TÍTULO: Explorando el factor determinante para el desempeño de los empleados en el contexto educativo superior.

AUTORES:

1. Ph.D. stud. Shaukat Ullah Khan.

2. Ph.D. Abdul Sattar Khan.

RESUMEN: Hay ciertos factores que pueden afectar el desempeño de la fuerza laboral, que se nombran factores predictivos hacia el desempeño de los empleados según los resultados de los estudios de investigación existentes. Este artículo tiene como objetivo explorar las relaciones entre factores determinantes (cultura organizacional, justicia organizacional, política organizacional y empoderamiento psicológico) hacia el desempeño de los empleados; con este propósito, se recopilaron datos secundarios de bases de datos en línea, mientras que los primarios se obtuvieron de fuerzas de trabajo provenientes de instituciones superiores seleccionadas a través de un cuestionario estructurado adaptado de estudios de investigación anteriores. Esta investigación proporciona información valiosa (teórica y empírica) a la base de datos existente de conocimiento sobre los temas bajo consideración.

PALABRAS CLAVES: cultura organizacional, justicia organizacional, política organizacional, desempeño de los empleados, instituciones de educación superior.

TITLE: Exploring the determining factor towards employees' performance in higher educational context.

AUTHORS:

1. Ph.D. stud. Shaukat Ullah Khan.
2. Ph.D. Abdul Sattar Khan.

ABSTRACT: There are certain factors which can affect the workforces' performance which are named as predicting factors towards the employees' performance as per outcomes of existing research studies. This article is aimed at exploring relationships between determining factors ("organizational culture, organizational justice, organizational" politics & psychological empowerment) towards employees' performance; for this purpose, secondary data was collected from different online databases, while primary was collected from workforces hailing from selected higher institutions through structured questionnaire adapted from previous research studies. This research is expected to provide some valuable information (theoretical and empirical) to existing database of knowledge about issues under considerations.

KEY WORDS: organizational culture, organizational justice, organizational politics, employees' performance, higher educational institutions.

INTRODUCTION.

In Pakistan, the higher education institutions are witnessed for poorer performances as these institutions are facing continuous problems about structural upgradation, resources availability and the infrastructure development (Qaisar & Sara, 2009). Among all, the lack of competent and effective academic leadership along with mismanagement of various organizational dynamics are

the missing factor with regard to the workforces' performance which directly tells upon success of the higher institutions (Bodla & Nawaz, 2010).

For effective performances, the workforces are required to adopt institutional culture to manage, interpret and take just and suitable decisions by their own appropriate to institutional credibility and success (Ali & Musah, 2012). The fairness, in educational setting, denotes to just, fair and transparent decisions on the part of management and leadership towards workforces. When concerned employees perceive that they are treated equally in institutions without any discriminations then they will show their utmost commitment, dedication and performance to achieve the desired standards towards the success of concerned institutions (Tahseen & Akhtar, 2015).

In higher institutions, the fair decisions on the part of leaders will be supportive in nurturing commitment, trust and performances of employees which in turn helps institutions in achieving the competitive edge in the contemporary competitive situation (Khan et al., 2016). The politics in institutions results in creating interest conflict, builds injustice and discrimination, influencing the actions and behaviors of workforces in caustic manners and creates the culture of nepotism and favoritism in the institutions (Labrague et al., 2017).

In institutional setting, psychological empowerment is also considered as vital predictor for desired performances. The psychological empowerment denotes to psychological determinants which comprises meaning, competence, impact and self-determination which further leads to the task motivation (intrinsic) and replicates the sense of obligations about the active involvement of the workforces in institutional activities (Dina et al., 2018). However, when employees experience the favoritism, nepotism, injustices, lack of suitable culture and absence of psychological empowerment in institutions then it might ultimately influence commitment, performance and output of concerned employees (Anastasios & Chatzoglou, 2019).

DEVELOPMENT.

Literature review.

The higher education institutions are responsible to provide competent and committed workforces to different sector of economies. These institutions might be able to provide the said job more effectively when they meet the desired performances (Armstrong & Baron, 2005). The performance of higher institutions is basically output of performances of their workforces. The best performances of employees guarantee the success of the concerned institutions (Thomas & Feldman, 2009). However, there are certain parameters which are expected to affect workforces' performance positively/negatively (Naseem et al., 2012). Therefore, organizational culture, organizational justice, organizational politics and psychological empowerment are considered as dynamic forces which affect the employees' performances (Ahmed et al., 2018). These variables have been researched in diverse contexts including the higher educational institutions with diverse results/outcomes and the same significant results are expected from the empirical investigation in the current study.

Organizational culture.

In developing countries, higher institutions have faced pressures from different dimensions due to the fast growing technological, economic and cultural changes emerged from the outside and inside environment (Cameron & Quinn, 2006). In this connection, the exceptional growth in population, cultural complexity and emergent of private institutions linked socio-cultural and technological forces created determined compressions on higher institutions to respond to changing cultures and environment (Gregory et al., 2009).

The objective of higher institutions is to promote effective learning culture in the institutions which is at par to international standards. In this drive, institutions are required to ensure all the vital measures which are prerequisite for the development of effective culture in institutions (Hartnell et

al., 2011). The effective culture is not only helpful for the expansion of the institutional norms but also helps in augmenting the workforces' attitude and behavior results in the decent performances in the institutions (Coman & Catalina, 2016).

Organizational justice.

In higher education context, employees' performance and organizational justice are strongly related with institutional success as it helps in acquiring the desired reputation in the competitive environment (Gendy & Banna, 2007).

The concept of organizational justice has appeared as vital phenomenon during past decades and studied by different researchers in organizational context from different dimensions and outcomes (Hassan & Hashim, 2011). The justice perception forms the response from the injustice and discrimination at the workplaces however, in present case in higher educational context (Tahseen & Akhtar, 2015). However, in institutions, different parks and specialized groups of the workforces come closer and work together, resultantly, pragmatic preparation is required to investigate the matter effectively as per to the frame of organizational justice in higher educational institutions (Hossein & Hassan, 2019).

The current study examined and reported that the organizational injustice not only harm employees' behavior but damages the organization reputation and credibility as well.

Organizational politics.

The politics within organizations denotes to diverse activities and actions by using different influencing strategies to manage certain interest whether organizational or personal. The studies reveal that individuals who have certain administrative, interpersonal and opinionated skills are intends to gain some authority and control within the organization to influence other individuals (Rahman at al., 2011).

The organizational politics is the behavior and process in connection to the human interactions by encircling the authority and power (Bodla et al., 2014). The politics within organization is considered as the social networking used by individuals those who intends to have some powers to attain desired changes which help the individuals and organization. The accessing usages of the authority and control is harmful for the organizations and expected to affect organizational activities and outcomes (Abbas & Awan, 2017).

Conversely, organizational politics is sometimes helpful in increasing interpersonal relations, efficiency, benefited the individuals and organizations and expedite the desired change (Hossein & Hassan, 2019).

Psychological empowerment.

It is an admitted fact for any institution that the employees' satisfaction has no doubt leads the institution toward stability and success. Accordingly, the psychological empowerment perception denotes to four elements which are related to the individual psychological factors that ultimately influence institutional activities and long-lasting objectives (Avolio et al., 2004). However, there are certain elements like proficiency, meaning, impact and self-determination that performs basic role in arena of psychological empowerment in context of higher educational institutions and all organizations of different nature and functions (Thornton & Audrey, 2008).

The psychological empowerment come into debate and grip the attention of various researchers, for the reason that empowerment can improve "performance of employees in the institutions" (Salam et al., 2013). Likewise, the empowerment also helps in boosting optimistic behavior and enhance life standard of an individual, group and organization along with providing strong professional development opportunities to individuals (Dina et al., 2018).

Employees performance.

The performance is considered as the backbone for organizational development. In higher educational context, the performance of workforces is considered as the only tool for achieving the institutional long-term objectives (Taktaz at al., 2012). Still, the management of workforces' performances in institutions requires additional competencies in managing strategies, practices and policies related with augmentation of performance aimed at the institutional development (Bodla et al., 2014). Therefore, in inviting and holding the competent and committed workforces, the inclusive system of performance management is playing significant role in upbringing the institutional credibility (Iqbal at al., 2017).

The performance of the institutions is all about the performances of their employees as success on higher institutions is dependent upon the hard work and efforts of their employees (Dina at al., 2018). In this connection, organizational culture and justice along with psychological empowerment are the main parameters in effecting the workforce's performance.

Hypotheses of study.

H_1: The predicting variables have positive and significant association with criterion variable (correlation analysis).

H_2: The predicting variables have positive and significant impact on the criterion variables (regression analysis).

Research methodology.

The research methods and procedures used in conducting this research has been discussed without which no research study can be undertaken successfully. The methodology is complete set of processes and procedures which are vital in completing the study and achieving the desired objectives thereby using the particular research design.

Research design.

The research design denotes research plan of particular research study by highlighting research methods and tools and techniques by mentioning tools of data collection (secondary & primary) as well as the data analysis (descriptive & inferential) to comprehensively manage the research study (Creswell & Williams, 2012).

Survey approach.

This research study is based upon the positivist approach; therefore, survey is considered as the best approach by using structured questionnaire extracted from existing studies (Sekaran & Bougie, 2013).

In this study, researcher used the survey approach to access the population of study through an appropriate sample-size.

Population & sample.

The population is entire group of the elements in which researcher has plan to collect, analysis and generalize the results from the sample towards the population (Lance & Hattori, 2016). For this purpose, two old and two newly emerged universities have been included in this research having population of 1258. Thus, total population of the study comprises 1258 faculty members who were target population of the study.

For appropriate sample size selection, researcher used widely recommended statistical formula (Yamane, 1967). Thus, 304 questionnaires were distributed among which 280 were recollected.

Table 1 Statistics for Sample-size.

E	N	Sample Size
0.05	1258	303.498
Statistical Formula (Yamane, 1967)	n = N/1 + Ne2 n = 1258/(1+1258 (0.0025)) = n = 304.498	304

Data collection and analysis.

Mostly, two types of data are important in social research studies like secondary data and primary data (Monagahn & Hartman, 2007).

The secondary data is available in different sources comprises online databases, books in libraries and public and private reports. While primary data is collected over questionnaire as adapted from previous studies.

The primary data has been analyzed, different statistical procedures have been used to get most accurate results in chasing hypotheses as emerged from theoretical framework of study (Patricia & Nandhini, 2013).

Questionnaire design and measurement.

The organization and measurement of the questionnaire is critical phase of research process as valid and reliable questionnaire is vital for collection of accurate and complete information from the respondents of the study (Kirch & Wilhelm, 2008). The questionnaire has been adapted from previous research studies which were widely used by many researchers in their research studies (Black & Ken, 2010).

Validity & reliability.

The validity and reliability are important requirement for examining suitability and internal consistency of adapted questionnaire (Moskal & Leydens, 2000). The main purpose behind is the differences in context as these questionnaires have been used in developed countries while the researcher is conducting present study in developing country, therefore, the accurateness and the

validity of the questionnaire becomes questionable (Hair at al., 2010). Thus, the researcher used the validity and reliability tools to examine accuracy and internal consistency of adapted version of the instrument.

Table 2 Statistics for Sample-size.

Research Variables	Total Items	Cronbach's Alpha	Reliability Output
Organizational Culture	07	.735	Quite Reliable
Organizational Justice	07	.843	Highly Reliable
Organizational Politics	07	.814	Highly Reliable
Psychological Empowerment	07	.768	Quite Reliable
Employees performance	10	.878	Highly Reliable

Data analysis & discussions.

The data analysis is essential phase in the research process as it provides the results about the data obtained through the field work (Tabachnick & Fidell, 2007). Therefore, the inferential analysis procedure has been used to analyze the data and to find answers of research questions as extracted from the theoretical framework.

The correlation.

Table 3 Correlation Analysis (Hypothesis # 1).

		Organizational Culture	Organizational Justice	Organizational Politics	Psychological Empowerment
Organizational Culture	Pearson Correlation	1	.561**	.442**	.671**
	Sig. (2-tailed)		<0.001	<0.001	<0.001
	N	280	280	280	280
Organizational Justice	Pearson Correlation	.561**	1	.462**	.509**
	Sig. (2-tailed)	<0.001		<0.001	<0.001
	N	280	280	280	280
Organizational Politics	Pearson Correlation	.442**	.462**	1	.590**
	Sig. (2-tailed)	<0.001	<0.001		<0.001
	N	280	280	280	280
Psychological Empowerment	Pearson Correlation	.671**	.509**	.590**	1
	Sig. (2-tailed)	<0.001	<0.001	<0.001	
	N	280	280	280	280
Employees Performance	Pearson Correlation	**.771****	**.667****	**.559****	**.740****
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	280	280	280	280

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

The first assumption "was about" relationship (association) between predicting variables (organizational culture, justice, politics and psychological empowerment) and criterion variable (employees' performance).

The correlation confirmed positive association between predictors and the criterion variables. Likewise, the employees' performance is significantly and positively associated organizational culture (R = .771 & P-value = <0.001) as validated by (Ali & Musah, 2012; Ghazi & Abbas, 2018), organizational justice (R = .667 & P-value = <0.001) as confirmed by (Gendy & Banna, 2007; Khan et al., 2016), organizational politics (R = .559 & P-value = <0.001) validated by (Rahman et al., 2011; Bodla et al., 2014) and psychological empowerment (R = .740 & P-value = <0.001) confirmed by (Taktaz et al., 2012; Dina et al., 2018). The results also show that independent variables themselves are significantly and positively associated with each other. Therefore, the study confirmed the existence of relationship between predictors and criterion variables and thus, first hypothesis is accepted.

The regression.

Table 4. Model Summary (Hypothesis # 2).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753[a]	.627	.623	.58151

Table 5. (ANOVA) (Hypothesis # 2)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	340.487	4	85.122	183.270	.000[b]
	Residual	127.727	275	.464		
	Total	468.214	279			

Table 6. (Coefficients) (Hypothesis # 2)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.391	.219		-6.357	.000
	Organizational Culture	.539	.055	.428	9.727	.000
	Organizational Justice	.271	.051	.219	5.279	.000
	Organizational Politics	.172	.055	.124	3.123	.042
	Psychological Empowerment	.322	.065	.246	4.959	.000

a. Independent Variables: Organizational Culture, Justice, Politics & Psychological Empowerment.
b. Dependent Variable: Employees Performance.

The second assumption was about the predictability of the employees' performance through predictors by applying the regression procedure. The results showed the significant impact of predictors on criterion variable thereby showing 63% variation. The results also showed that predicting variables have significant impact on employees' performance like, organizational culture (.539 & .000) as validated by previous studies (Shahzad, 2014; Ghazi & Abbas, 2018), organizational justice (.271 & .000) as confirmed by existing studies (Nasurdin & Khuan, 2011; Iqbal at al., 2017), organizational politics (.172 & .042) as confirmed by the previous research studies (Bodla & Danish, 2010; Abbas & Awan, 2017) and psychological empowerment (.322 & .000) validated by (Chiang & Hsieh, 2012; Hameed & Waheed, 2015). Therefore, from the results, the second hypothesis is also accepted.

CONCLUSIONS.

This study was focused on certain dynamics which are considered as the backbone for the respectable performances of the employees and the institutions as well and measured as the vital gears for the development of every organization including the higher institutions. Likewise, the organizational culture and justice impact has been statistically confirmed in this study as cultured environment and the fairness perception has significant impact on the employees' attitude and behavior.

The organizational politics is measured as the destructive element for the performance of the employees and institution as it always focusing on promoting the personal values instead of institutional norms and values.

The psychological empowerment has also significant impact on the employees' performance as the emotionally fit and empowered employees are expected to show greater performance and commitment towards the attainment of the institutional long-term objective. Thus, this study is expected to provide valuable information through theoretical and empirical contributions to existing database of knowledge about issues under considerations which further are expected in providing suitable guidelines "to the policy makers and future" researcher in conducting their studies on similar issues from different dimensions.

BIBLIOGRAPHIC REFERENCES.

1. Abbas, Q., & Awan, S. H. (2017). Impact of organizational politics on employee performance in public sector organizations. Pakistan Administrative Review, 1(1), 19-31.

2. Ahmed, A., Khuwaja, M., Brohi, N., & Othman, L. (2018). Organizational Factors and Organizational Performance: A Resource-Based view and Social Exchange Theory Viewpoint. International Journal of Academic Research in Business and Social Sciences, 8(3), 579–599.

3. Ali, H., & Musah, M. (2012). Investigation of Malaysian higher education quality culture and workforce performance. Quality Assurance in Education, 20 (3), 289–309.

4. Anastasios D., & Chatzoglou, P. (2019). Factors affecting employee performance: an empirical approach. International Journal of Productivity and Performance Management, 68 (1), 171-193.

5. Armstrong, M., & Baron, A. (2005). Managing Performance: Performance Management in Action. London, Chartered Institute of Personnel and Development.

6. Avolio, B., Zhu, W., & Bhatia, K. (2004). Transformation Leadership and Organizational Commitment: Mediating Role of Psychological Empowerment and Moderating Role of Structural Distance. Journal of Organizational Behavior, 25, 951-968.

7. Black, K. (2010). Introduction". Business Statistics: Contemporary decision making (6th Ed.). Hoboken, NJ: Wiley. pp. 2–135.

8. Bodla, M. A., & Danish, R. Q. (2010). The Perceptions of Organizational Politics and Work Performance: Exploring the Differences in Public and Private Sector. International Journal of Knowledge, Culture and Change Management, 8 (4), 123-132.

9. Bodla, M. A., & Nawaz, M. (2010). Comparative Study of Full Range Leadership Model among Faculty Members in Public and Private Sector Higher Education Institutes and Universities. International Journal of Business and Management, 5 (4).

10. Bodla, M., Afza, T., & Danish, R. (2014). Relationship between Organizational Politics Perceptions and Employees' Performance: Mediating Role of Social Exchange Perceptions. Pakistan Journal of Commerce and Social Sciences, 8 (2), 426- 444.

11. Cameron, K. S., & Quinn, R. E. (2006). Diagnosing and changing organizational culture: Based on the competing values framework (Rev. Ed.). San Francisco, CA: Jossey-Bass.

12. Chiang, F., & Hsieh, T. (2012). The impacts of perceived organizational support and psychological empowerment on job performance: The mediating effects of organizational citizenship behavior. International Journal of Hospitality Management, 31, 180-190.

13. Coman, A., & Catalina, B. (2016). Organizational Culture in Higher Education: Learning from the Best. European Journal of Social Sciences, 6 (1), 135-145.

14. Creswell, J. W., & Williams, P. (2012). Educational research: Planning, conducting and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Prentice Hall.

15. Dina, A., Dania, A., Ghalia, N., & Madadha, A. (2018). The Relationship between Psychological Empowerment and Creative Performance of Employees: Mediating Effect of Job Satisfaction in International Non-Governmental Organizations. European Scientific Journal, 14 (20), 217-239.

16. Gendy, A., & Banna, A. (2007). The feel of organizational justice and it relationship with the evaluation of job performance and the awareness of the psychological dimensions of the educational environment. The Future of Arabic Education Journal, 13 (47), 9-130.

17. Ghazi, B., & Abbas, M. (2018). The impact of organizational culture on job performance: a study of Saudi Arabian public sector work culture. Problems and Perspectives in Management, 16(3), 207-218.

18. Gregory, B. T., Harris, S. G., Armenakis, A. A., & Shook, C. L. (2009). Organizational culture and effectiveness: A study of values, attitudes and organizational outcomes. Journal of Business Research, 62, 673–679.

19. Hameed, A., & Waheed, A. (2015). Impact of Psychological Empowerment on Employee's Performance. Pakistan Journal of Humanities and Social Sciences, 3 (1).

20. Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions. Journal of Applied Psychology, 96 (4), 677–694.

21. Hassan, A., & Hashim, J. (2011). Role of organizational justice in determining work outcomes of national and expatriate academic staff in Malaysia. International Journal of Commerce and Management, 21 (1), 82 – 93.

22. Hossein, S., & Hassan, S. (2019). The moderating role of organizational politics perception in the relationship between organizational justice and job satisfaction. Academy of Strategic Management Journal, 18 (1).

23. Iqbal, M., Rehan M., Fatima, A., & Nawab, S. (2017). The Impact of Organizational Justice on Employee Performance in Public Sector Organization of Pakistan. International Journal of Economics and Management, 6: 431.

24. Khan, Q., Shukor, A., & Ismail, S. S. (2016). Career Success and Organizational Justice as the Potential Predictors of Perceived University Performance: A Study from Public Sector Universities of Pakistan. International Journal of Economics & Management Sciences, 5:4, 1-6.

25. Kirch, Wilhelm, ed. (2008). The level of measurement. Encyclopedia of Public Health. Encyclopedia of Public Health. 2. Springer. pp. 851–852.

26. Labrague, L., Petitte, M., Gloe, D., Arteche, D., & Maldia, F. (2017). Organizational politics, stress, burnout levels, turnover intention and job satisfaction. International Nursing Review, 64(1), 109-116.

27. Lance, P., & Hattori, A. (2016). Sampling and Evaluation. Web: MEASURE Evaluation. pp. 6–8, 62–64.

28. Monagahn, E. J., Hartman, D. K. (2007). Primary and Secondary sources in research. Reading Online, James Cook University, 4 (11).

29. Moskal, B. M., & Leydens, J. A. (2000). Scoring rubric development: Validity and reliability. Practical Assessment, Research & Evaluation, 7(10).

30. Naseem, I., Sikandar, A., Hameed, N., & Khan, R. (2012). Factors Affecting Employees' Performance: Evidence from Pakistan. Science Series Data Report, 4 (6), 141-174.

31. Nasurdin, A. M., & Khuan, S. L. (2011). Organizational justice, age, and performance connection in Malaysia. International Journal of Commerce and Management, 21(3), 273-290.

32. Patricia M., & Nandhini, R. (2013). A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management. Stillwater, OK: New Forums Press. pp. 109–157.

33. Qaisar, A., & Sara, Y. (2009). Effect of leadership development on employee performance in Pakistan. Pakistan Economic and Social Review, 47 (2), 269-292.

34. Rahman, S., Hussain, B., & Haque, A. (2011). Organizational politics on employee performance: an exploratory study on readymade garments employees in Bangladesh. Business Strategy Series, 12 (3), 146 – 155.

35. Salam, M., Shawky, A., Nahas, T., & Nawar, Y. (2013). The relationship among job satisfaction, motivation, leadership, communication, and psychological empowerment: An Egyptian case study. Advanced Management Journal, 78(2), 33-50.

36. Sekaran, U., & Bougie, R. (2013). Research Methods for Business: A Skill-Building Approach (6th Ed.). John Wiley and Sons, Inc.

37. Shahzad, F. (2014), Impact of organizational culture on employees' job performance, International Journal of Commerce and Management, Vol. 24 No. 3, pp. 219-227.

38. Tabachnick, B. G., & Fidell, L.S. (2007). Using Multivariate Statistics, 5th Edition. Boston: Pearson Education, Inc./Allyn and Bacon.

39. Tahseen, N., & Akhtar, M. S. (2015). Effect of Organizational Justice on Faculty Trust in University Education Faculties. Journal of Research and Reflections in Education, 9 (1), 26 - 41.

40. Taktaz, B., Shabaani, S., Kheyri, A., & Rahemipoor, M. (2012). The Relation between Psychological Empowerment and Performance of Employees. Singaporean Journal Of business Economics and management studies, 1 (5), 19-26.

41. Thomas, W. H., & Feldman, C. D. (2009). How broadly does education contribute to job performance? Personnel Psychology, 62, 89–134.

42. Thornton, C. H., & Audrey, J. (2008). The role of culture in institutional and individual approaches to civic responsibility at research universities. The Journal of Higher Education, 79 (2), 160-182.

43. Yamane, Taro. (1967). Statistics: An Introductory Analysis, 2nd Edition, New York: Harper and Row.

DATA OF THE AUTHORS.

Shaukat Ullah Khan. He is Ph.D. student at the Department of Public Administration, Gomal University, Dera Ismail Khan, Pakistan. He is working in Bank of Khyber, Serai Naurang Branch, Lakki Marwat, Khyber Pakhtunkhwa, Pakistan. His area of research in PhD is HRM. Email: shaukatukm77@gmail.com

Dr. Abdul Sattar. He is Associate Professor at Department of Public Administration, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. He got his Ph.D. Degree at the Department of Public Administration, Gomal University. His research is focused upon HRM. Email: sattarmpadik@gmail.com