

An Empirical Investigation on Perception of Organizational Politics, Job Stress & Job Satisfaction Among Academicians in Pakistan Using Second-Order Construct

Faisal Ur Rehman, University of East London, United Kingdom
Nazlina Zakaria, Universiti Utara Malaysia, Kedah, Malaysia
Maleeha Ashraf, University of Sunderland, United Kingdom
Mashal Ahmed Wattoo, Islamia University of Bahawalpur, Pakistan
Shazaib Butt, University of East London, United Kingdom

The Asian Conference on Arts & Humanities 2023
Official Conference Proceedings

Abstract

Level of job satisfactions among academicians has remained enriched area of research for the academic's institutions. Therefore, the rationale behind conducting research was to investigate the influence of Perception of Organizational Politics (POP) and Job Stress (JSt) on Job satisfaction (JS) academicians. Research framework has been formed based on Social Exchange Theory (SET) to create logical relationships among variable which explained that employees behave accordingly as per response they received from management's behavior. For the execution of analysis data was collected from 300 teachers of public sector universities of Punjab, Pakistan through psychometric defined instruments. Software SmartPLS was used for assessment of measurement and structural model. Results from the analysis demonstrates that POP has significant and negative effect on JS and significant positive effect on JSt while significant negative effect was observed between JSt and JS. The results revealed useful information for the stakeholders and policy makers to focus and develop and organizational structure to eliminate the influence of POP in academic institutions.

Keywords: Perception of Organizational Politics, Job Stress, Job Satisfaction

iafor

The International Academic Forum

www.iafor.org

Introduction

A country's socio-economic system is shaped largely by the capacity of its higher education system whereas colleges and universities are strategic assets. The purpose of these organizations is to provide a country with updated technology and skilled personnel for the continuous improvements towards human resources and socio-economics capabilities. Pakistan's federal and provincial governments share responsibility for higher education (Norric, 2006). The higher education system in Pakistan is regulated by the “Ministry of Education” “Higher Education Commission,” which include universities, colleges, and degree awarding institutions (WorldBank, 2007). To avail higher education at country’s level, as per documentation of NEP (2017) there were 99 public sector universities which are going to become 195 by the year 2025 to meet the higher education needs of country. Additionally, the Pakistan’s Government has proposed various projects to improve the technical needs and develop new industrial linkages for the country’s economic stability. Through this entire process, university academic staff members and other university staff members come into contact with certain unwanted factors developing either from the institution's internal environment or from the external environment (Khan, Yusoffb, & Azam, 2018). Researchers agree that these factors negatively impact the mental and physical health of academic staff. Consequently, academic staff members' productivity and work performance suffer.

According to Global competitive Index Report 2019 Singapore as at top position followed by U.S, Hong Kong, Netherlands, Switzerland and Japan (Schwab, 2019). However, the situation in Pakistan is quite worse in the scenario by its position on 110th followed by Ghana, Senegal, and Uganda. Additionally other native countries in the same region are at much better position i.e., India at 68th, Sri Lanka 84th and Iran at 99th position. To meet the global challenges the main disparities in achieving educational targets, National Education Policy of Pakistan highlighted those underperformed teachers are biggest hurdle in the same context. According to Zhou & George (2001) only unproductivity can be achieved from dissatisfied employees rather that value for the betterment of organizations. That is why the educational scholars are more anxious to learn about the distinguished human abilities (Hennessey & Amabile, 2010), still there is scarce literature have paved the attention of researchers to know about the phenomenon and effect of environmental factors on the creativity of faculty (Amabile et al., 2005). Therefore, educational institutions, specifically colleges and universities must be aware about those factors which can enable faculty members to be creative, thrivers and achievers for the sake of development of institutions (Cambell & O’ Meara, 2014), because the success of every institution depends upon this (Frohman, 1997). According to Mgaiwa, (2021) there is bulk of research between POP and JS in the literature, but a very little attention is paid on academic institutions. However, among the most research there are not any research that has used these variables as higher order construct as per author’s knowledge. Hence, it was necessary to cover this literature and methodical gap using same phenomena. Although there has been substantial research on the relationship between perceived organizational politics and job satisfaction, most of it has been conducted in fields other than higher education (Mgaiwa, 2021). Therefore, research was needed to gauge the level of job satisfaction of academicians to fill this gap.

Development of Research Model

Social Exchange Theory

Genuinely, Social Exchange Theory (SET) developed for the objectives of human behaviour analysis (Homans, 1958). But later on, it began to apply to test the organizational behaviour (Emerson, 1962; Blau 1964). After few years, Emerson (1976) believed that SET has the proposition that there are specific customs that directly impact attitudes and behaviours and these norms navigates the exchange procedure (Cropanzano and Mitchel, 2005). If the reciprocate exchanges are positive the result be positive as well developing a mutual trust (Lee et al., 2014) which provoke the long-lasting tenure of quality exchange relationship (Cropanzo and Rupp, 2008). Since most of the literature explains that POP is negative perception which leads to destructive job outcomes including turnover intention and other consequences (Ferris et al., 1989). Hence it can be concluded that when they are less satisfied at workplace and tend to show low commitment this may be the result negative emotional, psychological and financial exchange relationship with top management which steers them to perform in the same reciprocal way.

Job Satisfaction

JS is considered the vital element of organizational and human behaviour that may increase the performance of employees potentially by impacting motivation level and organizational behavior of employees (Chun, Choi, & Song, 2019). Job satisfaction “refers to how content an individual is with his or her job, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. The degree to which the achievement of a set of work-related goals or needs was associated with a positive state of mind” (Hirschfeld, 2000; Spector, 1997). The construct of JS is mainly divided in to facets i) “intrinsic job satisfaction ii) extrinsic job satisfaction”. Intrinsic job satisfaction relates to work itself or job content and include willingness to have achievement, utilization, advancement, compensation, creativity, activity, social status, moral value, working conditions and social service (Weiss et al., 1967). In simple words it reflects the nature of task and feeling to perform the task at workplace (Spector, 1997). Whereas extrinsic factors include work environment and job context such as policies and procedures of organization, job security, recognition, interpersonal relations, salaries and relationship with colleagues (Spector, 1997).

Factors instigating job performance of employees particularly in the education context has received remarkable attention in last decade across the globe (Danish et al., 2019; Garcia-Carmona, Marin, & Aguayo, 2019; Ali, 2019; Aziz & Qureshi, 2017; Tehseen & Ul Hadi, 2015). Most specifically few researchers have invested the level of JS among university staff (Noordin and Jusoff, 2009). These authors have discovered that age, status, salary are factors that contribute to JS of employees in Malaysian universities. Additionally positive and significant relationship was explored between pay, compensation and job satisfaction (Adeel et al., 2011). However, further consequences of lower JS tend to increase the absenteeism (Talat et al., 2012). It has been reported by Ghaffar et al. (2013) that 60 academics (Lecturers, Asst Professors, Assoc Professors) are not satisfied with their job duties because of a lack of security, promotion, and colleagues. Therefore, job satisfaction was operationalized into two different measurements, intrinsic and extrinsic. As per nature of intrinsic JS factors, employees do satisfy with the nature of job, on the other hand extrinsic includes the work employees do at job, job tasks which are directly related to their job.

Job Stress

The essence of job stress theory explains that expectations and role generations are transmitted by various organizations factors which are later indulged to pressure and stress among employees. The stress of experiencing a prolonged and increasingly demanding work environment contributes to this ill health (Kahn, 1964). There are four types of job stressors: work overload, ambiguity within the role social support and physical environment (Peiro et al., 2001). “Reluctance to come to work and a feeling of constant pressure (i.e. no effort is enough) accompanied by the general physiological, psychological, and behavioral stress symptoms” (Division of Human Resource, 2000). “Role related are concerned with how individuals perceive the expectations other have of them and includes role ambiguity and role conflict” (Alexandros-Stamatios et. al., 2003). “Role stress means anything about an organizational role that produces adverse” consequences for the individual. “Pressure of workforce to perform maximum output and enhance competitiveness (Kahn and Quinn, 1970). Indeed, to perform better to their job, there is a requirement for workers to perform multiple tasks in the workplace to keep abreast of changing technologies” (Cascio, 1995; Quick, 1997).

According to Anwar, Rosman, & Kamran, (2014) the most prominent factors of academic staff in universities include 1) social status of academicians 2) work overload 3) insecurity of job 4) political interference are some of the potential factors. Additionally Khan et al., (2018) also pointed out above factors including absence of training and demanding role of students and parents, limited resources and change in educational policies.

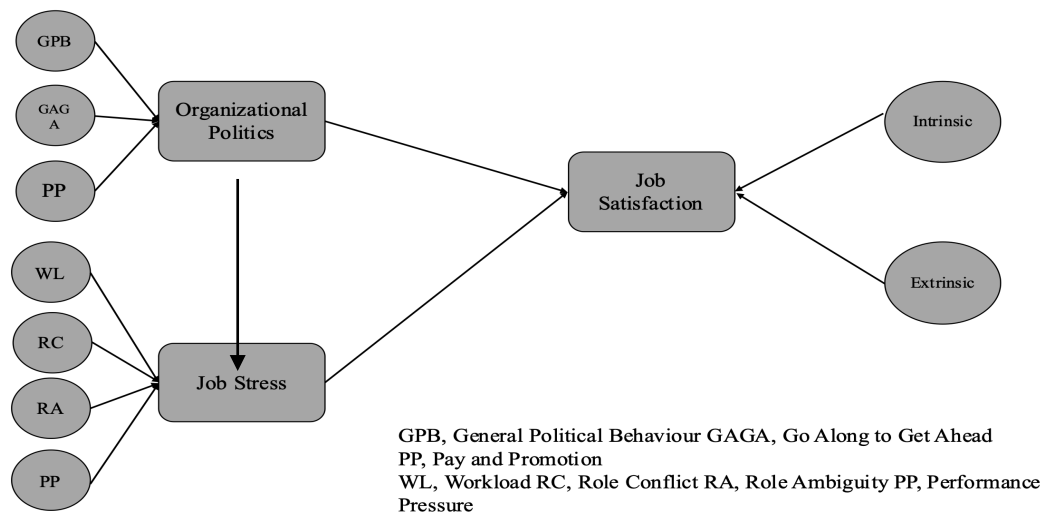
Perception of Organizational Politics

Organizational politics was studied as objective measure which were unverifiable inherently. This study focuses organizational politics (OP) as perceived organizational politics (POP) which is subjective evaluation about the degree of environment at the workplace which is characterized by supervisors and coworkers who explains self-serving behaviour (Ferris, Harrell-Cook, & Dulebohn, 2000). Ferris et al, (1989) proposed a research framework for the subjective evaluation of OP as antecedents and consequence of OP. Before the previous proposed framework OP was treated as objective phenomena but later on Ferris et al., 1989 proved it as subjective evaluation and divided the OP into three dimensions “i) General Political Behaviour (GPB) ii) Go Along to Get Ahead (GAGA) iii) Pay and Promotion (PP).” GPB defines by Kacmar and Carlson, 1997 as cited in Haq, (2011) “In some cases, a scarce resource, such as the organization’s tickets to a sporting event, may only be valued by a few individuals, and hence, the actions engaged in to secure this resource may not be as competitive as those used to secure a scarce resource valued by all, such as a raise or a promotion”(Kacmar & Carlson, 1997 p.630) and GAGA, “can be a logical and lucrative approach to take in order to precede one's own self-interests when working in a political surrounding” (Kacmar & Carlson, 1997) while PP policies “influenced by political behavior also affect the individuals who do not act politically in organizations and consequently, people who are perceived inequity regarding rewards may become more involved in political activities in future” (Kacmar, & Ferris, 1993; Kacmar & Carlson, 1993). Moreover, certain grants and research projects in the field of OP has been approved and prosecuted through Ferris POP Model (1989) (Ferris et al., 2019).

No public organization is free from politics. The decisions about employees working in higher education institutions are affected by external politics influence. The top elected

leaders play significant role in transfers, postings and promotion of employees due to corrupt political system of Pakistan as highlighted in National Education Policy, 2018. This political interference creates a sense of unsatisfaction (Khan et al., 2018). Moreover, the power of workload which is distributed among staff who are not the player of political activities creates depression and anxiety among employees. Burnout results in stress which is primarily causes by POP (Maslach et al., 2001). It causes role and job conflict, responsibility pressure and stress quality concern (Goodman, Evan and Carson, 2011). Most specifically Makhdoom et al., (2015) found the biggest source of job burnout among teachers is the organizational politics. Hence based on above explanations our proposed research hypotheses are as follows:

- H1: JSt and JS are significantly negatively related.
H2: POP and JS are significantly negatively related.
H3: JSt and POP are significantly and positively related.
H4: POP and JS relationship mediated by JSt.



Objectives of the study

1. To examine the relationship between JSt and JS.
2. To examine the relationship between POP and JS.
3. To examine the relationship between JSt and POP.
4. To examine the mediating effect of JSt between POP and JS.

Questions of the Study

1. Is there any significant relationship between JSt and JS.
2. Is there any significant relationship between POP and JS.
3. Is there any significant relationship between POP and JSt.
4. Does JSt mediates the relationship between JSt and JS.

Methodology

This research was carried out in the public sector universities of province of Punjab. Specifically, data was obtained from all cadres of teachers including” lecturers, assistant professors, associated professor and professors. 500 questionnaires were distributed out of which 260 questionnaires were selected for analysis with properly filled and returned completely. Simple random sampling technique was used to distribute the questionnaires among faculty members of universities. 9 public sector universities of Punjab were chosen systematically. As per recommendations given by Krejci and Morgan (1970) needed number of sample size was 250.

Measurement Design

Fundamentally three constructs are measured using higher orders adapted from previous studies. The instruments were further validated from educational experts for face and content validity. A pilot study was conducted to check whether the instrument truly measure the construct and easily understandable by the respondents. A questionnaire comprising all demographic information about respondent along with questions asked against each variable dimension was distributed in various public sector universities of Punjab on using 5-point Likert Scale against each item ranging from 1 “Strongly Disagree” to 5 “Strongly Agree. Table 1 below demonstrates the dimension alongwith its definition total number of items of construct and sources of adapting scale is explained below.

Table 1: Details of Instruments as per dimension

Construct	Operational Definition	Total Items	Source
Perception of Organizational Politics	“General Political Behaviour”	15	(Kacmar & Carlson, 1997; Rosen et al., 2009)
	“Go Along to Get Ahead”		(Kacmar & Ferris, 1991).
	“Pay & Promotion”		(Kacmar & Ferris, 1991; Rosen, 2006)

Job Stress	Workload	“Reluctance to come to work and a feeling of constant pressure (i.e. no effort is enough) accompanied by the general physiological, psychological, and behavioral stress symptoms”		(Division of Human Resource, 2000)
	Role Ambiguity	“Role related are concerned with how individuals perceive the expectations other have of them and includes role ambiguity and role conflict”	13	(Alexandros-Stamatios et. al., 2003)
	Role Conflict	“Role stress means anything about an organizational role that produces adverse”		(Kahn and Quinn, 1970)
	Performance Pressure	“Pressure of workforce to perform maximum output and enhance competitiveness. Indeed, to perform better to their job, there is a requirement for workers to perform multiple tasks in the workplace to keep abreast of changing technologies”		(Cascio, 1995; Quick, 1997).
Job Satisfaction	Intrinsic Satisfaction	“Intrinsic job satisfaction facets pertain to job content or the work itself and involve ability utilization, achievement, activity, advancement, compensation, co-workers, creativity, independence, moral values, social service, social status, and working conditions”		(Weiss et al., 1967)
	Extrinsic Satisfaction	“Relate to job context or the work environment and involve authority, company policies and practices, recognition, responsibility, security, and variety”	20	“(Weiss, Dawis, England, & Lofquist, 1967)”
	General Job Satisfaction	“employees’ orientation of emotions toward their workplace roles”		Vroom (1964)

Method of Data Analysis

Data input and data cleaning were made using SPSS Version 26.0 software. Prior to the analysis, preliminary analysis was performed to check the normality of data along with CMV

issue. The results from the preliminary analysis showed that this dataset qualified to be analyzed using SmartPLS with bootstrapping procedure.

Data Analysis

Pilot Testing

Since the adapted instruments are used in this study. Therefore, pilot test was performed to analyze the reliability and validity of the instruments. In pursuance of these 30 questionnaires were given to the academicians in various universities to test further validation of the instrument. Which confirm the possible accepted of Cronbach alpha i.e., >0.70 as recommended by Nunnally (1978). Table 2 represents the Composite Reliability value to confirm the reliability of variables.

Table 2: Cronbach Alpha of Variables

Variables	Composite Reliability
Perception of Organizational Politics	.95
Job Stress	.94
Job Satisfaction	.93

Profiles of the respondents

Table 3 represents the profiles of the respondents. Demographic factors had been collected, namely “gender, age, marital status, level of education, and mode of appointment.” Most of the respondents were female (n=173, percentage= 66.5) male (n=87, percentage = 33.5). 51 respondents comprise 19.6% of total while 192 respondents 41.9 % of the respondents were between 30-39 years of age. In the same time 38.1% of respondents were 92 with the age class boundaries of 40-49 years, and above 50 were 31 (3.1%). In terms of education level, most of the respondents were employed as regular employees 173 (66.5%). 83% respondents were married and 16.9% were unmarried. 56.5% respondents were qualified MS/MPhil degree while 66.5% were appointed on regular basis.

Table 3: Demographic Profile of the Respondents

Demographic	Categories	Frequency	Percentage
Gender	Male	87	33.5
	Female	173	66.5
	Total	260	100.0
Age	20-29 years	51	19.6
	20.39 years	109	41.9
	40-49 years	92	35.4
	Above 50 years	8	3.1
	Total	260	100.0
Mode of Appointment	Regular	173	66.5
	Tenure Track	16	6.2
	Contract	62	23.8
	Visiting	6	2.3
	Daily Wages	3	1.2
	Total	260	100.0

Level of Education	BS	12	4.6
	Masters	20	7.7
	MS/M Phil	147	56.5
	Ph. D	81	31.2
	Total	260	100.0
Marital Status	Unmarried	44	16.9
	Married	216	83.1
	Total	260	100.0

Preliminary Analysis

Firstly, we have utilized partial least squares (PLS) path modeling using SmartPLS software (Ringle et al., 2015) for the assessment of measurement and structural model. According to Chin et al. (2003) there was no requirement of normality assumptions as the survey method is normally and not normally distributed.

It has been observed in most of social science research the issue of CMB. Common Method Bias issue occurred when data is obtained from single source. To check this we have conducted a full collinearity test as per cut off values recommended by Kock and Lin (2012) and Kock (2015) $VIF < 5$ and $VIF < 3$ consecutive. The result in the following table demonstrates that the value of VIF ($VIF < 3.3$) threshold value in accordance with the data. Hence it can be concluded that data is free from common method bias issue. From the normality and common method bias issue it can be concluded that data may be further proceeded for analysis using SmartPLS. Table 4 demonstrates the full collinearity estimates for the proposed variables.

Table 4: Full Collinearity estimates

	POP	JSt	JS
VIF	2.278	1.331	1.935

Note: POP, perception of organizational politics, JSt, Job Stress, JS, Job Satisfaction

Table 4 shows that VIF value for all dimensions is below 3.0, the paths are statistically significant and weight indicators are between -1 and +1. These conditions confirm that the formative model achieves its convergence validity, thus valid for further analysis in table below.

Assessment of Measurement Model

The components of the convergent validity for the second-order formative constructs reflected by the indicator of collinearity (VIF), statistical significance, and the weights of the dimensions (Hair et al., 2019; Xu, Peng, & Prybutok, 2019). For this study, three constructs namely POP, JSt and JS were formed by three dimensions for each construct. POP consists of “General Political Behaviour (GPB), GAGA (Go Along to Get Ahead) and PP (Pay and Promotion).” Whereas, JSt consist of “Workload (WL), Role Conflict (RC), Role Ambiguity (RA) and PP (Performance Pressure)” and JS consists of “Intrinsic and Extrinsic Job Satisfaction dimensions.”

Table 5: Assessment results of the measurement model (second-order construct - formative)

Construct	Dimensions	Beta	t-value	VIF
POP	“General Political Behaviour”	0.395	18.301***	2.607
	“Going Along to Get Ahead”	0.215	24.932***	3.742
	“Pay and Promotion”	0.509	27.918***	2.250
Job Stress	Workload	0.350	16.721***	2.504
	Role Conflict	0.651	24.070***	2.966
	Role Ambiguity	-	09.276***	2.810
Job Satisfaction	Performance Pressure	0.110	06.021***	1.958
	Intrinsic Satisfaction	0.659	33.802***	2.218
	Extrinsic Satisfaction	0.408	23.478***	2.218

The discriminant validity for this model was measured using “heterotrait-monotrait (HTMT) ratio,” and the cut off indicator value is 0.85 for constructs that conceptually are distinct. The indicator 0.90 is applied to the similar concepts of constructs (Hair et al., 2019; Henseler, Ringle, & Sarstedt, 2014). In Table 5, HTMT indicator between the rest of the indicators for both groups are below 0.85. Thus, the HTMT indicators achieve its discriminant validity and valid for further analysis in Table 6.

Table 6: Discriminant Validity (HTMT)

Constructs	1	2	3
1. Job Satisfaction			
2. Job Stress	0.343		
3. POP	0.727	0.514	

Figure 1 shows the measurement model using stage two disjoint two-stage approach for the research framework. POP, JSt and JS consist of dimensions for each construct. All dimensions have been saved as a score to represent the construct. POP represents GPB, GAGA and PP and JSt represents by WL, RC, RA, PP and JS includes intrinsic and extrinsic satisfaction. This figure also presents the R² value represents by the value inside the circles (constructs). By using this disjoint two-stage approach, the model has achieved its parsimony without losing the rigorosity of the information.

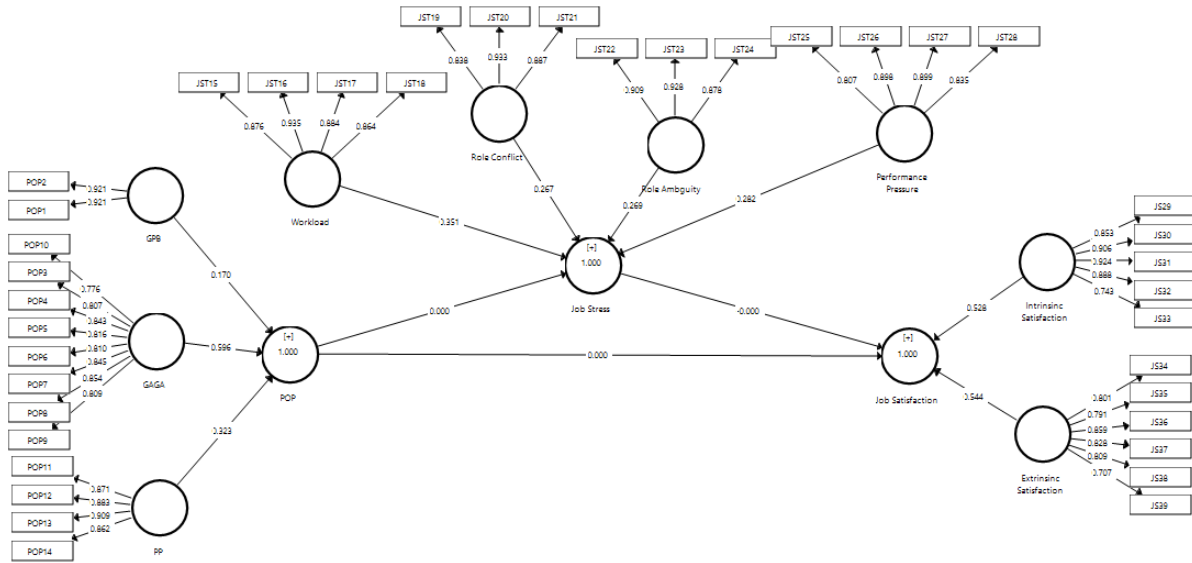


Figure 1: Measurement Model Assessment

Assessment of Structural Model

To test the hypothesis the data was proceeded through assessment of structural model in SmartPLS software. There were four (4) hypotheses tested in this study. The result in the given below table demonstrates that POP positively and significantly related to JSt ($\beta=0.523$, $t\text{-value}=10.77$, $p<0.01$) likewise, POP and JS are significantly and negatively related ($\beta=-0.703$, $t\text{-value}=10.66$, $p<0.01$) on the other side JSt and JS are related but their association is insignificant ($\beta=0.009$, $t\text{-value}=0.108$, $p=0.457$) which explains that study fails to provide evidence for the 3rd hypotheses. The included variables which were tested in this study explained 48.4% variance in the ($R^2 =48.4$) while Q^2 value is greater than zero for the latent variable which demonstrates that suggested model can also predict endogenous construct. Table 7 demonstrates the path modeling to test the hypothesis while figure explained the assessment of structural model using SmartPLS.

Table 7: Testing of Hypothesis (Direct Effect)

Hypo	Relationship	Std Beta	Std Error	t-value	p-value	BC LL 5.00%	BC UL 95.00%	R ² /Q ²	f ²
								48.4	
H1	JSt -> JS	0.009	0.081	0.108	0.457	-0.116	0.150		0.000
H2	POP -> JS	-0.703	0.066	10.666	p<0.01	-0.795	-0.572		0.703
H3	POP -> JSt	0.523	0.049	10.777	p<0.01	0.427	0.590		0.376

Note: We used 95% CI with a bootstrapping 5,000.

Note: JSt represent Job Stress, JS represents Job Satisfaction and POP represents Perception of Organizational Politics

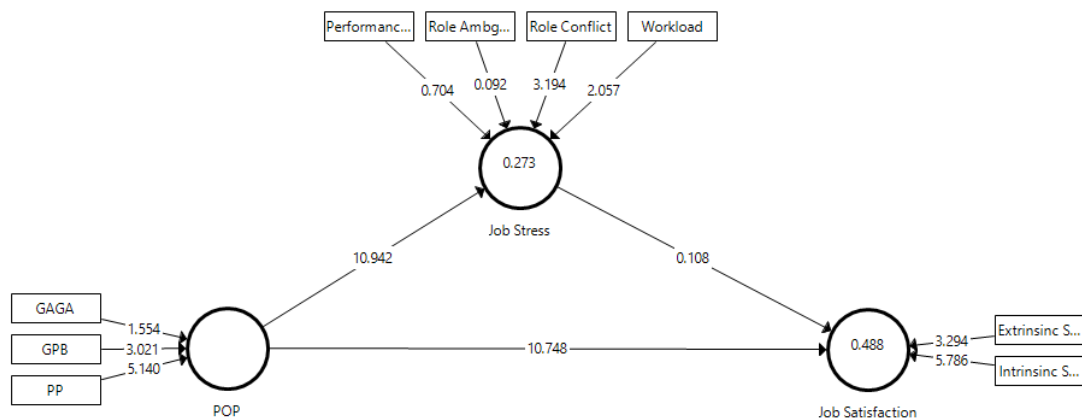


Figure 2: Assessment of Structural Model

Table 8: Testing of Hypothesis (Indirect Effect)

Hypo	Relationship	Std Beta	Std Error	t-value	p-value	BC LL 5.00%	BC UL 95.00%
H4	POP-> JSt -> JS	0.005	0.044	0.104	0.459	-0.06	0.084

Note: We use 95% confidence interval with a bootstrapping of 5,000

According to Preacher and Hayes (2004; 2008) median hypothesis can be tested by bootstrapping the indirect effect. These conditions applied when confidence interval does not straddle a 0 demonstrates the significant mediation. As mentioned in Table 8, POP à JSt à JS ($\beta = 0.005$, $p=0.459$), was insignificant. The confidence intervals bias corrected 95% also showed intervals straddling a 0 thus confirming our findings there is no mediation. Thus, H4 is not supported.

Table 9: Summary of Hypothesis Testing

Hypotheses	Description	Results
H1	“There is positive and significant relationship between job stress and job satisfaction”	Not Supported
H2	“There is negative significant relationship between Perception of Organizational Politics and Job Satisfaction”	Supported
H3	“There is positive significant relationship between Perception of organizational politics and job stress”	Supported
H4	“Job stress mediates the relationship between perception of organizational politics and job satisfaction”	Not supported

Discussion

In this study, we have explored the factors that directly or indirectly influence job satisfaction of academicians in higher education institutes at Lahore, Punjab, Pakistan. The job satisfaction of teachers is correlated with the academic performance of the student which is vital to achieve the educational targets set of Government of Pakistan. Social exchange theory was used as underpinned theory to form the research framework. Findings of the research demonstrates that organizational politics is negative emotions which directly influence job

satisfaction of employees about which they reciprocate the negative emotions in performance of their duties efficiently.

Research found the significant negative correlations between JSt and JS. This study is aligned with the previous research conducted by Asrar et al., (2019) POP is source of stress and job satisfaction. This would happen because the pressure and political activities played from the top management to the people who are not part of the game feel dissatisfied and stress at workplace in terms of deliberately assigning extra workload of class and undue pressure of providing extraordinary result and engaging academic staff in other administrative duties. Likewise previous studies have found the undue interference from the political leaders who play significant and dominant active role in promotions and transfers of academic staff creates imbalance in performance of duties (Khan et al., 2018). Moreover, Bilal and Khan (2012) found the politicization and corruption are demoralizing academic staff of university. The administrative authorities of universities control over institutional decisions which creates a sense of stress from authorities if the decisions are biased and unfavorable is considered to be the vital factor that influence dissatisfaction of academicians in universities (Basak, & Govender, 2015).

This study found weak (insignificant) relationship between JSt and JS of academicians which is aligned with the previous research in the same findings (Essiam et al., 2015; Ahsen et al., 2009; Howe et al., 2000). However, the finding is contradicted with the previous findings in which the positive relationship between JSt and JS was observed (Rehman et al., 2012). This may happen because of stress to perform more efficiently encourage to increase the level of satisfaction in terms of economic conditions of the country. The study also aligned with the findings of Bhatti et al., (2011), which demonstrates the significant negative relationship between JSt and JS. Though our hypothesis is insignificant but negative relationship was observed in the similar findings. Our research is also associated with the previous findings of NECŞOI, (2011) in which she explained the negative association between JSt and JS of academic faculty of university. However, females represent high level of depression and anxiety and low level of job satisfaction as compared to males and the employees on tenure track have greater job satisfaction. This outcome also parallel to previous findings (Blix et al., 1994; Dua et al., 1994; Cotton et al., 2002). Finally our study has significant but negative relationship between POP and JS which is also consists with the findings of (Akanbi, & Ofoegbu, 2013). This is due to the fact the university teachers should endeavor to understand the reality of organizational politics which hampers their level of satisfaction.

Conclusion and Recommendation

The study has contributed in the previous literature to explore in depth more about the causes of JS of academicians of teachers working in Higher Education Institutions of Pakistan. This study has used social exchange theory as underpinned theory which demonstrates that employees reciprocate the behaviours and intentions which they observe and feel at workplace. Therefore, POP and job stress are used as antecedents that influence and deteriorate the level of JS academicians. However, the negative relationship between JSt and JS was insignificant. But POP and JSt proved to be negatively and significantly correlated. Also, POP significantly negatively affect JS of university teachers. There was no evidence found as the mediation role of JSt between POP and JS. This may happen because job stress is its self a psychological state and sometime treated as objective measure while perception of politics is subjective measure. Moreover, all the teachers understands that teaching is stressful profession and heavy workload and pressure from authorities is part of their job.

The research provides a brief and specific understanding that how POP and JSt affect the JS of teachers. However, the study cannot be generalized in the entire country due to massive number of private higher education institutions. Future research must in cooperate other factors that may contribute to decrease the JS of academicians. Also, for the generalizability of the study for private higher education institutions must be included in the sample for further studies.

References

- Akanbi, P. A., & Ofoegbu, O. E. (2013). Influence of perception of organizational politics on job satisfaction among university workers in Oyo Town, Nigeria. *European Journal of Business and Management*, 5(2), 162-168.
- Ali, Q. M. (2019). Work Related Stressors and Teachers' Performance : Evidence from College Teachers Working in Punjab. *European Scientific Journal*, 15(February). <https://doi.org/10.19044/esj.2019.v15n4p158>
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005) Affect and creativity at work. *Administrative Science Quarterly*, 50(3), 367–403.
- Anwar, K., Rosman, B. M. Y., & Kamran, A. (2014). Factors of Job Stress among university teachers in Pakistan A conceptual review. *Journal of Management Info.*, 2(1), 62–67.
- Asrar-ul-Haq, M., Ali, H. Y., Anwar, S., Iqbal, A., Iqbal, M. B., Suleman, N., ... & Haris-ul-Mahasbi, M. (2019). Impact of organizational politics on employee work outcomes in higher education institutions of Pakistan: Moderating role of social capital. *South Asian Journal of Business Studies*.
- Aziz, F., & Quraishi, U. (2017). Influence of Gender, Professional Qualification and Job Experience on Secondary School Teachers' Self-Efficacy. *FWU Journal of Social Sciences*, 11(2), 233–244. Retrieved from <http://www.redibw.de/db/ebSCO.php/search.ebSCOhost.com/login.aspx%3Fdirect%3Dtrue%26db%3Daph%26AN%3D127635317%26site%3Ddehost-live>
- Baloch, Q. B. (2009). Effects of job satisfaction on employees motivation and turn over intentions. *Journal of Managerial Sciences*, 2(1), 1-21.
- Basak, S. K., & Govender, D. W. (2015). Theoretical Framework Of The Factors Affecting University Academics Job Satisfaction. *International Business & Economics Research Journal (IBER)*, 14(2), 317. <https://doi.org/10.19030/iber.v14i2.9167>
- Beehr, T. A. (1976). Perceived situational moderators of the relationship between subjective role ambiguity and role strain. *Journal of applied psychology*, 61(1), 35.
- Bemana, S., Moradi, H., Ghasemi, M., Taghavi, S. M., & Ghayoor, A. H. (2013). The relationship among job stress and job satisfaction in municipality personnel in Iran. *World Applied Sciences Journal*, 22(2), 233-238.
- Bhatti, N., Hashmi, M. A., Raza, S. A., Shaikh, F. M., & Shafiq, K. (2011). Empirical analysis of job stress on job satisfaction among university teachers in Pakistan. *International business research*, 4(3), 264.
- Bliese, P., Adler, A., & Flynn, P. 2017. Transition processes: A review and synthesis integrating methods and theory. *Annual Review of Organizational Psychology and Organizational Behavior*, 4: 263-286.

- Blix, A.G., Cruise, R.J., Mitchell, B.M., Blix, G.G., Occupational stress among university teachers. *Educational Research*, 36 (2): 157 – 169. (1994).
- Cain, M. K., Zhang, Z., & Yuan, K. H. (2017). Univariate and multivariate skewness and kurtosis for measuring nonnormality: Prevalence, influence and estimation. *Behavior research methods*, 49(5), 1716-1735.
- Campbell, C.M., & O'Meara, K. (2014). Faculty agency: Departmental contexts that matter in faculty careers. *Research in Higher Education* 55(1), 49-74. doi:10.1007/s11162-013-9303-x
- Chang, C., Rosen, C., & Levy, P. 2009. The relationship between perceptions of organizational politics and employee attitudes, strain, and behavior: A meta-analytic examination. *Academy of Management Journal*, 52: 779-801.
- Chun, Y. H., Choi, S., & Song, M. (2019). Analyzing the Link Between Job Satisfaction and Performance in Educational Institutions. *International Journal of Public Administration*, 42(9), 707–722. <https://doi.org/10.1080/01900692.2018.1498101>
- Cropanzano, R. & Mitchell, M.S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6):874-900.
- Cropanzano, R. & Rupp, D.E. (2008). Social exchange theory and organizational justice: Job performance, citizenship behaviors, multiple foci, and a historical integration of two literatures. In Gilliland, S.W., Skarlicki, D.P. & Steiner, D.D., eds. *Research in social issues in management: Justice, morality, and social responsibility*. Greenwich CT: Information Age Publishing, pp. 63-99.
- Cotton, S.J., Dollard, M.F., de Jonge, J. Stress and student job design: Satisfaction, well-being, and performance in university students. *International Journal of Stress Management*, 9(3): 147-162. (2002).
- Cummins R.C. 1990. "Job stress and the buffering effort of supervisory support", *Group and Organizational Studies*, 15(1), pp.92-104.
- Danish, R. Q., Qaseem, S., Mehmood, T., Ali, Q. M., Ali, H. F., & Shahid, R. (2019). Work Related Stressors and Teachers' Performance: Evidence from College Teachers Working in Punjab. *European Scientific Journal ESJ*, 15(4), 158–173. <https://doi.org/10.19044/esj.2019.v15n4p158>
- DeTienne, K. B., Agle, B. R., Phillips, J. C., & Ingerson, M. (2012). The impact of moral stress compared to other stressors on employee fatigue, job satisfaction, and turnover: An empirical investigation. *Journal of Business Ethics*, 110(3), 377-391.
- Diener, T. (1985). Community college faculty job satisfaction. *Community/Junior College Quarterly of Research and Practice*, 9(4), 347-357.

- Dua, J.K., Job stressors and their effects on physical health, emotional health, and job satisfaction in a university. *Journal of Educational Administration*, 32(1): 59-78. (1994).
- Emerson, R.M. (1962). Power-dependence relations. *American Sociological Review*, 27(1): 31-41.
- Emerson, R.M. (1976). Social exchange theory. *Annual Review of Sociology*, 2:335-362.
- Ferris, G., Ellen, B., III, McAllister, C., & Maher, L. 2019. Reorganizing organizational politics research: A review of the literature and identification of future research directions. *Annual Review of Organizational Psychology and Organizational Behavior*, 6: 299-323.
- Ferris, G., Harrell-Cook, G., & Dulebohn, J. 2000. Organizational politics: The nature of the relationship between politics perceptions and political behavior. In S. Bacharach & E. Lawler (Eds.), *Research in the sociology of organizations*: 89-130. Stamford, CT: JAI.
- Ferris, G., Russ, G., & Fandt, P. 1989. Politics in organizations. In R. Giacalone & P. Rosenfeld (Eds.), *Impression management in the organization*: 143-170. Hillsdale, NJ: Lawrence Erlbaum.
- Fletcher, J.B., & Payne, R. 198). "Stress and Work: A Review and a Theoretical Framework", Part 1, *Personnel Review*, 9, pp. 1-20.
- Frohman, A. L. (1997). Igniting organizational change from below: The power of personal initiative. *Organizational Dynamics*, 25(3), 39-53.
- García-Carmona, M., Marín, M. D., & Aguayo, R. (2019). Burnout syndrome in secondary school teachers: a systematic review and meta-analysis. *Social Psychology of Education*, 22(1), 189–208. <https://doi.org/10.1007/s11218-018-9471-9>
- Ghaffar, A., Ameer, B., Arshad, N., & Urooj, F. (2013). Factors affecting job satisfaction level of academic staff in Pakistan. *Journal of Education and practice* 4(6).
- Giese, G. M. (2018). Using Herzberg's Theory of Motivation to predict job satisfaction in non- academic Iowa community college (Doctoral dissertation). Retrieved from ProQuest. (Order No. 10810610).
- Godman, J. M., Evans, W. R., & Carson, C. M. (2011). Organizational politics and stress: Perceived accountability as a coping mechanism. *The Journal of Business Inquiry*, 10(1), 66–80.
- Hair, J. F., Thomas, G., Hult, M., Ringle, C. M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling* (2nd ed.). Thousand Oakes, CA: Sage.
- Hair, J., Risher, J., Sarstedt, M., & Ringle, C. (2019), When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2-24.

- Hawe, E., Tuck, B., Manthei, R., Adair, V., & Moore, D. (2000). Job satisfaction and stress in New Zealand primary teachers. *New Zealand Journal of Educational Studies*, 35(2), 193-205.
- Hennessey, B. A., & Amabile, T. M. (2010). Creativity. *Annual Review of Psychology*, 61(1), 569-598.
- Henseler, J., Ringle, C., & Sarstedt, M. (2015). A New Criterion for Assessing Discriminant Validity in Variance-based Structural Equation Modeling. *Journal of the Academy of Marketing Science*, 43(1), 115-135.
- Hill, M. D. (1983). Some factors affecting the job satisfaction of community college faculty in Pennsylvania. *Community/Junior College Quarterly*, 7(4), 303-317.
- Hirschfeld, R. R. (2000). Does revising the intrinsic and extrinsic subscales of the Minnesota Satisfaction Questionnaire short form makes a difference? *Educational and Psychological Measurement*, 60(2), 255-270.
- Homans, G.C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63:597-606.
- Howard-Baldwin, T., Celik, B., & Kraska, M. (2012). Administrator job satisfaction in higher education (Report No. ED531811). Retrieved from <https://files.eric.ed.gov/fulltext/ED531811.pdf> Hrebiniak,
- Hutton, J. B., & Jobe, M. E. (1985). Job satisfaction of community college faculty. *Community/Junior College Quarterly*, 9(4), 317-324.
- Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). Organizational stress: Studies in role conflict and ambiguity.
- Khalid, S., Irshad, M. Z., & Mahmood, B. (2012). Job satisfaction among academic staff: a comparative analysis between public and private sector universities of Punjab, Pakistan. *International Journal of Business and Management*, 7(1), 126-136.
- Khan, A., Yusoffb, R. Bin, & Azam, K. (2018). Factors of job stress among university teachers in Pakistan : A conceptual review. *Journal of Management Info*, 1(2), 28–30.
- Kock, N. (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *International Journal of e-Collaboration*, 11(4), 1-10.
- Kock, N., & Lynn, G. S. (2012). Lateral collinearity and misleading results in variance-based SEM: An illustration and recommendations. *Journal of the Association for Information Systems*, 13(7), 546-580.
- Kock, N., & Lynn, G. S. (2012). Lateral collinearity and misleading results in variance-based SEM: An illustration and recommendations. *Journal of the Association for Information Systems* Some, 13(7), 546–580. [https://doi.org/10.1016/s0193-953x\(18\)30902-x](https://doi.org/10.1016/s0193-953x(18)30902-x)

- Koslowsky, M., Kluger, A., & Reich, M. 1995. *Commuting Stress: Causes, Effects, and Methods of Coping*. Plenum, New York.
- Landsbergis, P.A. 1988. "Occupational stress among health care workers: A test of the job-demands-control model", *Journal of Organizational Behavior*, 9, pp.217-239.
- Makhdoom, I. F., Malik, N. I., & Atta, M. (2015). Perception of organizational politics as predictor of job burnout among high school teachers. *Pakistan Journal of Social Sciences (PJSS)*, 35(1), 401-409.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422.
- McFarland, L., Van Iddekinge, C., & Ployhart, R. 2012. Measurement and methodology in organizational politics research. In G. Ferris & D. Treadway (Eds.), *Politics in organizations: Theory and research considerations*: 99-129. New York: Routledge.
- Mgaiwa, S. J. (2021). Academics' job satisfaction in Tanzania's higher education: The role of perceived work environment. *Social Sciences & Humanities Open*, 4(1), 100143. <https://doi.org/10.1016/j.ssaho.2021.100143>
- Miller, B., Rutherford, M., & Kolodinsky, R. 2008. Perceptions of organizational politics: A meta-analysis of out-comes. *Journal of Business and Psychology*, 22: 209-222.
- Moore, H. L. (2012). Ethical climate, organizational commitment, and job satisfaction of full-time faculty members (Doctoral dissertation). Retrieved from ProQuest. (Order No. 3515028).
- NECŞOI, D. V. (2011). Stress and job satisfaction among university teachers. *Anxiety*, 20, 13-17.
- Noordin, F., & Josuff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science*, 5(5).
- Norric. (2006). *Norric report on the System of Education in Pakistan: Nordic Recognition Information Centres*, Denmark, Sweden.
- Nunnally, J. C. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.
- Olson, B., Bao, Y. and Parayitam, S. (2014), "Political behavior, trustworthiness, job satisfaction, and commitment: an empirical study", *Chinese Management Studies*, Vol. 8 No. 3, pp. 354-374.
- Peiro, J. M.; Gonzalez-Roma, V., Tordera, N., &Manas, M. A. (2001). Does role stress predict burnout over time among health care professionals? *Psychology & Health*, 16(5), pp. 511-525.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879–891. <https://doi.org/10.3758/BRM.40.3.879>

- Ur Rehman, M., Irum, R., Tahir, N., Ijaz, Z., Noor, U., & Salma, U. (2012). The impact of job stress on employee job satisfaction: A study on private colleges of Pakistan. *Journal of Business Studies Quarterly*, 3(3), 50.
- Reynolds, S. J., Owens, B. P., & Rubenstein, A. L. (2011). Moral stress: Considering the nature and effects of managerial moral uncertainty. *Journal of Business Ethics* (4), 491.
- Santhapparaj, A. S., & Alam, S.S. (2005). Job satisfaction among academic staff in private universities in Malaysia. *Journal of Social Sciences*, 1(2), 72-76.
- Schwab, K. (2019). *The Global Competitiveness Report 4.0 2019*. *World Economic Forum*. <https://doi.org/10.5860/choice.44-5759>
- Sheena J., Cary C., Sue C., Ian D., Paul T., Clare M. 2005. "The experience of work-related stress across occupations", *Journal of Managerial Psychology*, 20(2), pp. 178-187.
- Shmueli, G., Ray, S., Velasquez Estrada, J. M., & Chatla, S. B. (2016). The Elephant in the Room: Predictive Performance of PLS Models. *Journal of Business Research*, 69(10), 4552–4564.
- Shmueli, G., Sarstedt, M., Hair, J. F., Cheah, J. H., Ting, H., Vaithilingam, S., & Ringle, C. M. (2019). Predictive Model Assessment in PLS-SEM: Guidelines for Using PLSpredict. *European Journal of Marketing*, 53(11), 2322-2347.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: Sage.
- Talat, I., Zulifqar, A., Ishfaq, A., Ashfaq, A., Muhammad, S., & Saher Khushi, M. (2012). Does compensation and demographical variable influence on teachers commitment and job satisfaction? a study of university of the Punjab, Pakistan. *International Journal of Business and Management*, 7(4), 35-43.
- Tehseen, S., & Ul Hadi, N. (2015). Factors Influencing Teachers' Performance and Retention. *Mediterranean Journal of Social Sciences*, 6(1), 233–244. <https://doi.org/10.5901/mjss.2015.v6n1p233>
- Terry, D. J., Nielsen, M., & Perchard, L. (1993). Effects of work stress on psychological well being and job satisfaction: The stress buffering role of social support. *Australian Journal of Psychology*, 45(3), 168-175.
- Truell, A. D., Price, W. T., Jr., & Joyner, R. L. (1998). Job satisfaction among community college occupational-technical faculty. *Community College Journal of Research and Practice*, 22(2), 111-122.
- Ulrich, C., O'Donnell, P., Taylor, C., Farrar, A., Danis, M., & Grady, C. (2007). Ethical climate, ethics stress, and the job satisfaction of nurses and social workers in the United States. *Social Science and Medicine*, 65(8), 1708–1719.

Vinokur-Kaplan, D. (1991). Job satisfaction among social workers in public and voluntary child welfare agencies. *Child Welfare: Journal of Policy, Practice, and Program*.

WorldBank. (2007). World Bank Report on Pakistan: Country Summary of Higher Education. Retrieved from http://siteresources.worldbank.org/EDUCATION/Resources/278200-1121703274255/1439264-1193249163062/Pakistan_countrySummary.pdf

Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy Of Management Journal*, 44(4), 682-696.
doi:10.2307/3069410

Contact emails: faisal.rehman@lcwu.edu.pk
nazlina@uum.edu.my
m.ashraf@greewich.ac.uk
Mashal_wattoo@yahoo.co.in