



RESEARCH PAPER

**Administrative Practices and Faculty Performance: A Case study of
Higher Education Institutes of Balochistan**

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ABSTRACT

The importance of educational institutes is recognized globally for the development of any country. Faculty members are the direct human resource of any educational institute directly involved in reshaping the students. This study aims to determine the administrative practices directly associated with the faculty members at higher education institutes in Balochistan. Furthermore, this study will also investigate how these practices will contribute to their performance by the mediating role of job satisfaction. Primary data was collected from the 275 faculty members of Baluchistan's overall higher education institutes by convenience sampling. The finding of this study shows that all three independent variables, training and development, compensation and benefits and working conditions in higher education institutes, were satisfactory. Then this will lead to the faculty member's job satisfaction, and ultimately, their performance will be increased due to job satisfaction. The findings of this study will help the universities and the higher education commission of Pakistan to improve the performance of the faculty members by taking corrective measures in administrative practices.

Keywords: Compensation and Benefits, Job Satisfaction, Training and Development, Working Conditions

Introduction

Different Dedicating human resources to the organization is viewed as a valuable and competitive edge over its rival (Hamadamin & Atan, 2019). It is a tactical tool to expand its market and boost its market share (Denga et al., 2022). There are two types of business organizations: product and service providers (Gaiardelli et al., 2021). Suppose we discuss organizations providing direct services to people, like education institutes; in these organizations, the behaviour and performance of the employee matter more than the product-providing organization (Kanda et al., 2021). If we talk about higher education institutes, there are two types of human resources: faculty members called the direct human resource (Krieg et al., 2022). While the other is the administrative staff, called the indirect human resource of the higher education institutes (Banmairuoy et al., 2022). The faculty members are called direct resources because they are directly involved in reshaping the student (Billett et al., 2020). At the same time, the administrative staff is called indirect human resources because they are not involved in reshaping the students (Farooq et al., 2022). But they provide support staff to faculty members to better provide their services (Elrehail et al., 2020). That is why the practices of the administrative staff of any university must be very supportive of enhancing the performance of the faculty members (Mazur & Walczynna, 2020). The prior studies found that administrative support remains an important research topic among researchers (Porter et al., 2019). Different factors considered in administrative support include training and development, compensation and benefits, working conditions, working environment, and availability of work resources (Liu et al.,

2020). Several researchers also pointed out that faculty members in different educational institutes always blame improper administrative support to be responsible for their performance (Irshad et al., 2022). This study aims to determine the significant administrative support factors accountable for the performance of the faculty members at higher education institutes in Balochistan. And find out how they affect their job satisfaction and performance.

Literature Review

Job satisfaction is a pleasure derived from a job (Javanmardnejad et al., 2021). It is one of the supervisor's significant challenges to ensure that their subordinates are satisfied with their jobs (Katebi et al., 2022). It was always considered that a satisfied employee is always more effective, efficient, and productive than a dissatisfied employee (Nguyen & Malik, 2022). Employee job satisfaction correlates highly with administrative practices like compensation, working capital and employee empowerment (Xu et al., 2022). Job satisfaction is the basic factor of workers' performance within organizations. If workers in any organization are happy with the administration, this will decrease worker turnover and ultimately increase productivity. The larger the employee satisfaction in any enterprise greater the potency of the workers, leading towards profits & efficiency (Mudasser et al., 2022). Any organization's management heavily emphasizes the human side of the business to forge close ties with its workers. The administration ensures that all personnel, whether on-site or not, are secure, content, and inspired to work successfully and efficiently toward the organization's goal (Irshad et al., 2022). Successful organizations always try to create a workplace where employees get rewarded with monetary and non-monetary rewards (Büchs & Koch, 2019). To do this, they create an assessment system that can recognize the finest candidates for the position by hiring, educating, and growing the devoted workplace to their task (Liu et al., 2022).

Training is a systematic process which changes the skills, knowledge, attitude, and behaviour, which further leads to the improvement in the experience of the employee that leads the employee to be capable of realizing the goals of the organization to fulfil the standard of human resource (Irshad et al., 2021). Training is not the only method for the new employees of the organization but also for the present employees to develop the skills needed for their respective. Training is essential to job satisfaction (Gong et al., 2022). Giving employees access to formal and informal training opportunities can help them develop. Examples include coaching, mentorship, and management development (Ahmad et al., 2021). According to the human capital theory, some labors are more productive than others because more money is spent on worker training. (Obaid & Ahmad, 2022). Employee training aims to escalate the employees' proficiency and ability to complete a specific task. Because employees are viewed as significant resources, firms invest in their training programs to magnify the expertise and potential of their employees (Ibrahim et al., 2018). Compensation is the combination of all the tangible and intangible services the employee received from the organization as a reward for the services they offered (Olaniran et al., 2022). It included the wages, incentives, bonuses, salaries and what else the organization paid to the employee. Worker compensation means all forms of pay or rewards going to workers and arising from their service, and it may be direct financial and indirect financial payments (Evans et al., 2020). The human resources department's remuneration function motivates employees; if a worker is content with their employment in the service sector, the management or company need not be concerned about clients' satisfaction. Employees become unmotivated or dissatisfied when they are not paid fairly for their services (Govindan et al., 2021). Because compensation and benefits are the return on an employee's labor, a company should take this remuneration component seriously (Shammi et al., 2020). The researchers identify that if you want your worker to execute as per your need so you must provide a little concentration to make their surroundings more comfortable, it will help your employee carry out well and grow your organization (Florida et al., 2021). Employees can work because of environmental variables like economic structure, cultural

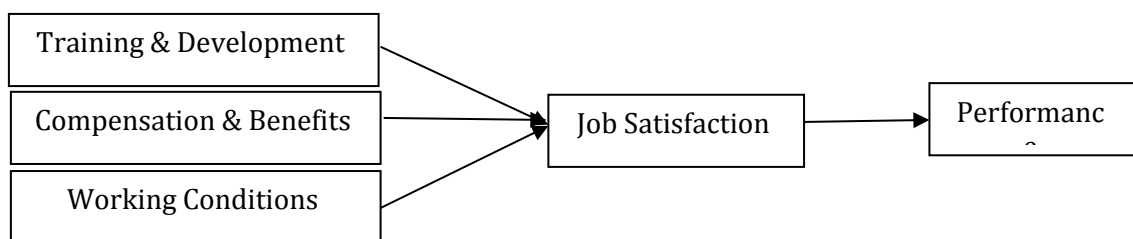
structure, and social policy, as well as organizational aspects like technology, working circumstances, job position, routine, property, and general working conditions (Wiedmann et al., 2020). Based on the above arguments of the literature following hypotheses are formulated.

H₁: Job satisfaction mediates the relationship between training & development, and performance

H₂: Job satisfaction mediates the relationship between compensation & benefits and performance

H₃: Job satisfaction mediates the relationship between working conditions and performance

Conceptual Framework



Material and Methods

The primary data for the study was collected from 275 faculty members of the overall higher education institutes of Balochistan. The sampling technique used for the data collection was convenience sampling. The tool used for the primary data collection was a closed-ended questionnaire. All the measures used in the closed-ended questionnaire were adopted from the prior studies to ensure the reliability and quality of the collected data. The scale used for the questionnaire was a five-point Likert, where one means the lowest level of agreement and five means the highest level of agreement. The gathered data was analyzed through the Partial Least Square Structural Equation Modelling via SmartPLS.

The philosophical foundation of the study

Research philosophical paradigm is the way in social science research in which we examine social phenomena, and from these phenomena, we get a particular understanding and explanation. The philosophical approach of social science research consists of four levels of approaches. These four levels of approaches are ontological approach, epistemological approach, methodological approach, and methods. An ontological approach is an approach in research philosophy which tells us about the belief of reality. This tells us what reality is and what the nature of reality is. Either the reality is single or multiple. If we see the ontological approach of this study, it is based on a single reality because, in this study, the researcher believed in a singular reality. The second level of the philosophical approach is the epistemological approach, which tells us how we know reality. On the epistemological level, there are two ways to know the reality: objectivism and subjectivism. Objectivism is an approach in which the researcher gets knowledge about the reality or truth, but the researcher influences the data gathering. While in subjectivism, the data gathering about reality is free from the researcher's influence. This study is subjective because the researcher does not influence the gathered data. The theoretical perspective of this study is that there are two ways to positivism and post-positivism. According to positivists, it is an approach to the study of society which relies specifically on scientific evidence like experiments and statistics to reveal the true nature of how society operates. This study lies on the positivism paradigm because this study deals with all analyses based on scientific

standards and statistical manipulation of quantitative data. The next step is the methodological approach; basically, the methodological approach is the strategy of the researcher to plan the actions for methods for data gathering. The data collected for the study will be on a closed-ended questionnaire to better suit the statistical analysis.

Results and Discussion

Demographic Profile of the Respondents

The table1 shows the demographic profile of the respondents. The first section of the table shows 173 are males and 102 are females among the total 275 respondents. The second section of table 1 shows the age group of the respondents. This section shows that the respondents are divided into three age groups, which are 30 years and less, 31 to 45 years and 46 and above. Table 1 shows that 152 respondents belong to the age group of 30 and less years, 78 belong to the 31 to 45 years and 45 and 46 years and above age group.

Table1
Demographic Profile of Respondents

Gander	Number	Percentage
Male	173	63%
Female	102	37%
Total	275	100%
Age Group	Number	Percentage
30 Years and Less	152	55%
31 to 45 Years	78	28%
46 Years and Above	45	16%
Total	275	100%
Qualification	Number	Percentage
Graduate	198	72%
Post-Graduate	77	28%
Total	275	100%

Reliability and Convergent Validity

Table 2 of the reliability and convergent validity shows the reliability and convergent validity of the data gathered via the questionnaire. There are two main types of reliability one called item reliability and the other is called construct reliability. The measure used for item reliability is outer loading values, while the measure used for construct reliability is composite reliability. The threshold value for both measures is 0.7 and above, but even 0.6 is also entertained in exceptional cases. Table 2 shows that all the items of the individual construct and the construct itself are above the threshold value, which indicates that all the data of items and the construct are reliable to be further analyzed. For the convergent validity, the measure used is AVE. The threshold value for the AVE is 0.5 and above. Table 2 shows that all the constructs have AVE values greater than 0.5, which indicates that all the constructs are convergently valid.

Table 2
Reliability and Convergent Validity

Constructs	Items	Loadings	CR	AVE
Training and Development	TD1	0.785	0.765	0.531
	TD2	0.745		
	TD3	0.712		
	TD4	0.789		
Compensation and Benefits	CB1	0.745	0.751	0.512
	CB2	0.765		

	CB3	0.732		
Working Conditions	WC1	0.856	0.835	0.593
	WC2	0.845		
	WC3	0.875		
	WC4	0.811		
	WC5	0.785		
Job Satisfaction	JS1	0.774	0.731	0.542
	JS2	0.711		
	JS3	0.712		
	JS4	0.854		
Performance	PR1	0.895	0.761	0.581
	PR2	0.785		
	PR3	0.745		
	PR4	0.754		
	PR5	0.774		

Discriminant Validity

Three significant measures are used for the discriminant validity of a construct when we run a structural equation model. These are the cross-loading values, HTMT values and the Fornell Larcker criteria. In the case of variance-based SEM, it is recommended by several researchers that HTMT is a more reliable measure to be used. Table 3 of the discriminant validity shows the HTMT values of each construct. The threshold value for the HTMT is 0.85 or less. The table shows that all the HTMT values are smaller than the threshold values, which indicates that all the constructs are discriminately valid.

Table 3
HTMT Values

	Training and Development	Compensation and Benefits	Working Conditions	Job Satisfaction
Compensation and Benefits	0.784			
Working Conditions	0.564	0.845		
Job Satisfaction	0.625	0.654	0.365	
Performance	0.421	0.321	0.325	0.521

Hypothesis Testing and Regression Analysis

Table 4 of the hypothesis testing and the regression analysis shows that there are three hypotheses that this study wants to test. All three hypotheses are mediating relationships. The measures used for the hypothesis testing are the p and t values. The threshold value for the p is 0.05 and less, while the threshold value for the t is 1.96 and above. Table 4 shows that all the hypotheses have the t and p values more significant than the threshold values, indicating that this study's result supports all the hypotheses. In comparison, the beta coefficient of each relationship shows the strength of the individual relationship.

Table 4
Hypothesis Testing and Regression Analysis

Hypothesis	β	t	P	Remarks
H1: T & D -> Job Satisfaction -> Performance	0.341	9.654	0.000	Supported
H2: C & B -> Job Satisfaction -> Performance	0.231	14.235	0.000	Supported

H3: W C -> Job Satisfaction -> Performance	0.216	32.412	0.000	Supported
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R Square

Table 5 of the R square shows the coefficient of the determination of the model. The coefficient of determination means how much variation in the dependent variable is due to the model's independent variables. Table 5 shows that the R square value is 0.524, which shows that 52.4% variation in the performance of the faculty members in the higher education institutes is due to administrative practices such as training and development, compensation benefits and working conditions.

Table 5
R-Square

	R Square	R Square Adjusted
Performance	0.524	0.521

Conclusion and Recommendations

From the findings of this study, administrative practices such as training and development, compensation and benefits and working conditions are highly influential for the job satisfaction of the higher education faculty members of the higher education institutes. If these practices are satisfactory for the faculty members, this will lead them to job satisfaction and ultimately enhance their job performance. So from the findings of this study, it is suggested that the universities and the higher education commission of Pakistan provide good opportunities for training and development, good compensation packages and suitable working conditions to the faculty members of the universities in Balochistan to increase their performance. The findings of this study will also help the universities of other provinces of Pakistan and abroad to enhance the job satisfaction and performance of their faculty members. This study finding will also help the lower education institutes like colleges and schools achieve good performance of their teachers.

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