of questionnaires to obtain the numerical data. The information that was obtained was in the form of numbers and statistics, which were laid up in tables and diagrams.

3.3 Population

A large group of people who are chosen specifically for collecting information, responses and answers to the statement of the designed questions is called the population. The research study's conclusion is drawn based on population responses (Mc Combes, 2021). This research was carried out at universities in Islamabad that are part of the public sector. The stages of the study population were as follows.

1. All of the universities that are run by the public sector in Islamabad were included in the first stage of the research population. The Higher Education Commission (HEC) in Islamabad reports that there are a total of sixteen universities that are part of the public sector, see (Appendix, F), of which nine universities offer education in social sciences and management sciences. According to this, the population for the research study was comprised of a total of nine different types of institutions.

2. The second stage was to select faculties from the universities for the ease of the research and researcher. Therefore, two faculties were selected for getting responses.

3. The third phase of the research, referred to as the population phase, included all of the teachers (male and female) who were employed by the Faculty of Management Sciences as well as the Faculty of Social Sciences. By going to the websites of each of the educational institutions, the researcher was also able to obtain the precise number of all the teachers. The population is summarized in the following table.

Table 3.1

Total Population of Faculty of Social Sciences and Management Sciences of Public Universities of Islamabad

Sr.No	Universities of Islamabad	Teachers of Social Sciences	Teachers of Management Sciences	Total
1	International Islamic University	109	57	66
2	National University of Modern Languages	51	20	71
3	Quaid-i-Azam University	103	15	118
4	Allama Iqbal Open University	90	24	114
5	Federal Urdu University	36	21	57
6	NUST University	56	57	113
7	COMSATS University	131	91	222
8	Bahria University,	48	37	85
9	Air University	39	29	68
	Total	663	351	1014

Table 3.1 shows that the total number of teachers in public universities was 1014. The number of teachers in the faculty of social sciences was 663, and the number of teachers in the faculty of management sciences was 351.

3.4 Sample

Sample refers to a systematic process of selecting a small size and specific group of people for generalizing results on the whole population and the process of selecting a sample size is referred to as sampling which is calculated by a specific method (Mc Combes, S. 2021). In the entire population of the present study, it was difficult for the researcher to study the entire population because the number of teachers in the two faculties of social sciences and management sciences in all public sector universities was quite high. The use of samples was the approach that was taken to solve the issue.

3.4.1   Sampling Technique

According to McMillan (1996), the purpose of sampling in the context of quantitative analysis is to collect or provide specific information from a group of subjects who represent a large individual group. In other words, the group of subjects is meant to be representative of the entire individual population. In the present study, data was required from two strata based on the same characteristics and similarities of the respondents. One was the faculty of social sciences, and the other was the faculty of management sciences. These two departments were separated by a stratum. The data from the two different groups were collected by using a method called stratified random sampling. According to Sharma (2017), this methodology is utilized in situations in which the population of the study comprises homogeneous subgroups based on the characteristics of the members. However technique of stratified random sampling, on the other hand, provides an equal opportunity (probability) for the selection of each

unit from within a given stratum (group). According to Krejcie & Morgan, D. (1970) sample table, the sample size was selected 30 % of each stratum from the total population N=1014. Details of the sampling procedure are;

Step 1: The population of the study; all of the teachers working in the departments of social sciences and management sciences at the public universities in Islamabad, Pakistan were defined first and foremost.

Step 2: Two strata; The faculty of social sciences and the faculty of management sciences were chosen as the two strata because of the similarities between them in terms of education, teaching experiences, and faculty.

Step 3: Random selection was used to choose teachers from the two strata faculty of social sciences and management sciences. Overall, 305 teachers were selected randomly from two strata of the total population.

Step 4: The total sample size was 305 which is 30% of the total population of 1014 which was an acceptable sample size of the total population according to Krejcie & Morgan, D. (1970). The detail of sample size is given in Table 3.2.

Table.3.2

Sample Size of Study

Group (Strata)	N (Population)	n (Desired Sample)	n (Rate of Return)
Teachers of Social Sciences	663	331 50%	199 60%
Teachers of Management Sciences	351	175 50%	106 61%

3.5   Research Instrument

A survey method was used to measure the responses of respondents in the research. It is considered the most appropriate method for collecting data from a large population because it allows accurate measurement of the responses provided by research participants. While considering the design (quantitative) of the study, a questionnaire was considered the most appropriate method of data collection. According to Birminam and Wilkinson (2003), the questionnaire is an immediate source for collecting information from a large and diverse sample because it allows participants to respond to questions with accuracy, unbiasedness, and speed.

In the current study, a thorough questionnaire was utilized, consisting of four distinct parts, each of which measured a different variable on a Likert scale ranging from 1 to 5. The description of the questionnaire is discussed below.

3.5.1   Demographic Section

The first section of the tool was a demographic section, in which the researcher gathered information about respondents such as their gender, qualifications, the length of service they have, and the names of their faculties and universities.

3.5.2   Organizational Justice Measurement Scale

The second part of the research tool comprised the first variable, organizational justice. It was developed by Niehoff and Moorman (1993), Sania (2013), and Gurvindar (2018), it examined themes about organizational justice (independent variables) in addition to its three dimensions and adapted the concepts, which are now known as distributive justice, procedural justice, and interpersonal justice.The first dimension, which is called distributive

justice, constructed seven (7) statements and focused its attention on the fairness associated with the distribution of resources and decision outcomes. The second dimension, which is known as procedural justice, centered its attention on the employees' perceptions of the fairness of procedures and methods for achieving outcomes; and thus constructed six (6) statements to find the perception of participants about procedural justice in their respective institutions. Interactional justice was the third and final dimension, and it focused on the actions of workers and their relationships with managers, as well as the exchange of ideas and information during the process of representing decisions and procedures It consisted of nine statements that were given ratings on a Likert scale that ranged from one to five: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

3.5.3   Organizational Politics Measurement Scale

The third part consisted of the Organizational Politics Measurement Scale (OPMS), which was developed in consultation with the study by Kacmar and Carlson (1997) and adapted themes and ideas about the dimensions of politics, such as general political behavior, pay and promotion policies, and going along to get ahead. The scale consists of 15 different statements. The responses were collected by the researcher using a 5-point Likert-scale, with (1) strongly disagree, (2) disagree, (3) not sure, (4) agree and (5) representing strongly agree (5).

3.5.4   Faculty Achievement Measurement Scale

Part Four is based on the Faculty Achievements Scale, which was developed by the researcher herself in consultation with Ernest Boyer (1997)

and adapted themes and ideas about the dimensions of faculty achievement, including discovery (5 items), integration (5 items), application (8 items), and teaching and learning (5 items). Statements were constructed regarding discovery, integration, application, teaching, and learning and measured on a 5-point Likert scale ranging from always (5), often (4), sometimes (3), rarely (2), and never (1).

The total number of items in the questionnaire relating to the three scales was 57, and 11 of those items were revised. The three scales were the organizational justice measurement scale, the organizational politics measurement scale, and the faculty achievement measurement scale. Difficult words were replaced with simple words, and difficult and confusing statements were improved and changed.

Table 3.3

The number of Questionnaire Items (Initial Version) of Organizational Justice, Organizational Politics and Faculty Achievements scale.

Scale	Dimensions	Items	No. of Items
1.Organizational Justice	Distributive Justice	DJI-5	5
	Procedural justice	PJ 6-10	5
	Interactional justice	IJ 11-17	7
2.Organizational Politics	General Political Behaviour	GPB 1-5	5
	Go along to Get Ahead	GATGA 6-11	6
	Pay & Promotion Policies	PPP 12-15	4
3.Faculty Achievements	Discovery	D 1-5	5
	Integration	INT 1-7	7
	Application	AP 1-8	8
	Teaching & Learning	TAL 1-5	5
Total			**57**

As shown in Table 3.3 that the initial version of the questionnaire included a three-scale comprised of dimensions consisting of 5, 5, 7, 5, 6, 4, 5, 8, 7, and 5. A total of 57 items were in the questionnaire.

3.6   Pilot Testing Procedure

A pilot test may also be referred to as a pilot experiment, pilot project, pilot study, feasibility study, or pilot run. In most cases, researchers will conduct pilot studies in order to evaluate the appropriateness of the methods and procedures they have planned (Polit & Beck, 2017). In the course of this research project, the researcher carried out a pilot study in order to evaluate the reliability of the instrument.

3.6.1 Validity

The construct validity of the tool was supposed to be tested in order to determine whether or not the test measures the concept that it is supposed to measure as well as the content validity of the test, which asks whether or not the test is accurate in measuring what it claims to be measuring ?. For this purpose, the procedure is discussed below.

Step 1. The researcher compiled a comprehensive document that featured a cover letter, a letter requesting validation of the instrument, a research statement problem, research objectives, a conceptual framework, and a questionnaire. The researcher also included a request for validation of the instrument.

Step 2. The researcher reached out to eight (8) different experts from public universities of Islamabad in order to validate the tool. The researcher personally visited those experts and distributed questionnaires among them

for their suggestions. After considering the insightful comments made by the specialists, item statements which were overlapped and confused in contents, made changes in the clarifications in the concepts and made changes in the specific words used in the statements. Grammer mistakes, numbering and sub-items statements were changed in correct way.

3.6.2 Reliability

The term "consistency" refers to how well the components that are used to evaluate an idea fit together as a unit. According to Sekaran (2003), "Cronbach's alpha is a reliability coefficient that reflects how well the elements in a set are positively connected." The degree of dependability possessed by the independent variables organizational justice and organizational politics, in addition to the degree of dependability possessed by the dependent variable employee successes, was measured using Cronbach's alpha. After the data were collected, the researcher used SPSS 25.0 to measure the reliability of the questionnaire using Cronbach's alpha item to total correlation, exploratory factor analysis, and confirmatory factor analysis on three scales: OJ, OP, and FA. This was done in order to determine whether or not the questionnaire accurately measured its construct validity. The data was presented in the latest APA 7th edition table format.

Table 3.4

Cronbach Alpha Reliability of the tool Organizational Justice Organizational Politics, and Faculty Achievements n=100

Variable/Dimension	No of items	Reliability
Distributive Justice	5	0.795
Procedural Justice	5	0.843
Interactional Justice	7	0.601
General Political Behaviour	5	0.701
Go Along to Get Ahead	6	0.730
Pay & Promotion Policies	4	0.575
Discovery	5	0.591
Application	8	0.525
Integration	7	0.664
Teaching and Learning	5	0.764

Table 3.4 shows the results of the tool comprised of three variables having their dimensions. Procedural justice has a high-reliability value of .843 among all the variables of the study, Whereas Distributive Justice, general political behaviour, Go Along to Get Ahead, Pay and Promotion Policies and Teaching & Learning were .795, .701, .730, .757 and .764 respectively which is only acceptable. While the value of the reliability of Procedural Justice is .643 and Integration as these values are not good. The values of two dimensions, Discovery and Application were poor values .591 and .552 respectively, which are not acceptable.

Table 3.5

Item to-total Correlation of the tool Organizational Justice, Organizational Politics, and Faculty Achievements

Item Code	r	Item Code	r	Item Code	r
OJDJ1	0.248	OPGATGA6	0.610***	AP3A	0.307***
OJDJ2	0.201	OPGATGA7	0.382***	AP3B	0.341***
OJDJ3	0.456***	OPGATGA8	0.701***	AP4A	0.329***
OJDJ4	0.889***	OPGATGA9	0.431***	AP4B	0.572***
OJDJ5	0.135	OPGATGA10	0.493***	AP4C	0.207
OJPJ6	0.581***	OPGATGA11	0.178	AP4D	0.465***
OJPJ7	0.592***	OPPPP12	0.372***	AP5	0.192
OJPJ8	0.669***	OPPPP13	0.225	AP6	0.244
OJPJ9	0.364***	OPPPP14	0.507***	AP7	0.323***
OJPJ10	0.550***	OPPPP15	0.579***	AP8	0.322***
OJIJ11	0.101	FAD1	0.334***	INTI1	0.603***
OJIJ12	0.574***	FAD2	0.512***	INTI2	0.643***
OJIJ13	0.249	FAD3	0.198	INTI3	0.540***
OJIJ14	0.248	FAD4	0.396***	INTI4	0.597***
OJIJ15	0.146	FAD5	0.272	INTI5	0.387***
OJIJ16	0.573***	AP1A	0.602***	INTI6	0.330***
OJIJ17	0.401***	AP1B	0.246	INTI7	0.197
OPGPB1	0.625***	AP1C	0.345***	TAL1	0.393***
OPGPB2	0.430***	AP1D	0.622***	TAL2	0.377***
OPGPB3	0.440***	AP2A	0.352***	TAL3	0.212
OPGPB4	0.113	AP2B	0.381***	TAL4	0.103
OPGPB5	0.675***	AP2C	0.335***	TAL5	0.250

Correlation is significant at the 0.05 level (2-tailed)
**Correlation is* significant at the 0.01 level (2-tailed)
***Correlation is* significant at the 0.001 level (2-tailed)

Table 3.5 shows the item-to-total correlation of the scale of the current study. According to the findings, the scale item-total correlation lies somewhere in the range of 0.101* to 0.889***. The maximum correlation of item OJDJ4 is 0.889***

which is significant at a 0.001 level, and the minimum correlation with the OJIJ11 item is 0.101 which is low and insignificant.

3.7 Final Version of Questionnaire

Table 3.5, titled "Item to-total correlation of the scale" shows that 19 out of 57 items and sub-items 13 had a level of correlation that was lower than the value of 0.3. These items were 20 out of 70 (57 items and sub-items 13) OJDJ1(.248), OJDJ2 (.201), OJDJ5 (.135), OJIJ11(.101), OJIJ13 (.249), OJIJ14 (248), OJIJ15 (146), OPGPB4 (113), OPGATGA11 (.178), OPPPP13 (.225), AP1B (.246), AP4C (.207), AP5 (.192), AP6 (.244), INTI7 (.197), TAL3 (.212), TAL4 (.103), TAL5 (.250), FAD3 (.198), and FAD5 (.272).

To improve the tool's reliability, 9 statements were omitted from the questionnaire, while 11 statements OJDJ1, OJIJ13, OPPPP13, OJIJ14, AP1B, AP4, (C), AP6, TAL3, TAL5, and FAD5 were improved for the final version of the questionnaire.

Table 3.6

List of Questionnaire items (Final Version) of Scale Organizational Justice, Organizational Politics and Faculty Achievements.

Scale	Dimensions	Item Coding	No. of Items
1. Organizational Justice	Distributive Justice	DJ 1-4	4
	Procedural Justice	PJ 6-10	5
	Interactional Justice	IJ 11-15	5
2. Organizational Politics	General Political Behaviour	GPB 1-4	4
		GATGA 6-10	5
	Go Along to Get Ahead	PPP 12-15	4
	Pay & Promotion Policies		
3.Faculty Achievements	Discovery	D 1-4	4
	Integration	INT 1-6	6
	Application	AP 1-7 (19)	7
	Teaching & Learning	TAL 1-4	4
Total			**48**

Table 3.6 shows the details of the item that was included in the final version of the questionnaire. The scale contained a total of 48 items, 11 of which were items with a reverse-coded value. These items were OJDJ1_R, OJDJ2_R, OJIJ13_R, OPPPP13_R, OJIJ14_R, AP1B_R, AP4 (C)_R, AP6_R, TAL3_R, TAL5_R, and FAD5_R.

3.7.1 Cronbach Alpha Reliability of the tool (final draft)

Table 3.7

Cronbach Alpha Reliability of the tool (final draft) Organizational Justice Organizational Politics, and Faculty Achievements n=100

Variable/Dimension	No. of Items	Reliability
1.**Organizational Justice**	**14**	**0.886**
Distributive Justice	4	0.887
Procedural justice	5	0.856
Interactional Justice	5	0.868
2.**Organizational Politics**	**13**	**0.867**
GeneralPolitical Behaviour	4	0.893
Go Along To Get Ahead	5	0.875
Pay & Promotion Policies	4	0.815
3.Faculty Achievements	**21**	**0.832**
Discovery	4	0.804
Application	7 (18)	0.875
Integration	6	0.784
Teaching & Learning	4	0.775

Table 3.7 shows that general political behaviour has high reliability among all the variables of the study, the value of the reliability of general political behaviour is 0.893 with 04 items. The results in the above table also show that faculty achievement teaching and learning has low reliability among all the variables of the study, the value of the reliability of faculty achievement - teaching and learning is 0.775 with 04 items. All dimensions have acceptable and good values.

3.7.2 Item-to-total Correlation of the tool (Final Version)

Table 3.8

Item to-total Correlation of the tool (Final Version) Organizational Justice, Organizational Politics, and Faculty Achievements

Item Code	r	Item Code	r	Item Code	r
OJDJ1_R	.751***	OPGATGA9	.719***	AP4A	.488***
OJDJ2_R	.802***	OPGATGA10	.686***	AP4B	.571***
OJDJ3	.763***	OPPPP12	.621***	AP4C_R	.512***
OJDJ4	.741***	OPPPP13_R	.617***	AP4D	.440***
OJPJ6	.553***	OPPPP14	.657***	AP6_R	.487***
OJPJ7	.636***	OPPPP15	.650***	AP7	.498***
OJPJ8	.672***	FAD1	.562***	AP8	.468***
OJPJ9	.771***	FAD2	.602***	INT1	.520***
OJPJ10	.735***	FAD4	.696***	INTI2	.577***
OJIJ12	.617***	FAD5_R	.526***	INTI3	.514***
OJIJ13_R	.676***	AP1A	.475***	INTI4	.503***
OJIJ14_R	.657***	AP1B_R	.484***	INTI5	.489***
OJIJ16	.667***	AP1C	.542***	INTI6	.526***
OJIJ17	.591***	AP1D	.466***	TAL1	.527***
OPGPB1	.575***	AP1E	.403***	TAL2	.702***
OPGPB2	.781***	AP1F	.539***	TAL3_R	.592***
OPGBP3	.825***	AP2A	.542***	TAL5_R	.448***
OPGPB5	.710***	AP2B	.505***		
OPGATGA6	.677***	AP2C	.433***		
OPGATGA7	.661***	AP3A	.497***		
OPGATGA8	.717***	AP3B	.431***		

*Correlation is significant at the 0.05 level (2-tailed)
**Correlation is significant at the 0.01 level (2-tailed)
***Correlation is significant at the 0.001 level (2-tailed)

Table 3.8 shows the item-to-total correlation of the scale of the current study. The findings show that the scale item-to-total correlation lies somewhere in the range of 0.403*** to 0.825***. The maximum correlation of item OPGPB3 is 0.825, which is

significant at the 0.001 level, and the minimum correlation with item AP1E is 0.403, which is significant at the 0.001 level.

3.7.3 Exploratory Factor Analysis (EFA)

The principal component analysis (PCA) method is applied by using the EFA model. Dimovski (1994) suggested the criteria for factors as variance=50%, Eigen values equal to 1 or above 1 and screen test where the curve gets straight. In 2009, Harrington stated that values greater than 0.71 are excellent, 0.63 and 0.45 are very good, 0.55 and 0.32 are good, and scores less than 0.32 are poor.

Leech, Barrett, & Morgan, (2005) explained that the minimum criteria for factor loading are 0.50. If the value of KMO is less than 0.5, then the model cannot be utilized because it does not meet the requirements. The value of KMO should be greater than 0.70. If the value for the Bartlett test is lower than 0.05 (Leech, Barrett, and Morgan, 2005), then the result is considered to be significant. There are different dimensions for every theoretical concept and EFA is used to check the dimensions of each concept. Every dimension is easily differentiated from other different dimensions because of the particular nature of each dimension. Every dimension has its name and identity. The dimension is supported by different statements and items. These items are used to measure specific dimensions (Escring-Tena & Bou-Llusar, 2005).

The SPSS 25.0 version was used to conduct the analysis. In addition, the study utilized an extraction technique based on the principle components

factor analysis method with varimax rotation on the correlation of observed variables.

3.7.4 EFA of Organizational Justice Scale

Organizational justice test results indicate that KMO and Barlett's tests fell within the permissible range. Barlett's test is significant at 0.000, and KMO value must be more than 0.70. As a result, the need to determine the reduction of dimensions of each variable has been satisfied.

Table 3.9

KMO and Bartlett's Test for Organizational Justice Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.884
	Approx. Chi-Square	2177.018
Bartlett's Test of Sphericity	df	91
	Sig.	.000

Table 3.9 shows the assumptions for factor analysis (KMO and Bartlett's Test) are in an acceptable range. The values of KMO for each construct are.884, and the value at which Bartlett's Test becomes significant is 0.000. This demonstrates that the assumptions made for testing the dimension reduction are correct. Most of the researchers have applied factor analysis to the responses. Factor analysis is a statistical method that identifies data patterns and their underlying variables. It can reduce many variables to a few factors or components that explain most of the data variance (Nargundkar, 2005). Bartlett's test of sphericity and KMO value (0.884)

indicated that the data were suitable for factor analysis. The factor matrix is used to identify the factors linked with the original variables.

Table 3.10

Total Variance Explained by OJ

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.461	39.010	39.010	5.461	39.010	39.010	3.540	25.287	25.287
2	2.550	18.217	57.227	2.550	18.217	57.227	3.226	23.040	48.327
3	1.391	9.935	67.162	1.391	9.935	67.162	2.637	18.835	67.162
4	.687	4.906	72.068						
5	.570	4.070	76.138						
6	.519	3.704	79.842						
7	.500	3.571	83.413						
8	.442	3.155	86.568						
9	.405	2.891	89.459						
10	.402	2.873	92.332						
11	.339	2.419	94.751						
12	.296	2.117	96.867						
13	.231	1.648	98.516						
14	.208	1.484	100.000						

Extraction Method: Principal Component Analysis.

Note; Extraction Method: Principal Component Analysis

Table 3.10 shows the findings that the Cumulative variance explained has a value of 67.162% which is greater than the acceptable value of 50%.

The matrix factor shows the values range from 0 to 1. Loadings are low near 0 and high near 1.

Table: 3.11

Rotated Component Matrix[a] of OJ

	Component		
	1	2	3
OJDJ1	0.827		
OJDJ2	0.877		
OJDJ3	0.872		
OJDJ4	0.754		
OJPJ6		0.720	
OJPJ7		0.757	
OJPJ8		0.787	
OJPJ9		0.853	
OJPJ10		0.810	
OJIJ12			0.850
OJIJ13			0.744
OJIJ14			0.758
OJIJ16			0.517
OJIJ17			0.530

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

3.7.5   EFA of Organizational Politics Scale

The results for organizational politics show that KMO and Barlett's tests have been in the acceptable range.

Table 3.12

KMO and Bartlett's Test

KMO and Bartlett's Test for Organizational Politics Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.928
	Approx. Chi-Square	2280.886
Bartlett's Test of Sphericity	df	78
	Sig.	0.000

The assumptions for factor analysis (KMO and Bartlett's Test) are in an acceptable range. Table 3.12 shows the results of KMO and Bartlett's Test. The values of KMO for all constructs are .928, and Bartlett's Test is significant at 0.000. This shows that the assumptions are met for testing the dimension reduction.

Table 3.13

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.908	53.139	53.139	6.908	53.139	53.139	3.534	27.186	27.186
2	1.049	8.068	61.207	1.049	8.068	61.207	2.648	20.371	47.557
3	.847	6.514	67.721	.847	6.514	67.721	2.621	20.163	67.721
4	.803	6.178	73.898						
5	.583	4.484	78.382						
6	.485	3.730	82.112						
7	.454	3.491	85.603						
8	.420	3.229	88.832						
9	.369	2.840	91.672						
10	.321	2.466	94.138						
11	.318	2.447	96.585						
12	.250	1.923	98.508						
13	.194	1.492	100.000						

Extraction Method: Principal Component Analysis.

Extraction Method: Principal Component Analysis

Table 3.13 shows the findings that the Cumulative variance explained has a value of 67.721% which is greater than the acceptable value of 50%.

Table: 3.14

Rotated Component Matrix of Organizational Politics(Component)

	Component		
	1	2	3
OPGPB1		.780	
OPGPB2		.819	
OPGBP3		.741	
OPGPB5		.558	
OPGATGA6	.686		
OPGATGA7	.787		
OPGATGA8	.767		
OPGATGA9	.736		
OPGATGA10	.596		
OPPPP12			.792
OPPPP13			.577
OPPPP14			.833
OPPPP15			.598

Extraction Method: Principal Component Analysis.

 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

3.7.6 EFA of Faculty Achievement

The results for faculty achievement show that KMO and Barlett's tests have been in the acceptable range.

Table 3.15

KMO and Bartlett's Test for Faculty Achievement Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.929
	Approx. Chi-Square	2953.374
Bartlett's Test of Sphericity	df	105
	Sig.	.000

The assumptions for factor analysis (KMO and Bartlett's Test) are in an acceptable range. Table 3.15 shows the results of KMO and Bartlett's Test. The values of KMO for all constructs are .929, and Bartlett's Test is significant at 0.000. This shows that the assumptions are met for testing the dimension reduction.

Table 3.16

Total Variance of FA Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.989	53.259	53.259	7.989	53.259	53.259	3.031	20.205	20.205
2	1.095	7.300	60.559	1.095	7.300	60.559	2.896	19.305	39.510
3	1.037	6.912	67.471	1.037	6.912	67.471	2.540	16.932	56.442
4	.844	5.629	73.099	.844	5.629	73.099	2.499	16.658	73.099
5	.664	4.426	77.525						
6	.524	3.495	81.020						
7	.473	3.153	84.174						
8	.424	2.830	87.004						
9	.388	2.586	89.589						
10	.330	2.201	91.790						
11	.323	2.154	93.944						
12	.313	2.088	96.032						
13	.255	1.699	97.731						
14	.197	1.313	99.043						
15	.144	.957	100.000						

Extraction Method: Principal Component Analysis.

Extraction Method: Principal Component Analysis

Table 3.16 shows the findings that the Cumulative variance explained has a value of 73.099% which is greater than the acceptable value of 50%.

Table: 3.17

Rotated Component Matrix of FA Component

	Component			
	1	2	3	4
FAD1			.722	
FAD2			.741	
FAD4			.674	
FAD5			.605	
AP1A		.711		
AP1B		.801		
AP1C		.707		
AP1D		.717		
AP1E		.578		
AP1F		.585		
AP2A		.743		
AP2B		.743		
AP2C		.633		
AP3A		.526		
AP3B		.557		
AP4A		.518		
AP4B		.598		
AP4C		.724		
AP4D		.663		
AP6		.566		
AP7		.640		
AP8		.649		
INT1				.692
INTI2				.714
INTI3				.613
INTI4				.606
INTI5				.632
INTI6				.637
TAL1	.580			
TAL2	.595			
TAL3	.684			
TAL5	.761			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

3.7.7 Confirmatory Factor Analysis

The AMOS software is used to check the Confirmatory Factor Analysis of the scale. All variables' item loading values need to be checked to perform the analysis. AMOS 27.0 (Arbuckle, 1994) was used to conduct the confirmatory factor analysis on the data from the sample (which had a size of n = 305). For the purpose of evaluating the latent structure, which comprises all of the constructs in the proposed conceptual model, the maximum likelihood estimation method was utilized.

3.7.8 Organizational Justice (Scale) CFA

Table 3.18

Convergent Validity: Factor Loadings, Average Variance Extracted (AVE) and Construct Reliability.

Name of Variable/Construct	Items	Factor Loading	AVE Score	CR Values
Distributive Justice			.61	.89
	OJDJ1	0.827		
	OJDJ2	0.892		
	OJDJ3	0.829		
	OJDJ4	0.757		
Procedural Justice	OJPJ6	0.584	.56	.86
	OJPJ7	0.690		
	OJPJ8	0.733		
	OJPJ9	0.874		
	OJPJ10	0.814		
Interactional Justice			.	
	OJIJ12	0.564	48	.86
	OJIJ13	0.668		
	OJIJ14	0.663		
	OJIJ16	0.781		
	OJIJ17	0.674		

Table 3.9 is generated from AMOS which shows the factor loading (estimated value) of each dimension of organizational justice. The value of AVE and CR is calculated using MS Excel software. Distributed justice was measured with four items (OJDJ1-OJDJ4), procedural justice was measured with five items (OJPJ6-OJPJ10) and interactional justice was measured with five items (OJIJ12-OJIJ17). According to Cua et al. (2001), the minimum factor loading of any item should be ≥0.40 for further analysis. As per the results of all dimensions of organizational justice, none of the items has a factor loading of less than 0.40 so for further analysis we will not exclude any item.

The table shows the loading value, AVE and CR values of each item and dimension. The AVE formula is used to assess the convergent validity of a scale, and a value of AVE that is greater than 0.50 is considered acceptable for use. According to Fornell and Larcker (1981), an acceptable AVE has a value between 0.30 and 0.50 and a CR value that is greater than 0.70. In general, the AVE acceptance value is greater than 0.50; however, we can consider the AVE acceptable if both of these values are greater than 0.70. In most cases, a composite reliability value that is greater than 0.70 is considered to have a good level of reliability for the scale. It is acceptable to have a reliability value between 0.6 and 0.70 as long as the loading, AVE, and CR metrics are all within the acceptable range. According to the findings, all of the values are within the acceptable range.. Figure 3.1 shows that all dimensions have a loading value >0.40.

Figure 3.1

Loading of all dimensions of organizational justice

Note; all dimensions have a loading value >0.40.

3.7.9 Organizational Politics (scale) CFA

The table shows the loading of all dimensions of organizational politics. The table that all dimensions have a loading value >0.40.
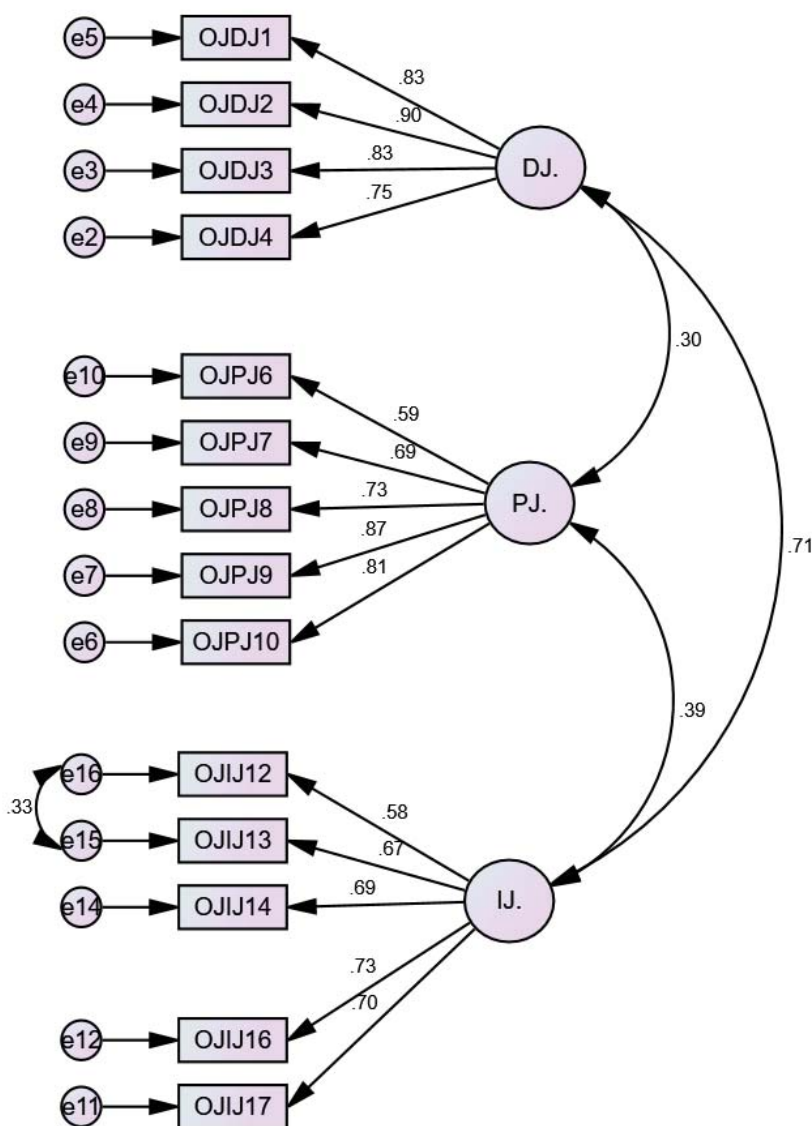
Table 3.19

Convergent Validity: Factor Loadings, Average Variance Extracted (AVE) and Construct Reliability

Name of Variable/Construct	Items	Factor Loading	AVE Score	CR Values
General Political Behavior			.63	.89
	OPGPB1	0.646		
	OPGPB2	0.848		
	OPGBP3	0.904		
	OPGPB5	0.726		
Go Along to Get Ahead	OPGATGA6	0.781	.53	.87
	OPGATGA7	0.732		
	OPGATGA8	0.767		
	OPGATGA9	0.773		
	OPGATGA10	0.674		
Pay and Promotion Policies	OPPPP12	0.584		
	OPPPP13	0.726	.59	.79
	OPPPP14	0.680		
	OPPPP15	0.802		

Table 3.19 is generated from AMOS which shows the factor loading (estimated value) of each dimension of organizational politics. General political behaviour was measured with four items (OPGPB1-OPGPB4), Go Along to Get Ahead was measured with five items (OPGATGA6-OPGATGA10) and Pay and Promotion Policies was measured with four items (OPPPP11-OPPP14). According to Cua et al. (2001), the minimum factor loading of any item should be ≥0.40 for further analysis. According to the results of all dimensions of organizational politics, no item's factor loading is less than 0.40, therefore no item will be excluded for further

analysis. The results show that all the values of AVE and CR are within the acceptable range. As can be seen in figure 3.2.

Figure 3.2

Loading of all dimensions of organizational politics

Note; all dimensions have a loading value >0.40.

3.7.10 Faculty Achievement scale CFA

The below table shows the loading of all dimensions of faculty achievement. The table shows that all dimensions have a loading value >0.40.
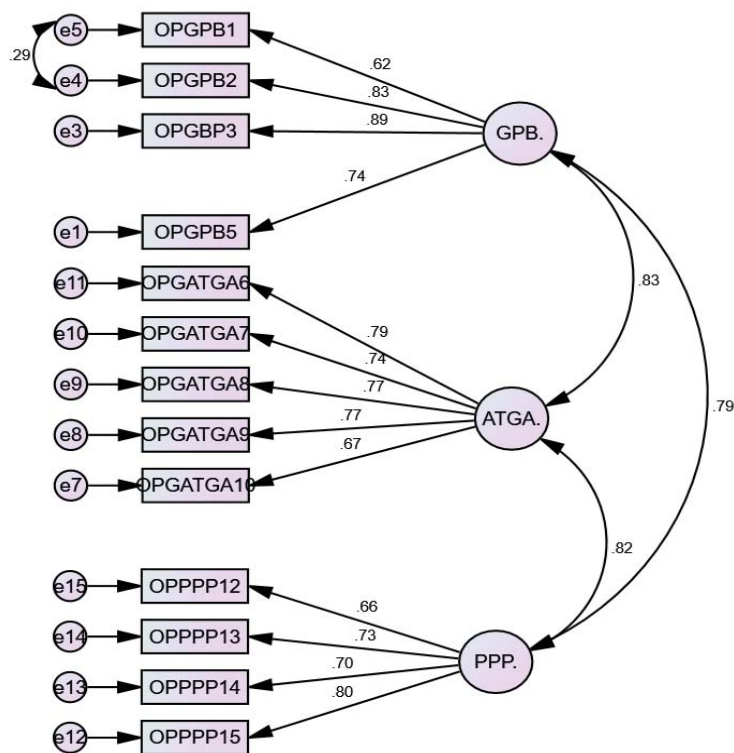
Table 3.20

Convergent Validity: Factor Loadings, Average Variance Extracted (AVE) and Construct Reliability of FA

Name of Variable/Construct	Items	Factor Loading	AVE Score	CR Values
Discovery			.46	.81
	FAD1	0.647		
	FAD2	0.699		
	FAD3	0.767		
	FAD4	0.602		
Application	AP1A	0.478	.31	.87
	AP1B	0.513		
	AP1C	0.591		
	AP1D	0.536		
	AP1E	0.447		
	AP1F	0.608		
	AP2A	0.565		
	AP2B	0.481		
	AP2C	0.448		
	AP3A	0.559		
	AP3B	0.482		
	AP4A	0.562		
	AP4B	0.630		
	AP4C	0.544		
	AP4D	0.414		
	AP5	0.417		
	AP6	0.495		
	AP7	0.478		
	AP8	0.431		
Integration	INTI1	0.477	.32	.77
	INTI2	0.531		
	INTI3	0.568		
	INTI4	0.614		
	INTI5	0.589		
	INTI6	0.624		
Teaching & Learning	TAL1	0.686		
	TAL2	0.819		
	TAL3	0.670	.44	.79
	TAL5	0.511		

Table 3.20, which was produced by AMOS, outlines the factor loadings (estimated values) of the various facets of faculty achievement. There were four questions asked to evaluate the discovery component (FAD1-FAD4), nineteen questions asked to evaluate the application component (AP1-AP19), seven questions asked to evaluate the integration component (INTI1-INTI6), and four questions asked to evaluate the teaching and learning component (TAL1-TAL4). In order to proceed with the analysis, the factor loading of any item must be greater than or equal to 0.40, as recommended by Cua et al. (2001). The findings for each of the dimensions of faculty achievement show that not a single one of the items has a factor loading that is lower than 0.40. So for further analysis, we will not exclude any item.

The results show that all values of AVE and CR are within the acceptable range, as can be seen in Figure 3.3, which shows the loading of each item.
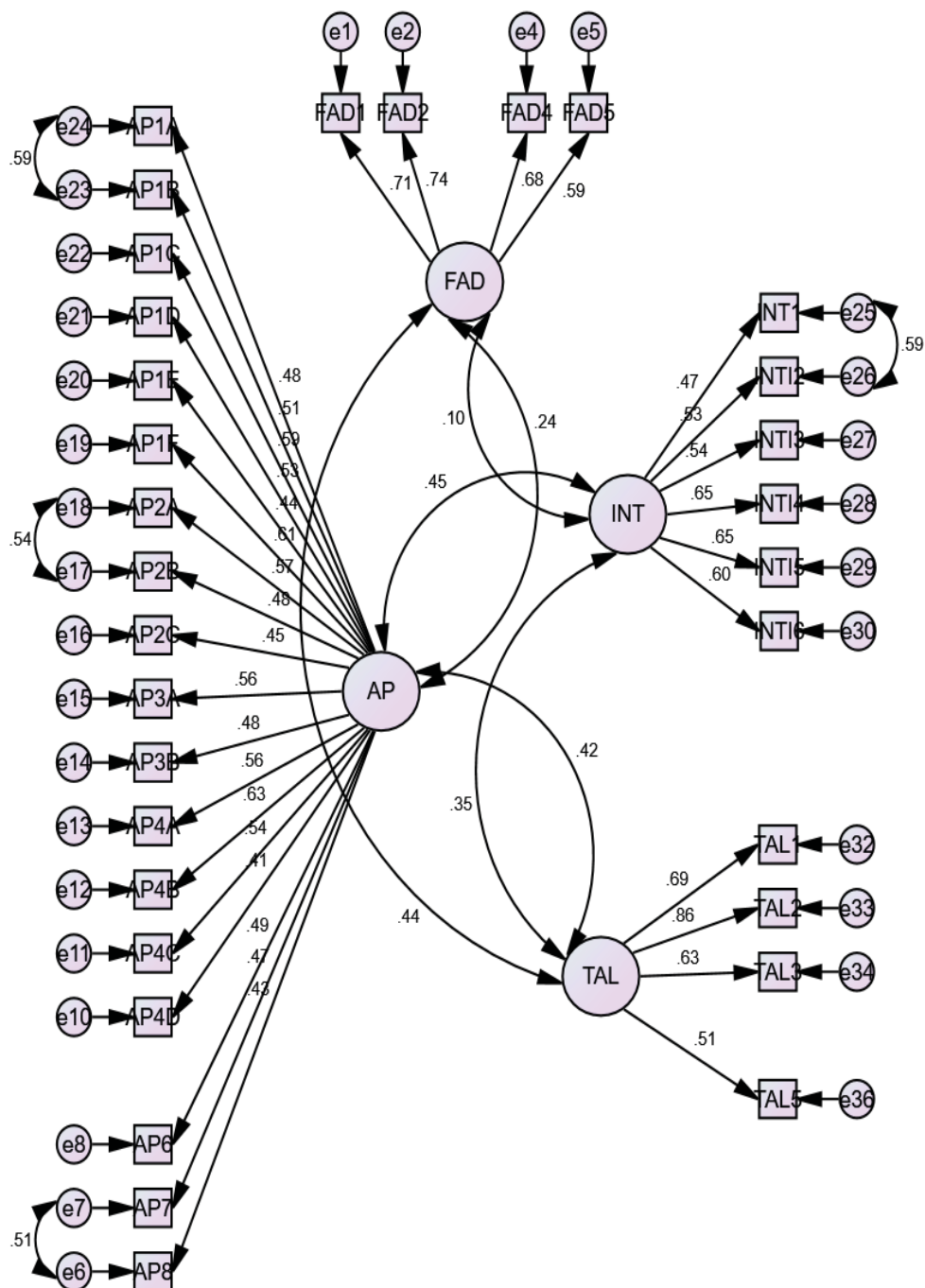
Figure 3.3

The factor loading (estimated value) of each dimension of faculty achievement.

3.8   Data Collection

It is the process of collecting responses from the selected respondents. Primary modes of data collection were used through the distribution of questionnaires among the respondent's data collection, the researcher used different ways to collect data from the universities.

1. Firstly, the Researcher personally visited the public universities, but due to COVID-19 some universities and departments were closed on those days, and faculty members were not fully present in their offices. Only 176 questionnaires were filled out by visiting the universities.

2. The researcher used Google Forms to create the questionnaire in the second step of the research process. This made it simple for the participants to respond to the questionnaire online. Because of this, the researcher was only able to collect completed questionnaires from the 56 professors working at the universities.

3. Thirdly, the researcher went to the websites of the pertinent universities in order to obtain the email addresses of both male and female teachers from those websites. After collecting the email addresses of the teachers, the researcher sent a questionnaire through email and submitted it to them with a humble request. Teachers were sent a total of 300 questionnaires via email, and 81 of those questionnaires were returned by teachers in their entirety via email. Therefore, the total return response rate was 313, and there were 305 questionnaires that needed to be filled out. After these efforts, the researcher completed the data collection procedure.

3.9   Data Analysis

To get the desired outcomes, the descriptive approach of data analysis was used. When creating the data for regression and the Pearson correlation coefficient, the most recent version of the Statistical Package for the Social Sciences (SPSS; 25.0) was utilized.

In order to investigate the relationship of organizational politics and justice on teacher performance, multiple regression analyses with bootstrap straps are used. The multiple mediation analysis developed by Preacher and Hayes (2008) was utilized in this study to investigate the mediating effect that organizational justice has on organizational politics as well as four aspects of faculty performance (discovery, integration, application, and teaching and learning). This bootstrapping method is used because it is superior to other conventional methods such as the causal steps approach and the Sobel-test (Zhao, Lynch, & Chen, 2010).

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The findings that were obtained from the data analysis are explained comprehensively by the researcher in this chapter. SPSS version 25.0 was used to analyze the data collected from 305 different individuals. During the process of analyzing the data, numerous statistical tools, such as the mean, standard deviation, skewness, kurtosis, correlation, regression, and mediation, were utilized. Following the completion of the data analysis, the researcher provided an analysis of the results and an in-depth discussion of the findings.

4.1 Introduction

In this chapter, the researcher went into great detail about the analysis of data as well as its interpretation. It focuses on the data that is presented in tabular formats in the APA style. An in-depth statistical analysis was performed on the different variables of the study. In addition, a description of the data analysis methodology and implications of this study for investigating the mediating role that organizational justice plays on organizational politics and faculty achievement at the higher education level in public sector universities in Islamabad were presented. The "mediating role of organizational justice on organizational politics and faculty achievement at the higher education level" was the primary emphasis of this research, which was carried out to explore the aforementioned topics.

This chapter discusses five key steps from data collection to data analysis. Given the constraints imposed by the COVID-19 pandemic, which limited the feasibility of conducting interviews, the researcher selected for a pragmatic approach

by collecting data through a combination of methods, including email, personal visits, and Google Forms questionnaires. While this approach allowed for data collection under challenging circumstances, it also resulted in a reliance on self-report measures without the opportunity for triangulation through qualitative interviews.

The absence of interviews due to the pandemic represents a significant limitation in terms of the comprehensiveness and depth of the data collected. Interviews could have provided valuable qualitative insights, offering a deeper understanding of participants' perceptions and experiences related to organizational justice, organizational politics, and faculty achievement. Additionally, interviews could have facilitated the exploration of unforeseen themes or factors not captured in the survey data.

To address this limitation and strengthen the validity of the findings, future research endeavors could prioritize the inclusion of interviews. By incorporating qualitative interviews alongside quantitative surveys, researchers can triangulate data from multiple sources, enriching the analysis and enhancing the credibility and trustworthiness of the research outcomes.

Keeping in view the COVID-19 panedamic limitations the data was collected by distributing questionnaire through personal visits, e-mails & via google. The demographic analysis of the study was presented in the first section of the questionnaire. The descriptive analysis of all of the three variables' dimensions is covered in the second section. In the third section, the dimensions of each variable were discussed, and a correlation analysis was performed to specify the type of the relationship between all of the variables. This was done in order to draw conclusions about the relationships between the variablesIn the fourth section of this chapter, regression analysis was applied in order to investigate the connection that exists

between two variables, one of which is independent and the other of which is dependent. In this particular investigation, organizational politics is regarded as an independent variable, whereas faculty accomplishment is regarded as a dependent variable in relation to objective (i) hypothesis (i). The fifth part of this chapter is called the mediation analysis, and its goal is to investigate how organizational justice is mediated by the association between organizational politics (IV) and faculty achievement (DV) in comparison to the objectives (ii), (iii), and (iv) as well as the hypotheses (ii), (iii), and (iv). The data was presented in APA-style table formats with descriptions.

In addition, a comprehensive questionnaire with a Likert Scale consisting of five points was utilized in this research endeavor. The following five-point Likert scales for organizational politics and organizational justice were used to determine the response: Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5), and the scale for faculty achievement was measured by using the following five-point Likert scale: Always (5), often (4), sometimes (3), rarely (2), never (1). Cronbach's alpha, total item correlation, exploratory factor analysis, and confirmatory factor analysis were all utilized in the analysis to determine the tool's level of reliability. Statistical tools like the mean, standard deviation, skewness, kurtosis, correlation, regression, and mediation analysis were used to produce results that matched the study's objectives.

4.1   Gender Based Analysis

Table 4.1

Analysis Based on Gender (n= 305)

Gender	Frequency	Percent
Male	148	48.5%
Female	157	51.5%
Total	305	100.0

Table 4.1 shows the gender differentiation of males and females in the sample. In this study, the priority is to give gender fairness but it was observed that the ratio of females is relatively higher than the ratio of male employees. Table 4.1 illustrates the ratio of gender distribution in the sample. It is clearly shown that the rate of male respondents is 48.5% and the rate of female respondents is 51.5%. It shows that female employees in the education sector are more responsive in terms of numbers than male employees.
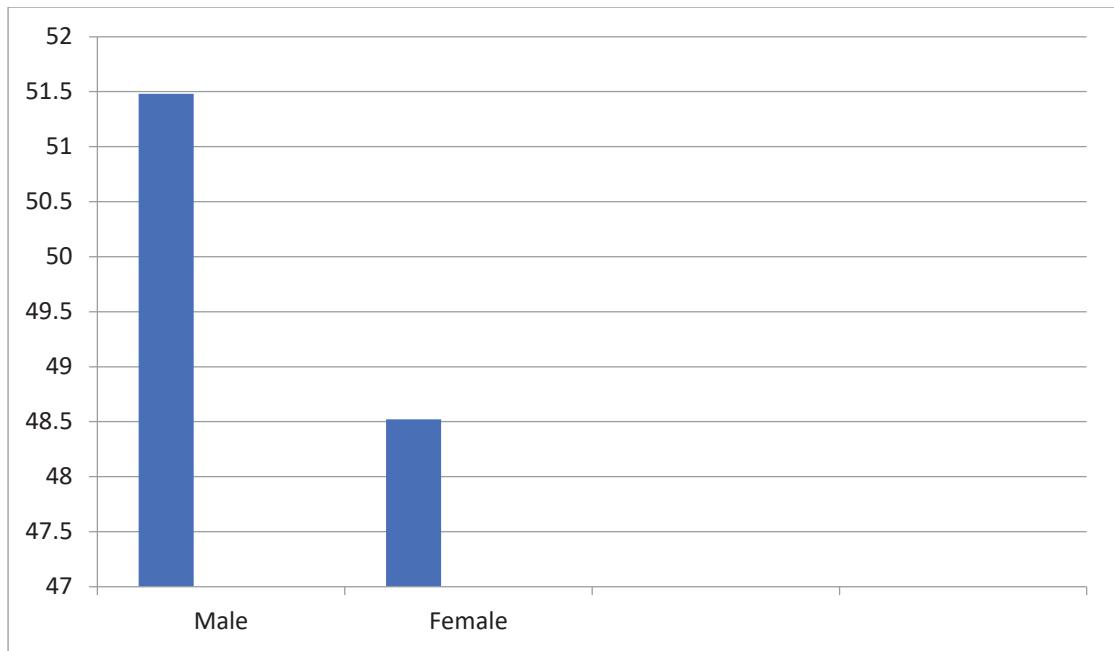
Figure 4.1

Rate of Return Based on Gender

Male 51.48% Female 48.52% (n=305)

4.2   Qualification-Based Analysis of the Faculty of Social Sciences and Management Sciences

Table 4.2

Qualification-Based analysis of the Faculty of Social Sciences and Management

Sciences

Qualification	Frequency	Percent
MPhil	235	77.05%
PhD	65	21.31%
Post Doc	5	1.64%

Table 4.2 shows the percentage value of the faculty qualification in social sciences and management sciences in the sample. Table 4.2 illustrates that the ratio of MPhil faculty distribution is greater than the other sample. It is evident that 77.05% of MPhil respondents, 21.31% of PhD faculty, and 1.64% of Post Doc respondents responded to the survey.
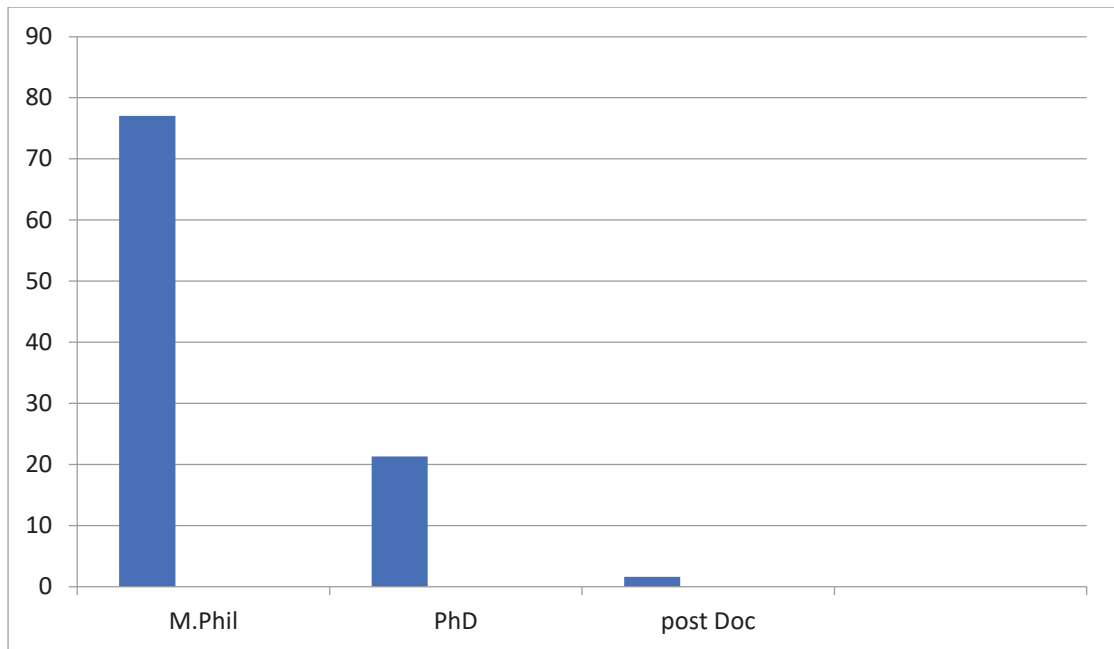
Figure 4.2

Qualification of Faculty in the percentage

MPhil respondents are 77.05%, PhD faculty 21.3% and Post Doc respondents are 1.6%.

4.3 Length of Experience of Faculty

Table 4.3

Analysis Based on Length of Service of Faculty of Social Sciences and Management Sciences

Length of Service	Frequency	Percent
Less than one year	3	0.98%
1-2 year	4	1.31%
2-3 year	25	8.20%
3-5 year	63	20.66%
5-10 year	87	28.52%
More than 10 years	123	40.33%

Table 4.3 demonstrates the experience range of the sample. It depicts that nearly 0.98% of the teachers working in universities have less than 1 year of experience. Among the respondents 1.31% had an experience of 1-2 years, and 8.20% of the people had an experience of 2-3 years. The experience range of 3–5 years includes 20.66% of individuals. 28.52% of the respondents had experience ranging from 5 to 10 years. The experience range for more than 10 years was 40.33%. The table illustrates that a greater number of respondents had high experience.
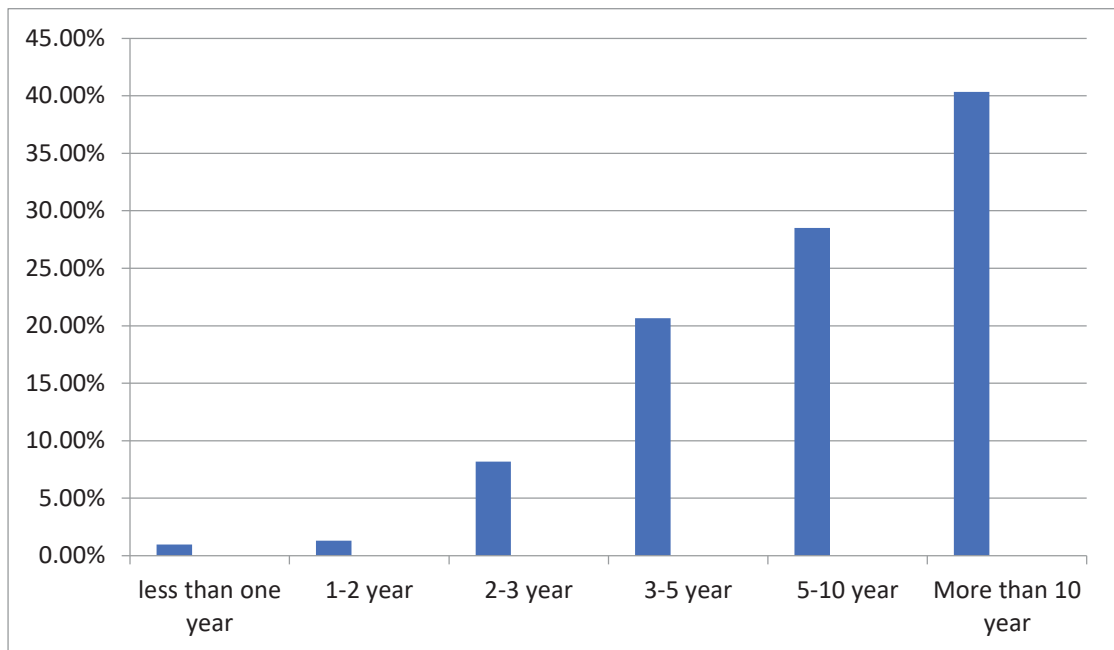
Figure 4.3

Length of Service of Faculty in Percentage Value

Figure 4.3 shows that respodents had less than one year has a low value of 0.98%, and more than ten years has a high value of 40.3%.

4.4 Faculty Distribution of Social Sciences and Management Sciences

Table 4.4

Faculty Distribution

Faculty	Frequency	Percent
1. Faculty of Social Sciences	183	60.0%
2. Faculty of Management Sciences	122	40.0%

The ratio of faculty distribution among social sciences and management sciences from the sample is shown in Table 4.4. The priority in this study is to treat faculty fairly, but it was noted that the ratio of faculty in the social sciences is relatively higher than the ratio in the management sciences. It is clearly shown that the rate of social sciences respondents is 60% and management sciences respondents are 40%.
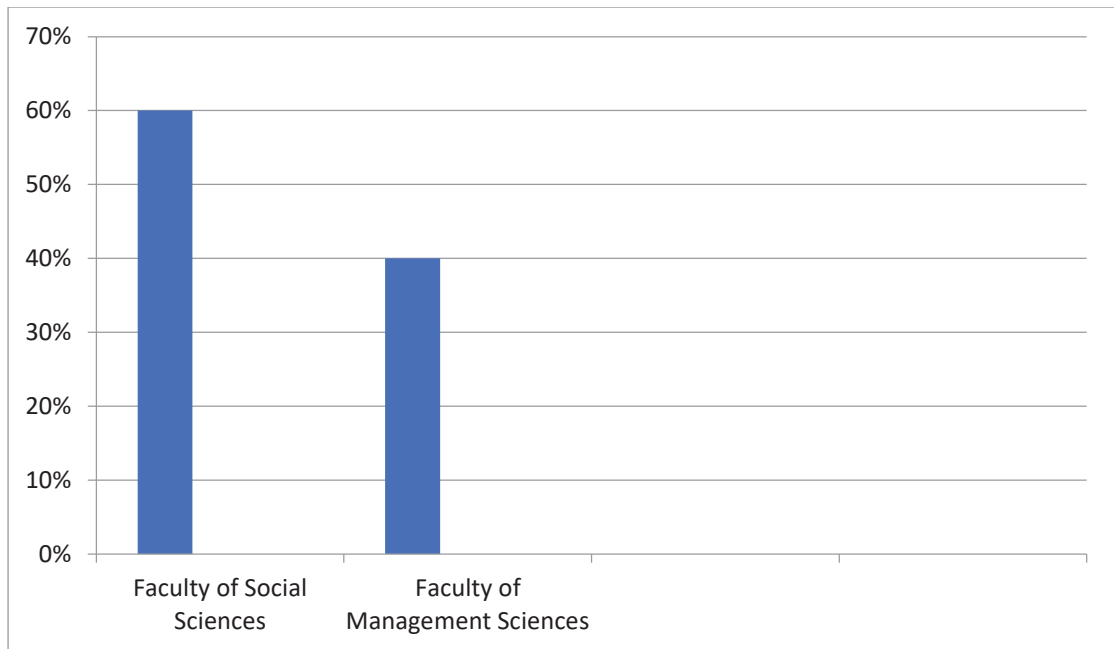
Figure 4.4

Faculty Distribution

Figure 4.4 shows the percentage of respondents who belong to the faculty of Social Sciences is 60.0%, while the percentage who belong to the faculty of Management Sciences is 40%.

4.5   Descriptive Analysis of Variable's Dimensions

Table 4.5

Descriptive Analysis of Organizational Justice, Organizational Politics and Faculty Achievement

Dimensions/Variables	Mean	SD	Skewness	Kurtosis
Distributive justice	2.95	.97	-.009	-1.13
Procedural Justice	3.18	.92	-.005	-.657
Interactional Justice	3.07	.88	-.059	-.745
Organizational Justice	3.07	.72	-.953	.775
General Political Behaviour	3.76	.93	-.139	-1.029
Go Along to Get Ahead	3.80	.85	-.207	-.547
Pay and Promotion Policies	3.61	.94	-.076	-.631
Organizational Politics	3.72	.81	-.009	-1.130
Discovery	3.41	.89	-.364	-.625
Application	3.08	.72	-.136	-.007
Integration	2.60	.85	.176	-.461
Teaching & Learning	3.30	.88	-.385	-.378
Faculty Achievement	3.10	.58	-.722	.278

Table 4.5 displays descriptive statistics for all five columns, where the first column lists the names of the variables or dimensions. The second and third columns

express the mean and standard deviation of the collected data respectively. The skewness and kurtosis of the data are displayed in the fourth and fifth columns of the table, respectively.

The mean values of distributivel justice, procedural justice & interactional justice are 2.95, 3.18 & 3.07 respectively, and the overall mean value of organizational justice is 3.07. The mean values of OJ remained very close to neutral indicating that faculty members perceive organizational justice neither strongly favorably nor unfavorably. However, the lack of agreement with perceptions of justice indicates ambiguity or uncertainty regarding the fairness of organizational practices and procedures. There are some deviations in skewness for distributive justice and overall organizational justice but the kurtosis values suggest that perceptions are within acceptable limits.

The mean values of general political behavior, go along to get ahead and pay & promotion policies are 3.76, 3.80 & 3.61 respectively, and the overall mean value of organizational politics is 3.72. These mean values indicate that faculty members perceive a relatively high level of organizational politics, particularly in terms of general political behavior and "going along to get ahead." Such perceptions can potentially lead to concerns about fairness and equity in decision-making processes, which may impact job satisfaction and organizational trust. The skewness and kurtosis values of general political behavior suggest a distribution close to normal, with a slight negative skew. The skewness and kurtosis values of go along to get ahead and pay & promotion policies indicate a relatively normal distribution.

The mean values of discovery, application, integration and teaching & learning are 3.41, 3.08, 2.60 & 3.30 respectively, and the overall mean value of faculty achievement 3.10. These results suggest that while faculty members perceive

moderate levels of achievement in research discovery and teaching, there may be areas such as integration where perceptions of achievement are lower. Addressing these areas of concern through professional development opportunities and support can enhance faculty satisfaction and contribute to overall organizational success. The negative skewness value of discovery indicates a slight left skew, suggesting that some faculty members may perceive higher levels of achievement in this area. The skewness value of application is slightly negative, indicating a slight left skew in the distribution of responses. The positive skewness value of integration indicates a slight right skew, suggesting that some faculty members perceive lower levels of achievement in this area. The negative skewness value of teaching & learning indicates a slight left skew, suggesting that some faculty members may perceive higher levels of achievement in this area.

4.4   Correlation Analysis of Organization Justice Dimensions

Table 4.6

Correlation between Organization Justice (IV) Dimensions

OJ (IV)Dimensions	DJ	PJ	IJ
DJ	1		
PJ	.260**	1	
IJ	.6 33**	.330**	1

** The correlation is significant at the 0.01 level (2-tailed).

The conclusion that has been drawn from the data presented in Table 4.6 is that all aspects of organizational justice have a connection that is both positive and significant. DJ has a 26.0% association with PJ and 63.3% with IJ and IJ also has a positive and significant relationship with PJ at 33.0%. These correlation coefficients suggest that while all dimensions of organizational justice are interrelated to some extent, distributive justice shows a stronger association with interactional justice compared to procedural justice. This implies that perceptions of fairness in outcomes are particularly influential in shaping perceptions of fairness in interpersonal interactions within the organizational context.

4.5   Correlation Analysis of Organization Politics (OP) Dimensions

Table 4.7

Correlation between Organization Politics (OP) (IV) Dimensions

OP(IV) Dimensions	GPB	GATGA	PPP
GPB	1		
GATGA	.236**	1	
PPP	.621**	.266**	1

** The Correlation is significant at the 0.01 level (2-tailed).

The result in Table 4.7 shows that all dimensions of organizational politics have a positive and significant relationship with each other. The correlation coefficient between GPB and GATGA is moderate, with a value of 0.236** (23.6%). The correlation coefficient between GPB and PPP is strong, with a value of 0.621** (62.1%). The correlation coefficient between GATGA and PPP is moderate, with a value of 0.266** (26.6%).

4.6 Correlation between Faculty Achievement (FA) Dimensions

Table 4.8

Correlation between Faculty Achievement (FA) (DV) Variable Dimensions

Faculty Achievement (DV)	Discovery	Application	Integration	Teaching
Discovery	1			
Application	.245**	1		
Integration	.197**	.374**	1	
Teaching	.372**	.337**	.344**	1

** The Correlation is significant at the 0.01 level (2-tailed).

The finding in table 4.8 demonstrates the correlation coefficients between all dimensions of faculty achievement are moderate to moderately strong, indicating meaningful relationships between these dimensions. Discovery has a 24.5% association with the application, 19.7% with integration and 37.2% with teaching and learning and application has a 37.4% association with integration and 33.7% with teaching and learning. Integration also has a positive and significant relationship with teaching and learning at 34.4%.

4.7 Correlation between Variables OP (IV) and OJ (IV) and FA (DV)

Table 4.9

Correlation between IV (OJ) (OP) and DV (FA)

IV(OJ)(OP) and DV Variables (FA)	OP	OJ	FA
OP	1		
OJ	-.376**	1	.
FA	-.384**	.691**	1

** The Correlation is significant at the 0.01 level (2-tailed).

The result in table 4.9 shows that organizational politics hve a negative and significant relationship with each dimension. Organizational politics has a -37.6% association with organizational justice and -38.4% with faculty achievement and organizational justice also has a positive and significant relationship with faculty achievement at 69.1%. In short, the correlation table provides valuable insights into the complex relationships between organizational justice, organizational politics, and faculty achievement, highlighting the importance of considering these factors together when evaluating and promoting faculty performance and organizational effectiveness.

4.8   Regression Analysis

The model of mediation is an attempt to interpret the entire process that was investigated in our study and to elaborate on the findings of the research that was carried out as a result of the interconnection that exists between dependent and independent variables as a result of the relationship between mediating variables.

For the purpose of analyzing mediation in this particular research study, in addition to the SPSS program, Preacher and Hayes methods were used. In the current research, an organizational justice mediator operated between the independent variable of organizational politics and the dependent variable of faculty achievement. This was done so that the results of the study could be more accurately interpreted.

4.8.1 Relationship between Organizational Politics and Faculty Achievement

Objective No. 2: To correlate the relationship between Organizational Politics and Faculty Achievement.

H_O 1: There is no significant relationship between organizational politics and faculty achievement.

Table 4.10

Relationship between Organizational Politics and Faculty Achievement

(OP)IV to DV(FA)	Beta	t-value	R^2
Organizational Politics > Faculty Achievement	-.373***	-7.235	.463

*n =305 *p<0.05; **p<0.01: ***p<0.001.*

The stated hypothesis is that Organizational Politics has no significant effect on Faculty Achievement. In table 4.10 the value of the coefficient is -.373 and SE .033 which is negative shows that the relation is proved and the value of p is 0.000 which depicts it is significant. The table illustrates the values which justify the first hypothesis. The negative value of the coefficient shows the negative relationship between Organizational Politics and Faculty Achievement. So, the alternative hypothesis is rejected.

4.9   Mediation Analysis

For the mediation analysis, Preachers and Hayes (2008) Model 4 in SPSS was used to test the mediation of organizational justice between organizational politics (IV) and faculty achievement (DV). The significance and effect of the mediator, as well as the

question of whether or not the mediator actually mediates the association between the independent variable and the dependent variable, are examined by means of a mediation analysis. In the current research, organizational politics is considered to be the independent variable (X), while the success of the faculty is considered to be the dependent variable (Y), and organizational justice is considered to be the mediator (M).

For mediation analysis, the researcher evaluated the impact of organizational politics (X) on organizational justice (M) path a, the influence of organizational justice (M) on faculty achievement (Y) path b, the direct effect of organizational politics (X) on faculty achievement (Y) path c', the total effect of the independent variable (X) on faculty achievement path c, and the indirect effect of organizational politics (X) on faculty achievement (Y) via organizational justice (M) (a*b). In Figure 4.5 paths are shown.
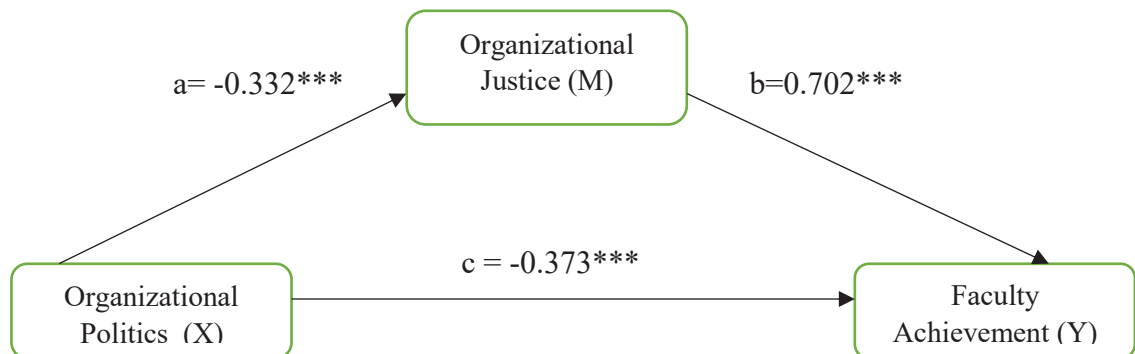
Figure 4.5 *Mediation Effect*

Table 4.11

Mediation Analysis

Relationship	B	
Organizational Politics (X) to Organizational Justice (Y) Path a	-0.332***	
Organizational Justice (M) to Faculty Achievement (Y) Path b	0.702***	
Organizational Politics (X) to Faculty Achievement (Y) Path c`	-0.140***	
Direct Effect Organizational Politics (X) to Faculty Achievement (Y) c	-0.373***	
Indirect Effect (a*b)	-.233	
	LL95%CI	**UL95%CI**
Bootstrap for Indirect Effect	-0.156	-0.309

*n=305, *p<0.05; **p<0.01; ***p<0.001 LL for Lower Limit, CI for*

Confidence Interval and UL for Upper Limit.

Objective No 3: To correlate the relationship between organizational politics and organizational justice.

H$_O$ 2: There is no significant relationship between Organizational politics and organizational justice.

Table 4.11 shows that the relationship between organizational politics and organizational justice is β = -0.332 at p < 0.001 (path a) meaning that organizational politics has a negative and strong effect on organizational justice. This indicates that as organizational politics increases, organizational justice was decreased among faculty members. Accordingly, the alternative hypothesis was supported by these results.

Objective No 4: To corelate the relationship between organizational justice and faculty achievement (discovery, integration, application and teaching and learning).

H$_O$ 3: There is no significant relationshio relationship between organizational justice and faculty achievement.

Similarly, the results in Table 4.11 show that organizational justice (M) has a positive and significant effect on faculty achievement (Path b) having a beta value of 0.702*** p < 0.001. This effect indicated that our Hypothesis 3 is supported as there is a positive relationship between organizational justice (M) and faculty achievement (Y).

Objective No 5: To examine the mediating role of organizational justice in the relationship between organizational politics and faculty achievement (discovery, integration, application and teaching and learning).

H$_O$ 4: Organizational justice mediates the association between organizational politics and faculty achievement.

As shown in Table 4.11, the direct effect of organizational politics (X) on faculty achievement (Y) is negatively associated and its beta value is -0.140*** p < 0.001 means that the path is direct. The results show that the total effect of organizational politics (X) on faculty achievement (Y) is negatively correlated and highly significant with a beta value of -0.140*** p < 0.001.

The indirect effect (path a*path b) is also negative and significant as the beta value is -0.233 and the bootstrap lower limit 95% confidence interval is -0.309 the bootstrap upper limit 95% confidence interval is -0.156. The bootstrap limits have the same signs as here and do not fall on zero between them so the indirect effect is significant. The results show that our hypothesis 4 is partially accepted or approved because the direct effect is significant and the indirect effect is also significant so the association between organizational politics (X) and faculty achievement (Y) is organizational justice (M) has partial mediation, and it minimizes the influence of organizational politics on faculty achievement.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATION

This chapter has a summary of the study as well as the results, discussion, and conclusion of the current investigation. In addition, recommendations for future studies are also presented.

5.1   Summary

The objective of the current research was to analyze how organizational justice mediates between organizational politics and faculty accomplishments at the higher education level at Islamabad's public sector institutions. Only public-sector universities were selected because the nature of public-sector universities was the same. Organizational justice and organizational politics were the two important factors for faculty achievement. The relationship between the two variables was very much important for faculty achievement (discovery, integration, application and teaching and learning). The concept of organizational justice refers to the efforts made to ensure that all employees (faculty members) are treated fairly. Organizational politics deals with actions, behaviour and tactics which are proceeded by some influential group or individual for self-benefits in the organization. Faculty achievements are based on four components, discovery, integration, application, teaching and learning.

Quantitative research is the foundation of the study because it allows for an understanding of the relationship that exists between an independent variable and a dependent variable within a population and to observe the quantified opinions and responses to make generalizations from a large population. The researcher has designed study questions with clear objectives and unambiguous solutions. The findings were derived through the use of larger sample sizes that were representative of the overall population. It was necessary to have a sizable sample population in addition to data that was accurate, precise, and numerical in nature in order to arrive at statistically valid conclusions.

On the other hand, a descriptive research design was used in this investigation to gather the data for the study rather than an experimental research design. Out of the total number of universities in Islamabad, nine public sector universities made up the study's overall population. All of the teachers from both the Social Sciences and Management Sciences faculties were included in this study. According to the latest available data for these universities, the total number of teachers is 1014 among the two faculties. For this study, a random sample comprised of 663 teachers in the social sciences and 351 teachers in the management sciences was selected as the targeted population. Because the population of the study included homogenous subgroups based on the similarities of the faculty members, a stratified random sampling technique was utilized in order to collect the sample size that was required from each sampling stratum. The total number of participants in the study was 305, with 199 (65%) coming from the field of social sciences and 106 (35%) coming from the field of management sciences. Together, these participants represented 30% of the total population.

A comprehensive questionnaire was developed in order to measure how well the study met its objectives. On a 5-point Likert scale, Neiohoff and Moorman's (1993) scale of organizational justice (OJ) was adapted and developed to measure the three dimensions of organizational justice which are procedural justice, distributive justice, and interactional justice. The organizational Politics (OP) measurement scale that was developed by Kacmar and Carlson (1997) was adapted and developed into a questionnaire that consisted of three dimensions of OP named General Political Behavior, Go Along to Get Ahead, and Pay and Promotion Policies on a 5-point Likert scale. The Faculty Achievement measurement scale that was initially developed by Ernest Boyer has been adapted and developed for the purpose of measuring the four dimensions of faculty achievement that have been given the names Discovery, Integration, application, and Teaching and Learning. The scale uses a five-point Likert scale and was created for the purpose of measuring the four dimensions of faculty achievement. The researcher distributed questionnaires to a few teachers at the university as part of the pilot testing procedure. The purpose of the pilot testing was to evaluate the construct and content validity of the tool. On the questionnaire, some of the questions were altered so that they included more pertinent information, while others were removed because the wording that was used in them was insufficient. The modifications and deletions were made in accordance with the recommendations made by the professionals.

Researchers distributed questionnaires to university professors to collect responses, and then used confirmatory factor analysis, item-to-total correlation, Cronbach's alpha, and item-to-item correlation to assess the reliability of the questionnaire. In the final version of the questionnaire, those items which were not acceptable were removed and some items which were low values were reversed. To

Researcher used a variety of methods to collect data, including making personal visits to the universities, collecting data through Google forms, and communicating with the targeted sample via email, in order to achieve the desired results.

In order to conduct a thorough analysis of the data, both descriptive and inferential statistics were utilized. The most recent version of the Statistical Package for the Social Sciences (SPSS 25.0) was utilized in order to generate the data with the Pearson correlation coefficient and regression analysis. The mediating effect of organizational justice on organizational politics and the four dimensions of faculty achievement (discovery, integration, application, and teaching and learning) was also tested using a multiple mediation analysis, as proposed by Preacher and Haye (2008). Due to the limited amount of time and resources available, the research was restricted to a total of nine public sector universities in Islamabad that had faculties of social sciences and management sciences (www.hec.gov.pk). Both undergraduate and graduate faculty from the faculty of social sciences and management sciences were included.

5.2   Findings

In this section findings of the current study are discussed in detail.

5.2.1   Findings regarding Gender-Wise Distribution

The gender differentiation of males and females in the sample was observed, and the ratio of females is relatively higher than the ratio of male employees. It was clearly shown that the rate of male respondents was 48.5% and the rate of female respondents was 51.5%. It shows that the female employees in the education sector were more responsive in numbers than the male (Table 4.1).

5.2.2 **Findings regarding Length of Service in the University Faculty**

The experience range of the sample shows that nearly 1% of the teachers working in universities had less than 1 year of experience. 1.31% of the respondents had experience ranging from 1 to 2 years. 8.20% of the respondents had an experience of 2-3 years. The experience range of 3-5 years includes 20.66% of individuals, while 28.52% of the respondents had an experience of 5-10 years. The experience range for 10 or more years of experience is 40.30%. Findings showed that a greater number of respondents had high experience (table 4.3).

5.2.3 Findings regarding Descriptive Statistics analysis of Organizational Justice, Organizational Politics and Faculty Achievement

The study reveals that faculty members perceive organizational justice, encompassing distributive, procedural, and interpersonal aspects, in a relatively neutral manner. Despite moderate mean scores for each dimension, the overall perception remains close to neutral. This suggests a lack of strong favorability or un-favorability in their perceptions of fairness within the organization.

The research highlights a significant level of contradiction or uncertainty among faculty members regarding the fairness of organizational practices and procedures. Despite moderate mean scores, the lack of strong agreement with perceptions of justice indicates a level of ambiguity in their assessment of the organization's fairness.

Faculty members perceive the existence of organizational politics within the institution, as indicated by relatively high mean scores on

dimensions such as general political behavior and "getting along to get ahead." These findings suggest a prevalent perception of political behavior with the goal of personal development within organizational contexts.

The study indicates moderate perceptions of faculty achievement, particularly in areas such as research discovery and teaching & learning. However, lower mean scores in integration suggest room for improvement in integrating research into teaching and other activities, highlighting potential areas of focus for enhancing faculty achievement.

The analysis reveals variability in perceptions among faculty members across different dimensions, as indicated by standard deviation values. While some dimensions show relatively consistent perceptions, others exhibit greater variability, reflecting diverse perspectives within the faculty community.

Overall, these findings suggest a nuanced understanding of faculty perceptions within the organizational context, emphasizing the need for further investigation into the factors influencing perceptions of organizational justice, the dynamics of organizational politics, and strategies for enhancing faculty achievement and satisfaction.

5.2.4 Findings regarding the correlation analysis of Organization Justice dimensions

The result shows all the dimensions of organizational justice had positive and significant relationships with each other. The correlation coefficient between Distributive Justice (DJ) and Procedural Justice (PJ) is moderate, with a value of 0.260** (26%). The correlation coefficient between Distributive Justice (DJ) and Interpersonal Justice (IJ) is strong, with a value

of 0.633** (63%). The correlation coefficient between Procedural Justice (PJ) and Interpersonal Justice (IJ) is moderate, with a value of 0.330** (33%).

The positive correlations indicate that perceptions of fairness in one dimension of organizational justice tend to be associated with perceptions of fairness in other dimensions.

The moderate to strong correlations between Distributive Justice and both Procedural Justice and Interpersonal Justice suggest that perceptions of fairness in outcomes strongly influence perceptions of fairness in procedures and interpersonal interactions.

Similarly, the moderate correlation between Procedural Justice and Interpersonal Justice indicates a connection between perceptions of fairness in procedures and perceptions of fairness in interactional treatment.

5.2.5 Findings regarding the correlation between Organization Politics (OP) (IV) dimensions

It is observed that organizational politics had a positive and significant relationship with each other. GPB had a 23.6% association with GATGA and 62.1% with PPP and GATGA also had a positive and significant relationship with PPP at 26.6%. The positive correlations indicate that perceptions of politics in one dimension of organizational politics are associated with perceptions of politics in other dimensions. The strong correlation between GPB and PPP suggests that perceptions of general political behavior strongly influence perceptions of politics in pay and promotion policies. Similarly, the moderate correlations between GPB and GATGA, as well as between

GATGA and PPP, highlight the interconnectedness of these dimensions of organizational politics.

5.2.6 Findings regarding the correlation between Faculty Achievement (FA) (DV) variable dimensions

The result shows that all dimensions of faculty achievement had a positive and significant relationship with each other. Discovery had a 24.5% association with the application, 19.7% with integration and 37.2% with teaching and learning and application has a 37.4% association with integration and 33.7% with teaching and learning. Integration also had a positive and significant relationship with teaching and learning at 34.4%. Specifically, the correlation coefficients range from 0.197** to 0.372**, suggesting moderate to moderately strong positive relationships.

The positive correlations indicate that higher levels of achievement in one dimension of faculty achievement tend to be associated with higher levels of achievement in other dimensions. This suggests that faculty members who excel in one aspect of their work (e.g., research discovery) are likely to excel in other aspects (e.g., application, integration, teaching) as well.

5.2.7 Findings regarding the correlation between variables Organizational Politics (IV) and Organizational Justice (IV) and Faculty Achievement (DV)

Results found that organizational politics had a negative relationship with each other. Organizational politics had a -37.6% association with organizational justice and -38.4% with faculty achievement and organizational

justice also had a positive and significant relationship with faculty achievement at 69.1%.

Organizational Politics (OP) is negatively correlated with Faculty achievement (FA). The negative correlation suggests that higher levels of perceived organizational politics are associated with lower levels of faculty achievement.

Organizational Justice (OJ) is negatively correlated with Organizational Politics (OP) and positively correlated with Faculty Achievement (FA). The negative correlation between OJ and OP indicates that higher levels of perceived organizational justice are associated with lower levels of perceived organizational politics. The positive correlation between OJ and FA suggests that higher levels of perceived organizational justice are associated with higher levels of faculty achievement.

5.2.8 Findings regarding Objectives and Hypothesis of the Study

The following sections provide a step-by-step discussion of the study's objectives and hypothesis.

Objective No.2: To correlate the relationship between organizational politics and faculty achievement.

Hypothesis No. 1: $H_0 1$: There is no significant relationship between Organizational politics and faculty achievements.

Organizational Politics (X) to Faculty Achievement (Y) Path c`

The stated hypothesis is that Organizational Politics has no significant relationship with Faculty Achievement. The value of the coefficient is -.373 and SE .033 which is negative shows that the relation is proved and the value

of p is 0.000 which depicts it is significant. The negative value of the coefficient shows the negative association between Organizational Politics and Faculty Achievement. So, the alternative hypothesis is not supported.

Objective No. 3: To correlate the relationship between organizational politics and organizational justice.

Hypothesis No. 2: H_02:There is no significant relationship between organizational politics and organizational justice.

Organizational Politics (X) to Organizational Justice (Y) Path a

Organizational politics to organizational justice has β= -0.332 at p<0.001 (path a) means that organizational politics has a negative relationship with organizational justice. This shows that organizational politics increased and organizational justice decreased among faculty members. The alternative hypothesis is not supported by these results.

Objective No. 4: To correlate the relationship between organizational justice and faculty achievement (discovery, integration, application and teaching and learning).

Hypothesis No. 3: H_03: There is no significant relationship between organizational justice and faculty achievement.

Organizational Justice (M) to Faculty Achievement (Y) Path b

Similarly, results showed that organizational justice (M) had a significant effect on faculty achievement (path b) having a beta value of 0.702*** p<0.001. This effect illustrated that the alternative hypothesis is supported as there was a positive association between organizational Justice (M) and faculty achievement (Y).

Objective No. 5: To examine the mediating role of organizational justice in the relationship between organizational politics and faculty achievement (discovery, integration, application and teaching and learning).

Hypothesis No. 4: Organizational Justice mediates the association between Organizational Politics and Faculty Achievement.

Direct Effect Organizational Politics (X) to Faculty Achievement (Y) (Path c)

The direct effect of organizational politics (X) on faculty achievement (Y) is negatively associated and has a strongly significant. Results showed that the total effect of organizational politics (X) on faculty achievement (Y) is negatively associated and strongly significant with having a beta value of -0.140*** p<0.001.

Indirect Effect (a*b) Bootstrap for Indirect Effect

The indirect effect (Path a*path b) is also negetive and significant as a beta value of -0.233 and the bootstrap lower limit 95% confidence interval is -0.309 the bootstrap upper limit 95% confidence interval is -0.156. The Bootstrap limits have the same signs as here and did not fall on zero between them so the indirect effect is significant. The results show that our hypothesis 4 is partially accepted or approved because the direct effect is significant and the indirect effect is also significant so there is partial mediation of organizational justice (M) between the association of organizational politics (X) and faculty achievements (Y) and it reduces the effect of organizational politics on faculty achievement.

5.3 Discussion

The purpose of the present research was to evaluate the mediating role of organizational justice in organizational politics and faculty performance at the higher education level in public sector universities of Islamabad. The two main groups, the faculty of social sciences and the faculty of management sciences were involved. Data were collected with the help of a questionnaire on three variables, organizational justice, organizational politics and faculty achievement. There were five main objectives; the first objective was to assess the existence of organizational justice organizational politics and faculty achievements. The perception of organizational justice was found moderate, which indicates that faculty do not have a high perception of organizational justice. A moderate perception of Organizational Justice (OJ) may indicate a level of trust in the ongoing organizational setup that is not fully optimized. Without timely corrective measures, this moderate perception could potentially decline, leading to even lower levels of Organizational Justice in the future. Therefore, active interventions to address any perceived injustices are crucial to uphold trust and ensure the sustained fairness and effectiveness of the organizational environment over time. Neutral responses necessitate further investigation to understand the underlying reasons for faculty members' perceptions. Qualitative research methods, such as interviews or focus groups, could provide deeper insights into the specific factors influencing perceptions of justice and identify areas for improvement. Patrick et al.,(2014) found overall organizational justice perception moderately positive in their research on organizational justice in higher educational institutions of India.

The level of existence of Organizational Politics (OP) among faculty members in this research can be characterized as moderate to moderately high. The findings indicate that perceptions of organizational politics are slightly higher compared to perceptions of organizational justice. This difference suggests a potential threat to institutional fairness among faculty members. If left unaddressed, an increase in organizational politics in the future could worsen this imbalance, leading to further erosion of organizational justice. The negative indirect effect (-0.233) suggests that perceptions of Organizational Politics negatively influence Faculty Achievement through their impact on Organizational Justice.

The level of Faculty Achievement (FA) in this research can be characterized as moderate, with the exception of the dimension of integration, which appears to lag behind. The findings suggest that while faculty members perceive moderate levels of achievement overall, there are specific areas, such as integration, where improvements are necessary. These results highlight the importance of addressing challenges related to integration within the academic context to enhance overall faculty achievement. Consequently, focusing on strategies to strengthen integration efforts, such as development of interdisciplinary collaboration and promoting synergistic approaches to research and teaching, may be essential for advancing faculty success and elevating institutional excellence.

The second objective aimed to investigate the relationship between organizational politics and faculty achievement. The hypothesis posited that Organizational Politics has no significant effect on Faculty Achievement. However, the analysis revealed a significant negative coefficient of -.373 with a standard error (SE) of .033, indicating a negative relationship between Organizational Politics and Faculty Achievement. The findings suggest that higher levels of organizational

politics are associated with decreased achievements among faculty members in the social sciences and management sciences at public sector universities in Islamabad. Specifically, organizational politics negatively impacted faculty achievements across various dimensions, including discovery, integration, application, and teaching and learning. These results underscore the detrimental effects of organizational politics on faculty performance and highlight the importance of addressing organizational dynamics to foster a supportive and conducive work environment for faculty members.

According to the research conducted by Asad, M. & et al., (2020) in private sector universities, the results of the research were very shocking because organizational politics increased due to employee inefficiency, lust for money and other benefits, selfish results of the influential group, selfishness and negative behavior in the organization. Asad, found in (2020) Job satisfaction is to be worse because of organizational politics. Research has shown that political skill operates as an antidote to workplace stress, enhancing employee self-efficacy, reputation, and job performance (Munyon et al., 2015). A study by Javed and Ishaq (2019) found that when university workers in Pakistan's public sector got involved in politics, it led to bad behavior, anxiety, and less productive work. Strong political groups and employees' survival in higher education institutions are related, according to Asif and Hussain's (2014) analysis of three aspects of politics in educational institutions, including "workers in this company try to create themselves up by tearing others down; agreeing with powerful others is the best suitable alternate in this company; and when it comes to paying raises and promotional decisions, policies are not relevant." According to the findings of this study, it also brought to light the strong correlation that exists among the actual pay and promotion practices at various higher

education institutions and the workers' perceived levels of satisfaction regarding their pay and promotions.

Danish (2000), concluded that POP has a significant negative relationship with workers participation. POP, on the other hand, was demonstrated by Vigoda-Godat (2000) and Islam, Rehman, and Ahmed (2013) to be an unreliable predictor of organizational commitment and other work attitudes among public sector employees in Israel and Pakistan. POP has thus been found to negatively correlate with job engagement. There is a connection among unpredictability in the workplace and a decline in productive behaviors like OCB, AC, and JI. This correlation exists. The strategy of "go along to get ahead," also known as "GATGA," is frowned upon in the workplace because it is seen as a lack of initiative and participation on the part of the employees who are attempting to gain an advantage. This strategy is frowned upon because it is seen as a lack of initiative and participation on the part of the employees. As a consequence of this, it made perfect sense to assume that GATAG would have a negative association with OCB, AC, and JI. Findings from the study by Abbas and Usman Raja (2014) suggest that employees who are less affected by organizational politics can still make significant contributions and produce high-quality work.

Samad and Amri (2011) argue that the presence of organizational politics has a negative effect on the success of employees in research, teaching, and learning. Asrar-ul-Haq et al. (2019) found that there is a negative correlation among employee productivity and organizational politics, political behavior, GATGA, and remuneration and promotion rules. Furthermore, they found that this correlation was statistically significant. These findings are in line with those of previous research, the results of which have been documented in the relevant body of scholarly work. The findings of this study are consistent with the findings of Bass et al. (2018) and Malik

et al. (2019), who discovered a similar negative correlation among organizational politics and employee creativity in their respective studies. The findings of this study are in line with the findings of Bass et al. (2018) and Malik et al. (2019). According to the findings of the research conducted by Abbas and Awan, the politics of an organization have an effect on the performance of its personnel (2017). Another study conducted by Oloruneke (2015), came to the same conclusion that; there is a negative association among organizational politics and the achievement of objectives both inside the department and among the people. Additionally, Ullah and Ahmad (2018) argued that there is a significant connection among the presence of politics in the workplace and increased levels of stress. Similar to this, Venugopal's (2013) research indicates that emotional intelligence and workplace spirituality may help to mitigate the negative relationship among organizational politics and employees' job performance. First and foremost, the study provided evidence to support the findings of objective no. 2.

The findings of the current study regarding Objective No. 3, which aimed to explore the relationship between organizational politics and organizational justice, support Hypothesis No. 2, suggesting that Organizational Politics has no significant effect on Organizational Justice. Contrary to the hypothesis, the analysis revealed a harmful impact of organizational politics on organizational justice. The results indicate that organizational politics exert a detrimental influence on perceptions of organizational justice among faculty members. Specifically, the prevalence of organizational politics, including instances of political behavior and practices such as "Go Along to Get Ahead" (GATGA), as well as the absence of merit-based pay and promotion policies, significantly undermined procedural, distributive, and interactional justice within the organizational setting. These findings underscore the

dominance of organizational politics within the academic environment and its adverse effects on perceptions of organizational justice among faculty members. The study highlights the urgent need for interventions to address organizational politics and promote fairness and equity in organizational practices and procedures.

Previous research studies suggest that there is a negative correlation among politics and various forms of justice, including procedural justice, distributive justice, and interactional justice (Andrews & Kacmar, 2001; Byrne, 2005).

Kaya, Aydin, and Ayhan (2016) found a significant association among perceptions of organizational justice and organizational politics. This result was consistent with earlier research conducted by Harris, K.J., Andrews, M.C., and Kacmar, M.K. (2007), who discovered that when workers are subjected to political acts, they tend to perceive that the judicial system is broken, and as a result, they put less time and effort into their work. Therefore, procedural, distributive, and interactional justice may all be effective in reducing negative perceptions of organizational politics (Harris et al., 2007).

In a recent study by Vandana and Akkan (2022), it was discovered that interactional justice significantly influenced the "go along to get ahead" and "pay and promotion policies" aspects. As a result of its implementation, distributive justice had a significant impact on organizational politics' "go along to get ahead" component. The findings of the current investigation are analogous to those of a study that Sharafi and Seyedameri conducted on the employees of Iran's Ministry of Youth and Sports (2019). The findings of the investigation suggest that there is a negative relationship among employees' perceptions of organizational politics and their perceptions of organizational justice. Additionally, the study found that when employees perceive

higher levels of organizational politics, their perception of organizational justice becomes less strongly associated with their level of work satisfaction. This was discovered despite the fact that increased perception of organizational politics did not appear to have a negative impact on organizational justice. Kenneth J. Harris, Martha C. Andrews, and K. Michele Kacmar's research (2007) came to the conclusion that distributive justice, which refers to the perceived fairness of outcomes or results, is more strongly related to political behavior in organizations than procedural justice, which refers to the perceived fairness of the processes or methods used to reach those

outcomes. They also found that politics is high when both distributive justice and procedural justice are lacking. This is in contrast to the situation in which procedure is unfair.

The findings of the current study pertaining to Objective No. 4, which aimed to explore the relationship between Organizational Justice and Faculty Achievement, support Hypothesis No. 3, suggesting that Organizational Justice has no significant effect on Faculty Achievement. However, contrary to the hypothesis, the analysis revealed a significant positive effect of Organizational Justice (M) on Faculty Achievement (Y), with a beta value of 0.702*** and a p-value of <0.001. This result indicates a strong and statistically significant association between perceptions of Organizational Justice and levels of Faculty Achievement among participants. Specifically, it suggests that higher perceptions of fairness, transparency, and equity in organizational practices and procedures are positively linked to increased levels of Faculty Achievement. Therefore, the alternative hypothesis is supported, indicating that there is indeed a positive relationship between Organizational Justice and Faculty Achievement. This implies that as perceptions of Organizational Justice improve within the organizational context, faculty members are more likely to experience

higher levels of achievement in their professional endeavors. The findings highlight the importance of promoting and maintaining a fair and impartial organizational climate as a means to enhance Faculty Achievement. Organizations should prioritize efforts to cultivate an environment characterized by fairness, transparency, and equitable treatment to support faculty members in their pursuit of academic and professional success.

Awamle and Fernandes (2006) suggests that there is a strong link among distributive justice and the success of faculty members in higher education as distributive justice refers to the fair distribution of rewards, resources, and opportunities among individuals or groups. The fairness in the distribution of resources and rewards, which is closely related to faculty accomplishments like discoveries and integration-related accomplishments, can be found in distributive justice, Farndale et al., (2011) and Karem et al., (2019). Fitzgerald et al. (2014), found that perceptions of organizational justice were positively associated with job satisfaction and the quality of teaching & research. The productivity of research and its influence on the students played a very major role in the distribution of resources. The only difference that was discovered was in the allocation of resources, and this was due to the research-based manufacturing and the quality of instruction. The authors of the research, Nadia and Mahek (2020), concluded that there is a significant connection among distributive justice and quality of university teaching. Therefore, efforts for distributive justice should be strengthened. According to the findings of the research carried out by Ayman, Judit, József, and Samir (2020), there is a significant and favourable association among distributive justice and the environment of trust. An investigation into the academic performance of students was carried out by Kovaevi, Zuni, and Mihailovi (2013) and they came to the conclusion that there was a positive

correlation among all aspects of justice and academic performance; however, this correlation was only highly significantly correlated with the distributive aspect of organizational/school justice among the various types of organisational justice. According to the findings of many studies, there is a connection that cannot be officially refuted among organisational justice and the successes that workers have at the collegiate level (Cohen- Charash & Spector, 2001; Iqbal, 2017; Khan, Khan, & Amin, 2020; Khan, Saleem, & Idris, 2020; Krishnanet al., 2018; Moazzezi et al., 2014). According to the findings of the research that Yean (2016) conducted, organisational justice had a favourable effect on the performance of workers. There is a significant positive correlation among OJ and employees' satisfaction with their work or the duties that they are performing, as well as their attitude and their level of commitment to their jobs (Al-Zu'bi, 2010; Chen et al., 2015). Similarly, another research has shown a strong beneficial association among OJ and workers, The study's findings showed that workers' views of justice have an impact on how well they carry out their duties and that workers' levels of job satisfaction partially mediate this effect and have an impact on how well individuals do their jobs (Abubakr, Mohyeldin, Tahir & Suliman, 2007). According to Khan, Saleem, and Idris (2020), there is substantial evidence to suggest that different aspects of justice have a significant influence on the level of performance achieved by workers.

Findings from Objective No. 5, which aimed to examine the mediating role of organizational justice in the relationship between organizational politics and faculty achievement (specifically in the dimensions of discovery, integration, application, and teaching and learning), support Hypothesis No. 4, indicating that Organizational Justice mediates the association between Organizational Politics and Faculty Achievement. Results found the direct effect of organizational politics (X) on faculty

achievement (Y) is negatively associated. The study found that faculty achievement was lower than expected because of organizational politics. The beta value for the indirect effect (Path a*Path b) is 0.210, which is positive and statistically significant; the lower limit of the 95% confidence interval is -0.309, and the upper limit is -0.156. The fact that the bootstrap limits did not come to zero among these effects indicates that the indirect effect is significant. Results show that our hypothesis 4 is partially accepted or approved as the direct effect is significant and the indirect effect is also significant. Overall, this suggests that organizational justice (M) partially mediates the relationship among organizational politics (X) and faculty achievement (Y), meaning that it reduces the effect of organizational politics (X) on faculty achievemen (Y). Overall, these findings suggest that organizational justice plays a partial mediating role in the relationship between organizational politics and faculty achievement. In other words, organizational justice acts to diminish the adverse impact of organizational politics on faculty achievement, highlighting the importance of adopting a fair and unbiased organizational climate to mitigate the negative effects of organizational politics on faculty outcomes.

According to the findings of the research conducted by Tran and Choi (2019), the relationship among inclusive leadership and organizational citizenship behavior is significantly mediated by organizational justice. According to statistical estimates, the relationship among political personality traits and perceived career success is partially mediated by an individual's perception of the fairness of the organization in which they work. Additionally, the study suggests that HRM practices may have a different impact on female faculty members' perceptions of their career success, which is fully moderated by the fairness perception. This means that the impact of HRM practices

on career success may depend on how fair the organization is perceived to be by female faculty members (Maqsood, V. et., al 2022).

The main contribution of this study lies in its comprehensive examination of the relationships between organizational factors (organizational justice and organizational politics) and faculty achievement, which are of critical importance to various stakeholders, including faculty members, university administrators, and policymakers. The study illuminates the substantial influence of organizational factors, including organizational justice and politics, on faculty achievement, offering valuable understandings to stakeholders aiming to improve faculty performance and productivity. The mediation analysis, reveals how perceptions of organizational politics impact faculty achievement, emphasizing the pivotal role of organizational justice in reducing the negative effects of organizational politics on faculty performance. The findings offer actionable insights for university administrators and policymakers to develop targeted interventions aimed at fostering a positive and supportive organizational climate. Strategies focused on promoting organizational justice and reducing perceptions of organizational politics can contribute to enhancing faculty satisfaction, engagement, and ultimately, achievement.

By highlighting the impact of organizational factors on faculty achievement, the study will raise awareness among stakeholders about the importance of creating conducive work environments. Faculty members will also gain insight into the factors influencing their performance, empowering them to advocate for improvements in organizational practices and policies. The empirical evidence provided by the study will serve as a basis for evidence-based decision-making in academia. University administrators and policymakers will utilize the findings to formulate evidence-based policies and initiatives in future aimed at improving organizational culture and

supporting faculty success. In short, the study contributes to the academic literature and informs practice by explaining the complex relationships between organizational factors and faculty achievement. Its findings have implications for stakeholders across academia, guiding efforts to create inclusive, supportive, and conducive environments that raise faculty excellence and contribute to the overall success of academic institutions.

5.4   Conclusions

Conclusions were drawn based on the findings of the study.

It is concluded that all dimensions of organizational justice had positive and significant relationships with each other. Distributive justice had positive relationship with procedural justice and interactional justice and interactional justice also had a positive and significant relationship with procedural justice.

It is concluded that organizational politics had a positive and significant relationship with each other. General political behavior had a positive relationship with GATGA and pay and promotion policies and GATGA also had a positive and significant relationship with pay and promotion policies. One dimension increased then other dimensions are increased. Similarly all dimensions of faculty achievement had a positive and significant relationship with each other. Discovery had a positive relationship with application and integration. While teaching and learning and application had also positive relationship with integration and teaching and learning. Integration also had a positive and significant relationship with teaching and learning. If one dimensions is increased then other dimension is also increased.

Organizational politics had a negative relationship with organizational justice and faculty achievement and organizational justice also had a positive and significant

relationship with faculty achievement. It is concluded that organizational politics increased and organizational justice and faculty achievement are decreased. When organizational justices higher then faculty achievement are also higher and organizational politics are also decreased.

In the public sector universities organizational politics was found high then organizational justice and faculty achievements.

It was also concluded that when organizational politics, increased among the faculty members then achievements among faculty members decreased. When organizational politics increased then organizational justice decreased among faculty members. It is also concluded that if organizational justice is high than achievements among faculty members are high.

It was found that the direct effect is significant and the indirect effect is also significant so there is partial mediation of organizational justice (M) between organizational politics (X) and faculty achievement (Y) and it moderates the effect of organizational politics on Faculty success.

Therefore, it is concluded that organizational justice is directly or positively related to faculty success and negatively or inversely related to organizational politics, so organizational justice increases when organizational politics decreases. So this in turn increases the success of the faculty. And when organizational politics is high and organizational justice is low, teacher achievement is low.

5.5   Recommendations

The following recommendations can be made on the basis of the findings and inferences drawn from the study:

1. Academic institutions should develop and implement policies and procedures aimed at promoting organizational justice, including fair allocation of resources, transparent decision-making processes, and equitable opportunities for faculty advancement.

2. University administrators should proactively address organizational politics by developing a culture of transparency, accountability, and ethical conduct. This may involve establishing clear guidelines for decision-making, promoting open communication channels, and providing avenues for addressing grievances.

3. Academic institutions should invest in training and development programs aimed at enhancing faculty members' skills in conflict resolution, negotiation, and effective communication. These efforts can equip faculty to navigate organizational politics and promote constructive interactions within the academic community.

4. Universities should encourage collaborative research initiatives that encourage interdisciplinary collaboration and promote integration of research findings into teaching and learning practices. This can enhance faculty achievement by fostering innovation and knowledge dissemination.

5. Academic institutions should conduct regular assessments of the organizational climate, including perceptions of organizational justice and politics, to identify areas for improvement and inform evidence-based

interventions. These assessments should involve faculty members, staff, and administrators to ensure inclusivity and transparency.

6. Universities should regularly assess the long-term impact of organizational factors on faculty well-being, job satisfaction, and retention. This ongoing evaluation helps to understand how these relationships evolve over time, enabling the development of sustainable policies and practices.

7. By advocating for these concrete recommendations and exploring them in scholarly papers, stakeholders can contribute to fostering a supportive and conducive work environment for faculty members, ultimately enhancing faculty achievement and organizational effectiveness in academia.

5.6 Limitations & Future Recommendations

1. This research limits only to Public sector universities of Islamabad, In future, the research can be extended by including institutions of other provinces of Pakistan in the study sample. This will be done to widen the scope of the investigation. This will result in a larger number of total samples plus more precise and accurate results.

2. The research is constrained by its focus on only two faculties, limiting the scope of insights to the realms of social and management sciences. To attain a more comprehensive understanding of higher education institutions, future studies could broaden their scope to encompass a wider range of faculties, thereby capturing diverse perspectives and enhancing the richness of the findings.

3. The COVID-19 pandemic limited the feasibility of interviewing faculty, reducing the opportunity for triangulation through qualitative interviews. The absence of interviews due to the pandemic represents a significant limitation

in terms of the comprehensiveness and depth of the data collected. Future research endeavors could prioritize the inclusion of interviews. By incorporating qualitative interviews alongside quantitative surveys, researchers can triangulate data from multiple sources, enriching the analysis and enhancing the credibility and trustworthiness of the research outcomes.

4. In the future, research can be done on all aspects of justice as well as the achievements of faculty members in public and private institutions in Islamabad, to widen the scope of the findings and make them more applicable.

5. The study may have focused solely on organizational justice and organizational politics, overlooking other organizational factors (e.g., leadership style, organizational culture) that may influence faculty achievement. Future research could adopt a broader perspective and include additional organizational factors to provide a comprehensive understanding of their impact on faculty outcomes.

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APPENDIX A

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2017/Edu   Dated: 09-02-2021

To: **Humaira Abbasi,**
      785-Ph.D/Edu/F18

Subject: **APPROVAL OF Ph.D THESIS TOPIC AND SUPERVISOR**

1.   Reference to Letter No, ML.1/2/2020-Edu, dated 25-01-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 16th Oct 2020.

   a.   **Supervisor's Name & Designation**
        Dr. Saira Nudrat,
        Assistant Professor,
        Department of Education NUML, Islamabad.

   b.   **Topic of Thesis**

"Mediating Role of Organizational Justice in Organizational Politics: Faculty Achievement at Higher Education Level."

2.   You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 July 2023** positively for further necessary action please.

3.   As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4.   Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2094
E-mail: ftabassum@numl.edu.pk

                                                           Dr. Marium Din
                                                           A/Head,
                                                           Department of Education

Distribution: Ms. Humaira Abbasi (Ph.D Scholar)

Dr. Saira Nudrat (Thesis Supervisor)

APPENDIX-B

List of Expert Committee for Tool Validation

1. Dr. Sheikh Tariq Mehmood Assistant Professor IIUI

2. Dr. Syed Asad Abbas Rizvi Assistant Professor IIUI

3. Dr. Azhar Mahmood Associate Professor IIUI

4. Dr. Muhammad Ajmal Associate Professor, AIOU

5. Dr. Naimat Ullah Assistant Professor AIOU

6. Dr. Muhammad Zahid Associate Professor AIOU

7. Dr. Fouzia Ajmal Assistant Professor IIUI

8. Ms.Rubbana Saeed NUML

APPENDIX - C

Letter of Request for Validity

Mediating Role of Organizational justice in Organizational Politics with Faculty Achievement at Higher Education Level

Subject: <u>Request for Validity Certificate</u>

Respected Sir/Madam

      I am Humira Abbasi, a PhD Education Scholar at National University of Modern Languages, Islamabad, and am conducting a research on "The Mediating Role of Organizational Justice in Organizational Politics with Faculty Achievement in Higher Education".

According to the objectives of the study;

This questionnaire has been developed by the researcher based on three variables and their dimensions in the light of relevant literature.

Kindly review my questionnaire in terms of its content and construction, give me your suggestions for its improvement and confirm its accuracy by filling the certificate attached at the end of the document.

<div align="right">

Humaira Abbasi

PD-F18-785

PhD Scholar

National University of Modern Languages,

Islamabad

</div>

APPENDIX D

Validity Certificate

Certificate of Validity

MEDIATING ROLE OF ORGANIZATIONAL JUSTICE IN ORGANIZATIONAL POLITICS; FACULT ACHIEVEMENTS AT HIGHER EDUCATION LEVEL

By Humaira Abbasi

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess the mediating role of organizational justice in organizational politics; facult achievements at higher education level. The questionaaire has been organized in four parts exploring respondents demographic data, organizational justice measurement scale, organizational politics measurement scale, faculty achievement measurement scale. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument developed for the research above titled is according to the objectives and the hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. M. Ajmal

Designation: _____

Institute: _____

Signature: _____

Dr. Muhammad Ajmal Chaudhary
Chairman
Department of Distance & Non-Formal Education
Allama Iqbal Open University, Islamabad

IV

APPENDIX D

Validity Certificate

Certificate of Validity

MEDIATING ROLE OF ORGANIZATIONAL JUSTICE IN ORGANIZATIONAL POLITICS; FACULT ACHIEVEMENTS AT HIGHER EDUCATION LEVEL

By Humaira Abbasi

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess the mediating role of organizational justice in organizational politics; facult achievements at higher education level. The questionaaire has been organized in four parts exploring respondents demographic data, organizational justice measurement scale, organizational politics measurement scale, faculty achievement measurement scale. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument developed for the research above titled is according to the objectives and the hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Rahmatullah Bhatti

Designation: Assistant Professor

Institute: AIOU, Islamabad.

Signature:

Dr. Rahmat Ullah Bhatti
Assistant Professor
Early Childhood Education and Elementary Teacher Education Department
Allama Iqbal Open University Islamabad

Validity Certificate

Certificate of Validity

MEDIATING ROLE OF ORGANIZATIONAL JUSTICE IN ORGANIZATIONAL POLITICS; FACULT ACHIEVEMENTS AT HIGHER EDUCATION LEVEL

By Humaira Abbasi

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess the mediating role of organizational justice in organizational politics; facult achievements at higher education level. The questionaaire has been organized in four parts exploring respondents demographic data, organizational justice measurement scale, organizational politics measurement scale, faculty achievement measurement scale. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument developed for the research above titled is according to the objectives and the hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name: _Dr. Azhar Mahmood_

Designation: _Associate prof_

Institute: _IIUI_

Signature: _____

DR AZHAR MAHMOOD
Associate Professor Chairperson
Department of
Educational Leadership & Management
International Islamic University Islamabad

APPENDIX -E
Cover Letter of Questionnaire

COVER LETTER

Mediating Role of Organizational justice in Organizational Politics with Faculty Achievement at Higher Education Level

Respected Sir/Madam

     I am a PhD student in Education at National University of Modern Languages, Islamabad and am researching on "Mediating Role of Organizational Justice in Organizational Politics with Faculty Achievement in Higher Education".

     Please help me by spending a few minutes to complete the questionnaire. The questionnaire has four main sections dealing with demographic data and three variables dealing with organizational justice, organizational politics and faculty achievement. You are requested to give your valuable suggestions and answer on the dimension item of this variable against options 1 to 5. You are assured that your responses will be kept confidential.

     Your answers will be very valuable for my research. This questionnaire will be used for research purpose only.

.

<div align="right">

Humaira Abbasi

PD-F18-785

PhD Scholar

National University of Modern Languages,

Islamabad

</div>

APPENDIX-F

Questionnaire to measure Mediating Role of Organizational Justice in Organizational Politics with Faculty Achievement at Higher Education Level

Part-A

Demographic information

1. Gender:

   (a) Male ☐   (b) Female ☐

2. Name of Faculty:

   (a) Social Sciences ☐   (b) Management Sciences ☐

3. Qualification

   M.Phill ☐

   Ph.D ☐

   Post.Doc ☐

4. Length of service in the university:

   (a) Less than one year ☐

   (b) 1-2 year ☐

   (c) 2-3 year ☐

   (d) 3-5 year ☐

   (e) 5-10 year ☐

   (f) More than 10 years ☐

5. *University name:_____*

Part-B Organizational Justice

Five scales have been given below against each statement, kindly tick the most appropriate according to your point of view.

Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)

1.	**Distributive Justice (perceived fairness of the outcomes that an employee receives from organization).**					
S #	**Statements**	**SD**	**D**	**N**	**A**	**SA**
1.	Work schedule is fair in my organization.	1	2	3	4	5
2.	According to work load pay is fair in my organization.	1	2	3	4	5
3.	Work load to be quite fair in my organization.	1	2	3	4	5
4.	Overall, the rewards I receive are quite fair.	1	2	3	4	5
2.	**Procedural Justice (employee's perceptions about the fairness of the rules and procedures that regulate a process).**					
6	Job decisions are made by my HOD in a biased manner.					
7.	HOD makes sure that all employee concerns are hear before job decisions are made.	1	2	3	4	5
8.	To make job decisions, my HOD collects accurate and complete information.	1	2	3	4	5
9.	HOD clarifies decisions and provides additional information.	1	2	3	4	5
10.	All job-related decisions are applied consistently.	1	2	3	4	5
3.	**Interactional Justice**					
11.	When decisions are made about my job, the HOD treats me with kindness and consideration.	1	2	3	4	5
12.	HOD treats me with respect and dignity.	1	2	3	4	5
13.	When decisions are made about my job, the HOD is sensitive to my personal needs.	1	2	3	4	5
14.	When decisions are made about my job, the HOD deals with me in a truthful manner.	1	2	3	4	5
15	Overall, I feel I am treated fairly and with justice by my Colleagues.	1	2	3	4	5

Part-C: Organizational Politics

Organizational Politics measured by tree dimension, which are (1) general political behaviour (2) Go along to get ahead (3) Pay and Promotion Policies Five scales have been given below against each statement, kindly tick the most appropriate according to your point of view.

Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)

1. General political behaviour						
S #	**Statements**	**SD**	**D**	**N**	**A**	**SA**
1.	People attempt to build themselves up by tearing others down.	1	2	3	4	5
2	Face the problems of politics in my organization.	1	2	3	4	5
3	Professionally achieve less because of political behaviour of my colleagues.	1	2	3	4	5
4	Professionally produce less because of political behaviour of my colleagues.	1	2	3	4	5
2.	**Go along to get ahead**					
6	There has always been an influential group in the department that involve in self-centred decisions.	1	2	3	4	5
7	Teachers generally do not support those raise voice against unfair attitude for protecting their self-interest.	1	2	3	4	5
8	Teachers generally go to any extent for protecting their self-interest.	1	2	3	4	5
9	Self-centred interest of teachers creates lots of conflicts among teachers' community.	1	2	3	4	5
10	Individual's academic achievements are affected by political actions and behaviour.	1	2	3	4	5
3.	**Pay and Promotion Policies**					
12	Since I have worked in this department, I have never seen the pay and promotion policies applied on merit bases.	1	2	3	4	5
13	Feel that self-centred interest of teachers creates hurdles in promotion & reward of those deserve most.	1	2	3	4	5
14	Annual Confidential Report is generally written on	1	2	3	4	5

15	Those who do not become the part of politics and grouping generally did not get reward.	1	2	3	4	5

Note: The top partial row reads "personal liking and disliking."

Part-D FACULTY ACHIEVEMENTS

1. **DISCOVERY** (building new knowledge through traditional research).

Sr.No	Statements	Always	Often	Sometime	Rarely	Never
1.	Conducted research to generate new body of knowledge.					
2.	Conducted research that was relevant to the socio-economic needs of the society.					
3	Published book chapters to add new learning material.					
4	Conducted research that got published in peer-reviewed journals.					

2. **APPLICATION (society and professions in addressing problems).**

Sr.No	Statements	Always	Often	Sometime	Rarely	Never
1	**You are serving or served as a member of;**					
	a. departmental program review committee.					
	b. departmental curriculum committee.					
	c. many undergraduate or graduate thesis or dissertation committees.					
	d. comprehensive exams committee.					
	e. subject specialist in the development of national curriculum review committee.					
	f. A committee engaged in institutional preparation for accreditation review.					
2.	**You are conducting or conducted study;**					
	a. to help solve a departmental problem.					
	b. to help formulate departmental policy.					
	c. for a local non-academic professional association					

3.	**You are presented paper**					
	a. in national level conference/s.					
	b. in international level conference/s.					
4.	**You are supervised or supervising number of students at;**					
	a. B.S Level					
	b. M.A / MSc level					
	c. MS level					
	d. Ph.D. level					
5	Earned Grants for conducting research, planning or development					
6	Assisted in industry or government as an external consultant.					

INTEGRATION (Interpret the use of knowledge across the disciplines).

Sr.No	Statements	Always	Often	Sometime	Rarely	Never
1	A textbook published for school education.					
2	A textbook published for college education.					
3	A critical book review published in an academic or professional journal.					
4	Conducted workshops for collage teachers training.					
5	Conducted workshops for school teachers training.					
6	Served as a subject specialist in developing short courses.					
7	Delivered lecture on any topic in any other educational organization.					

4. TEACHING AND LEARNING

Five scales have been given below against each statement, kindly tick the most appropriate according to your point of view.

Sr #	Statements	Always	Often	Sometime	Rarely	Never
1.	Delivered lecture in other organization.					
2.	Developed any training module in your subject.					
3	Developed any curriculum document in your subject.					
4.	Introduced new teaching methodology for effective learning.					

APPENDIX-G

Faculty Wise Population Distribution

Sr.No	Universities of Islamabad	Teachers of Social Sciences	Teachers of Management Sciences	Total
1	International Islamic University	109	57	66
2	National University of Modern Languages	51	20	71
3	Quaid-i-Azam University	103	15	118
4	Allama Iqbal Open University	90	24	114
5	Federal Urdu University	36	21	57
6	National University of Sciences and Technology	56	57	113
7	COMSATS University	131	91	222
8	Bahria University, Islamabad	48	37	85
9	Air University, Islamabad	39	29	68
	Total	663	351	1014

APPENDIX-H

Faculty of Social Sciences

Subject: **Turnitin Similarity Index Report of PhD Thesis of Ms Humaira Abbasi**
(Educational Sciences) 1st Attempt

This is to state that **PhD** thesis of **Ms Humaira Abbasi** has been run through **Turnitin Software on April 07, 2023**. Paper ID is 2058280798 and similarity index is **05%**. This is within the limit prescribed by the Higher Education Commission.
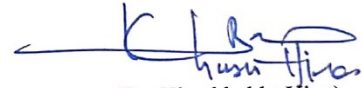
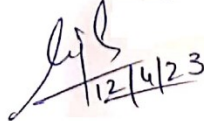The subject similarity index report is attached for further processing, please.

(Dr. Khushbakht Hina)
Director
Quality Enhancement Cell

Dean FSS

11/04/2023.

HoD- ES
Dr. Saira to disseminate, please.

12/4/23