Career Success and Organizational Justice as the Potential Predictors of Perceived University Performance: A Study from Public Sector Universities of Pakistan

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Abstract
The main aspiration of the study remained to explore and examine the predictors of perceived university performance. While career success for the faculty members of public sector universities in Pakistan is becoming the area of interest for researchers and academicians. Data were collected from 223 faculty members who are currently serving as faculty members in public sector universities of Pakistan. The results supported the significant positive association of career success and organizational justice with perceived university performance. SEM-PLS technique through, Smart PLS 2.0 applied to explore the results.
Keywords: Career Success, Organizational Justice, Perceived University Performance, Universities, Pakistan.

Introduction
Current study is a smart strive towards discovering potential determinants of university performance in public sector universities of Pakistan. While, the faculty members in public sector universities of Pakistan are deemed non-productive and they contribute towards the university performance rarely (Saher, Bibi, Farmanullah, & Abbas, 2014). As career success is an important goal for most of faculty members. However, it is deemed that Government sector organizations are not even effective, such organizations are criticised as the resource wasting institutions of the state (Khan, Shukor, & Soffian, 2015; Kiran, Noor, & Khan, 2014). However, career successes of the faculty members' is in best interest of universities under public sector more than the faculty members themselves (Ng, Eby, Sorensen, & Feldman, 2005; Ng & Feldman, 2010)**.**

In Pakistan there are 179 universities recognized by Higher Education Commission of Pakistan. Currently there are 75 universities under private sector and 104 under public sector ("HEC," 2015). The performance of the 179 universities are not good enough to get place in top 500 universities of the world for the year 2015, except one which has been ranked at 496th out of 500 best universities of the world for the year 2015 ("Top 500 Best Universities," 2014). Recently published QS ranking there are only 20 universities from Pakistan in top 800 universities of Pakistan. While, Pakistan's educational system was ranked the poorest in world ranking (*The Pakistani curriculum and extremism*, 2016). According to (Nelofer, 2013) the universities in Pakistan are deemed like degree mills because of low employability of graduates from these institutions. Currently there are 3.7 billion graduates unemployed in the world. Therefore, it is utmost essential, to serve the nation in restored way by making unemployed youth as a potential asset, through training, education and their personality development. So it is assumed as the foremost important function of the universities by taking initiative to tackle down unemployment through producing highly professional graduates. Although, currently there are 197 million people unemployed, represent the 06% of total population around the globe. Whilst it does not include 39 million employees dropped out from the organizations (Orhangazi, 2015). According to (*Population , Labour Force and Employment*, 2014) there were 397 million people living lives extremely below poverty line and 472 million people can hardly able to afford the basic necessities of life. However, globally there is 6% unemployment rate, while in Pakistan the trend is slightly lower, it is 5% but higher than neighbouring countries like China and India 4.6 and 3.6 percent respectively (Orhangazi, 2015). Out of 139 million unemployed people the young people have been observed 73.8% unemployed in the overall unemployment around the sphere are not betrayed in any sort of education, training and employment in the world. It can be inferred that the universities might have to improve their productivity to generate the employability in the professional studies, degree itself is nothing until and unless have the ability to provide proper employment for the graduates (Pavlin & Svetlik, 2014).

Why the public sector universities in Pakistan are not able to perform better internationally? There might be a lot of reasons including low salaries, higher workload, imperceptible opportunities of professional growth & career success and lack of organizational justice in the institutions of higher education of Pakistan (Q. I. K. Khan et al., 2015). Whereas, Pakistan has been ranked at 55 in global cultural index (Minkov & Hofstede, 2011). The situations of law and order, justice are very poor due to the higher level of corruption by the higher leadership and parliamentarians including Prime Ministers, Presidents current and previous since independence (Chêne, 2008; Javaid, 2010). According to transparency Pakistan has been ranked 117/168 the most corrupt country of the world ("Country Ranking in Corruption," 2016). In such a worst situation where some nations are only progressing in

corruption, the possibilities of being treated in an impartial and unprejudiced way are very rare and cannot be expected.

Statement of Problem: Public sector universities of Pakistan are not performing well as compared to the international standards, because the faculty members working in such institutions are not performing well or efficiently, there might be a lot of reasons behind this such as feebler performance and lower contribution towards the overall university performance, hardly visible service structure for the faculty members. Upon analysing the trends of faculty members' education and research publications as shown in table: 1.1 below. It has been observed from the available data that there are currently 9253 faculty members having PhD degrees and 25191 faculty members have not doctoral degree in the year 2013; and could hardly published only 6507 research articles.

Table: 1.1: Statics of Faculty & Their Contribution for Universities

Description	2008	2009	2010	2011	2012	2013
PhD Faculty	3483	4975	6315	6529	7625	9253
Non-PhD Faculty	11616	12860	No Record	23141	24715	25191
HEIs	126	127	132	138	146	153
Research	3425	3939	4963	6200	6400	6507

Source: Higher Education Commission of Pakistan, (2015).

According to the above mentioned table only 27% faculty members have PhD degrees to teach. While, 73% faculty members require to improve their qualification. So, to sum up the earlier ponder 25191 faculty members are required to advance their qualification for their own growth and survival in the same field. As in the contemporary situations in Pakistan survival in the profession is not easy, it has now become highly competitive, complex and complicated. As after the international global crises of 2008 many organizations have started following the retrenchment practices to minimize the operational cost to hedge themselves from heavy losses as well as their own survival (Arfan, 2013; Tan, 2010).

Although, as mentioned above there are 39 million people dropped out from the different organizations due to the erupting trends of retrenchments around the world; for the succession of institutions (Tan, 2010). These dropped out people need jobs for their survival. Whilst, the situation has created a strong competition among the existing employee; as the dropped out employees have good experience and hands on practice (Azeem, Rubina, & Paracha, 2013; Hanna, 2014; Ishtiaq, 2015). Now, the time is to upgrade the professional career by enhancing qualification and work experience, otherwise the survival will become very complicated (Ng & Feldman, 2013). Career success is deemed and necessary for the success and survival in the professional life and career (Harash, Al-Timmi, Alsaad, Al-Badran, & Ahmed, 2014; Praskova, Creed, & Hood, 2015; Yean & Yahya, 2013; Zainal, 2012).Career success has now become the area of interest for the academicians and researchers contemporarily in Pakistan (Saher et al., 2014; Yasir, Rizwan, Fiza, & Javed, 2013).

Whilst, the organizational justice is utmost necessary for organizational success and progress. In recent studies the importance of the career success has been focused for the institutional success (Q. I. Khan, Shukor, & Soffian, 2015; Shahzad et al., 2008; Yasir et al., 2013). Career success cannot be ignored. Nevertheless, as all the human beings are not equal and the performance from all the employees at work cannot be expected the same (Mukhtar, Siengthai, & Ramzan, 2011). Therefore the need of organizational justice is vital to allocate the workload and opportunities of progress in public sector institutions (Al-zu, 2010; Sarania, Safania, & Razavi, 2013). Human resource management practices with justice and fairness must be designed to extract higher performance from the available workforce by training them and enabling them to contribute towards their own career and development in the global market (Kaifi, Khanfar, Nafei, & Kaifi, 2013; Yasir et al., 2013). While, organizational justice and career success are utmost necessary for better performance of the institutions in educational sector of Pakistan and to enhance universities' performance (Arif & Ameer, 2013; Parveen, 2011).

Research Questions
1. Does career success associate with university performance?
2. Does organizational justice associates with university performance?

Research Objectives
1. To examine the association of career success with university performance.
2. To examine the association of organizational justice with university performance?

Significance and Scope of the Study: Career success is the combination to two words career and success. Success stands for the progress and attainment of wealth while the career means the general course of action that the individuals' chooses to pursue their profession throughout their life span (Shah, 2005; Yahya, Yean, & Idris, 2014). Career success of faculty members in public sector universities remained ignored by the researchers. This study is amongst the earlier studies that is focusing career success in Pakistan's public sector universities. Career success is as major contributor in universities' performance has been touched in unique context. Whereas, distributed justice and procedural justice has been taken under consideration. This construct in this context has been deemed

unique and potential to serve the purpose.

Review of the Literature

University performance has not remained the area of focus in previous studies. The ranking criteria of the international bodies specially focus the universities of developed countries ("Top 500 Best Universities," 2014). These are the employees who help the organizations to achieve their desired objectives. Therefore, it can be said that employees are the backbone of organizational success but there is a strong need to motivate and maintain them to get the competitive advantage in terms of giving quality products and services to the stakeholders (Khurram, Rehman, Shad, Gul, & Khan, 2011). In this regard professionally trained workforce plays an important role for achieving competitive advantage by providing good quality output and potential contribution (Amin, Ismail, Rasid, & Selemani, 2014). In the study Career has been derived from Latin word, *"Carraria"* in English like road, carriage. Career success is the permutation of two different words, Career and Success, while it can be interpreted as an individuals' journey through learning, efforts, professional experience and other aspects of life. There are countless techniques for defining career and the term is applied in a variety of ways. So it might be construed meritoriously that it is an agenda of an individual's progress from first to last (Q. I. Khan et al., 2015; Quaisar, Khulida, & Tan, 2014; Saher et al., 2014). As the people are not same, their emotions about the same phenomenon can vary in different perspectives and perceptions. As according to (Tan, 2010) it is redundant that an individual in the age of twenty year might have different reflection or perceptions about the career while an individual at the age of thirty might be having the same reflections as the individual in the age of fifty or sixty years; it is further not necessary that both have the same perceptions about the career in same sense or meanings. There are imaginable upshots of dissimilarity of assumptions in idiosyncratic individuals may be because of diverse civilizations, learning, knowledge and physical and mental abilities (Khan et al., 2015; Mumtaz, Khan, Aslam, & Ahmad, 2012; Sarwar, Aslam, & Rasheed, 2012). Currently, it is proposed that the current study will reveal insight into the dilemma of inclination by defining career success, through its imperative commitment in the collection of evidence and theory also. Career success has been partitioned into two reflections, (i) Intrinsic and (ii) extrinsic reflections separately, sometimes interchangeably called (i) subjective and (ii) objective in nature as well. Extrinsic reflection can be seen and observable; relatively objective in nature comprises on noticeable outcomes including (i) salary, (ii) ascendancy and (iii) professional status, while intrinsic career success stands for the internal satisfaction of the employee from his/her profession and life (Saher et al., 2014). The neutrality of observer might be apparent while evaluating the extraneous reflections or objective achievement of the individual. While, intrinsic reflections or subjective career success means individual's own perceptions identified with his/her own profession (Ng et al., 2005; Ng & Feldman, 2013; Sur & Ng, 2014).

The negligible has been observed in the area of organizational justice for organizational progress (Mumtaz et al., 2012; Murtaza, Shad, & Malik, 2011). The psychological processes, where organizational justice have the potential to determine the attitude and behaviour of the employees' working in the organization (Raihan, 2012; Sabir et al., 2010). Globally the organizations have been found in the strict competitive environment. The opportunities for the work or employment are scarce as well, but for high performing worker the opportunities are abundant and countless to mention (Q. I. K. Khan et al., 2015; Quaisar et al., 2014). Universities are deemed the most important and competitive weapon in contributing towards lowering down the poverty, unemployment and enhancing national income & integrity (Arfan, 2013). Nevertheless, the organizational justice must be in order to accommodate and facilitate the employees at work as well as to derive motivation to work and satisfaction from work; to facilitate and boost organizational functioning in the dynamically competitive and complex environment (Saeed et al., 2014), (Murtaza et al., 2011).

Organizational justice and the opportunities of professional growth are now a days getting increased influence in the academia due to the ability to manage employees' attitude and behaviour at workplace. Existing literature provided the guidance about the perceptions of organizational justice that are considered more important in enhancing organizational performance and retain the quality work force to produce better productivity (Arif & Ameer, 2013; Rhee, Zhao, & Kim, 2014).

Whilst, the university performance has always been desired and necessary for the development and sustainability in the competitive world, funding agencies are also concerned about the utilization of their fund either used in right way; to be utilized in extracting the maximum efficiency in productivity, otherwise the distribution of such grants can be moved to some other institution that can produce better output from these funds (Asif, Awan, Khan, & Ahmad, 2013; Shan, Ishaq, & Shaheen, 2015). However, the heads of the institutions have to remain impartial and fair while dealing with the faculty members, all the work loads and assignments are supposed to be allocated according to the capacity and capabilities of the individuals. The discussion of legal proceedings and administrative justice are another aspect of procedural justice.

Whilst, the distributive justice is all about perturbs, a kind of a communally just to allocate goods to the society. A society where, minor inequities in outcome do not occur would be deemed as a society directed by the doctrine of distributive justice (Asghar, Qayyum, Zaheer, Mughal, & Khalid, 2011; Dent, 2015; Jacobs, Belschak,
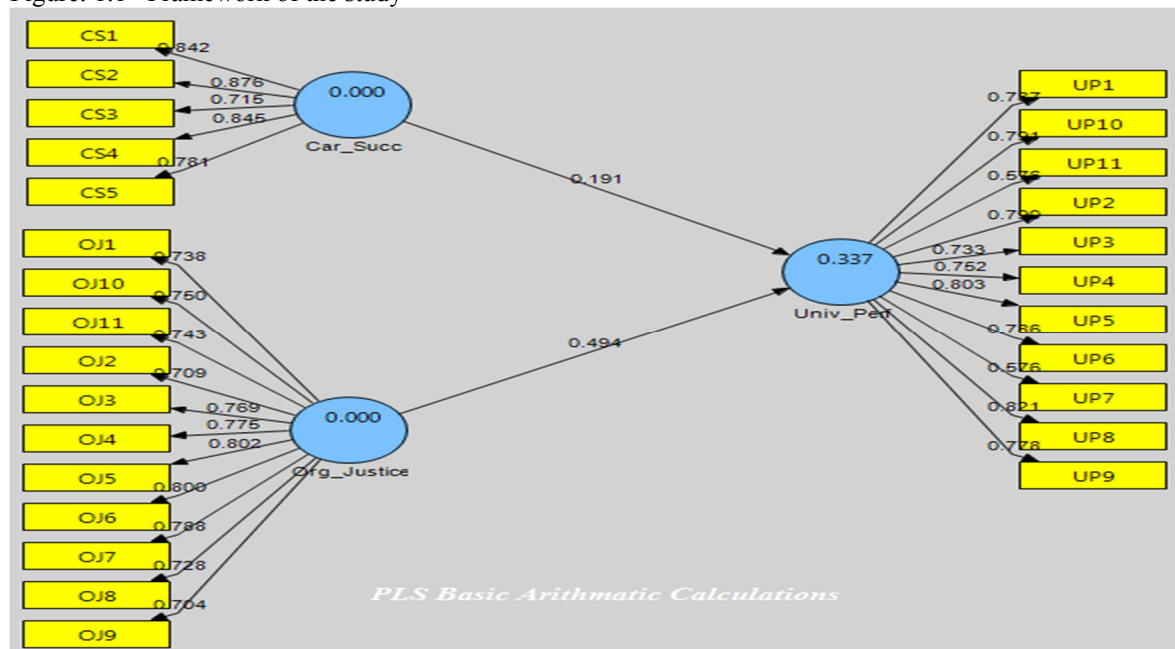
& Den Hartog, 2013; Struyven, Jacobs, & Dochy, 2013; Tessema & Soeters, 2006). Individuals have the potential to contribute better towards the attainment of organizational objectives. If the individuals are given the equal opportunities of growth and progress they can contribute towards the university performance better (Nabi, 2000).

In the organizational context as individuals' career success contributes better and enhances organizational performance. Therefore, it is necessarily required to evaluate the areas of human aspects, that are helpful in enhancing performance at work, that enable the individuals to work for their own success, which ultimately contribute better towards the organizational performance (Saeed et al., 2014; Stumpf, 2014). So it can be hypothesized that:

H1:   Career success has significantly positive relationship with university performance.
H2:   Organizational justice has significantly positive relationship with career success.

Research Framework:
Figure: 1.1   Framework of the study

Underpinning Theory: The theory of dynamic capability has been found supporting the conceptual model (Fueglistaller & Schrettle, 2010; Helfat et al., 2013; Teece, Pisano, Shuen, & Shuen, 1997; Teece, 2007, 2009). According to (Teece et al., 1997) the human beings have the potential to contribute better towards the attainment of organizational objectives. If the individuals are given the equal opportunities of growth and progress they can contribute towards the university performance better and have the abilities to enhance the performance with their impending contribution (Teece, 2007).

Methodology and Research Design: Current study intended to explore the relationship and impact of career success and organizational justice on university performance. This effort has been undertaken to enhance the existing literature by adding new chapter from Pakistan in theory and practice. The suitable approach to test theory and hypothesis has been found quantitative as the purpose of the study is to test the hypothesis and theory rather than developing new theory.

Sample and Respondents: Sample for the study has been chosen from 104 public sector universities. 223 faculty members working in public sector universities has participated and responded for this study. For the study a self-administrated questionnaire was personally disseminated among the respondents. Each respondent was given one questionnaire and in accordance to the nature of study. We endowed with indispensable support from respondents in accomplishing technicalities understandable in answering the questions and reservations. For the sake of analysis quantitative tools and techniques were applied by using statistical package for social sciences (SPSS) version 20 for data validation and SMART PLS version 2.0 for assessing Reliability, Validity, Cronbach's alpha, R^2, Path Coefficient, Bootstrapping, T-statistics and standard deviation.

Measures and Instruments: The perceptual information from respondents have been received upon the existence. However the 5 items measurement scale for career success has been adopted from the genuine source (Greenhaus, Parasuraman, & Wormley, 1990). Organizational justice has been adopted from genuine source, having 11 items (Colquitt, 2001). Whilst the perceived university performance has been adopted from (Shahzad et al., 2008), an instrument of 11 items that has already been tested in Pakistani environment. The questionnaire used in this study consist of 27 items overall. All the respondents were requested to articulate their adjudication by using a five point

likert scale ranging from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree and (5) strongly agree. As the measurement instrument has been tested widely in previous studies so the need of EFA has not been realised here for the study.

Results and Findings:

The following table 1.2 demonstrates the composite reliability and convergent validity for the latent variables of the current study. Composite reliability, Cronbach's alpha and average variance extracted (AVE) has been derived by using SMART PLS software 2.0 version. Cronbach's alpha which measures how well the variables are associate with each and other has been shown in the table 1.2 as below: Table 1.3 represents discriminant validity of the construct. Table 1.4 represents the factor loading of the items, all the items remained within threshold values; as the measurements has been tested in the Asian context. Perceived university has been also tested in Pakistan earlier (Shahzad et al., 2008).

Table 1.2:Reliability and the internal consistency of the variables

	Composite Reliability	Cronbach's Alpha	AVE
Career Success	0.907	0.8712	0.6623
Organizational Justice	0.936	0.9247	0.5712
University Performance	0.933	0.9204	0.5617

R^2 = 0.337

AVE should be above 0.5 Threshold for Convergent Validity (Bagozzi & Yi, 1988; Hair, Sarstedt, Hopkins, & Kuppelwieser, 2014). The desired value for composite reliability is 0.7 and above. While for the exploratory research a value equal to above 0.6 can also be accepted (Bagozzi & Yi, 1988; Henseler et al., 2014).

Table: 1.3 Discriminant Validity

|	Career Success	Organizational Justice	University Performance
Career Success	**0.8138**	x	x
Organizational Justice	0.2963	**0.7558**	x
University Performance	0.3371	0.5509	**0.7495**

It is desired that the sqrt (AVE)   should be above the latent variable correlation..

Table: 1.4 Factor Loading

	Career Success	Organizational Justice	University Performance
CS1	**0.8421**		
CS2	**0.8756**		
CS3	**0.7148**		
CS4	**0.845**		
CS5	**0.7815**		
OJ1		0.7378	
OJ2		0.7089	
OJ3		0.7692	
OJ4		0.7747	
OJ5		0.8016	
OJ6		0.8003	
OJ7		0.7882	
OJ8		0.7277	
OJ9		0.704	
OJ10		0.7501	
OJ11		0.7432	
UP1			0.7874
UP2			0.7903
UP3			0.7326
UP4			0.752
UP5			0.8035
UP6			0.786
UP7			0.5756
UP8			0.8206
UP9			0.7781
UP10			0.7913
UP11			0.5762

After verifying the basic assumptions that all are found within threshold value and standards. So the next step can be taken to test the hypothesis as visible clearly in figure 1.2 below. Bootstrapping was used from sample of 223 up to 1000 to test the hypothesis:

Figure: 1.2 Results of Bootstrapping
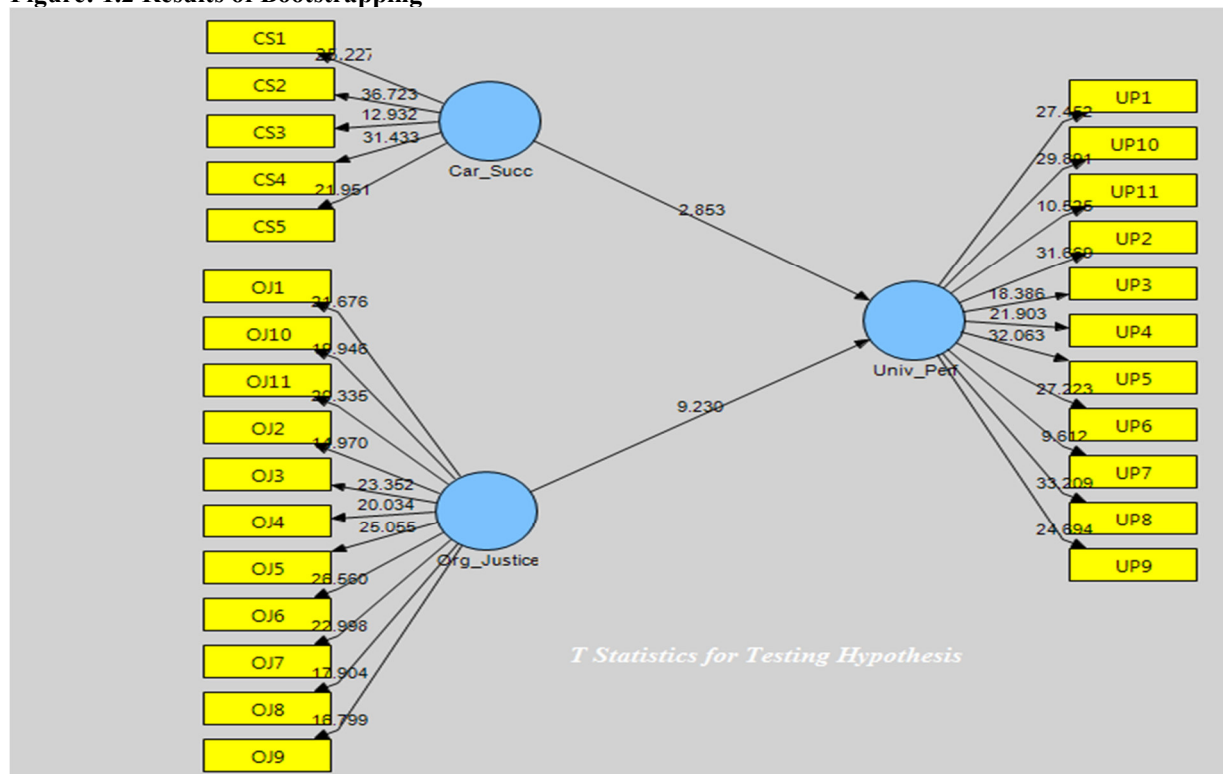
Further details has been provided in Table: 1.5 for making decision and testing hypothesis on threshold values and standards. As the table 1.5 demonstrates the model indices fit at which the model is legitimated (Bagozzi & Yi, 1988). T-Value for two tail test is appropriate and acceptable is found equal to or above 1.96 and even acceptable in some cases equal or above 4.65 (Kumar, Talib, & Ramayah, 2012) having strong justification. Here T-Value has been found over and above 1.96 converted into P-Values which resulted 0.0045 and 0.0000 which are <0.05. Therefore, the hypothesis are being accepted.

Table: 1.5T-Statistics for testing hypothesis

	Standard Deviation	Standard Error	T-Value	P-Value
Career Success ---> University Performance	0.0668	0.0668	2.85	0.0045
Organizational Justice ----> University Performance	0.0536	0.0536	9.23	0.0000
P. Value is < 0.05. *Therefore, H1 and H2 both are ACCEPTED.*				

Discussion and Conclusion: The study in its unique construct is exploratory in Pakistan. This research was executed for the faculty members in public sector universities of Pakistan. The study has tried to explore the impact of career success and organizational justice in predicting university performance. As the r^2 remained *0.337* that represents there are more the 66% other factors that determine university performance such as personality traits cultural factor that might be able to determine university performance in better and potentially significant way. The main approach in this study was those individuals who plan for their career and progress in the profession. There are need of testing moderating effect of organizational commitment. The study is helpful for policy makers and perspective students and researchers as well.

Limitations of the study: As the scope of the study is very narrow and covers only 223 faculty members; those who are full time lecturers, assistant professors, associate professors and professors. Due to some financial constraints the data collection period also remained limited up to 45 days. The study has tested only two predictors of perceived university performance i) Career Success (Subjective) and ii) Organizational Justice (Procedural and Distributed), that has been remained the major limitation as well. Further, as mentioned earlier that the R^2 remained 0.337. It means there are still 66% other factor which remained unexplored in this study.

Future recommendations: Future researcher may choose the larger sample and there are many other influential factors that have not been investigated in the current study. It is urged that environmental turbulence might be tested as moderator for such type of studies as the electricity shortfall, corruption, industrial setbacks are reshaping

the business environment rapidly and supposed as the potential moderator for future studies. Qualitative evaluation is assumed to serve the purpose better.

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