



## Review Article

# Effect of Administrative Practices on Job Performance: An Empirical Study among Public University Employees in Pakistan

Muhammad Naveed Jabbar<sup>\*1</sup>, Dr. Fauzi Hussin<sup>1</sup>, Dr. Muhammad Aamir Hashmi<sup>2</sup> and Syed Muahmmad Imran Jafri<sup>3</sup>

<sup>1</sup>University of Utara Malaysia

<sup>2</sup>Department of Clinical, Edu, & Health Psychology UCL, UK

<sup>3</sup>Northampton University, England

### \*Corresponding Author

Muhammad Naveed Jabbar

Email: [m.naveedjabbar@gmail.com](mailto:m.naveedjabbar@gmail.com)

### Article History

Received: 14.01.2020

Accepted: 26.02.2020

Published: 29.02.2020

**Abstract:** Past studies have been conducted to examine the effects of administrative practices on Employees' job Performance in developed countries but only rare researches were directed in developing countries like Pakistan. Pakistan is still lacking behind to conduct the research in the administrative practices. This study mainly focuses on the education sector. The study is descriptive in its nature. In this study population was comprised of all employees from public Universities in Punjab, Pakistan. 180 respondents were selected through stratified random sampling approach from 6 public universities. The Data was collected through questionnaire contained 5-point Likert scale arrangement. Administrative practices were an independent variable whereas job satisfaction of the employees was a dependent variable. The two questionnaires (administrative practices and job performance) were developed for this study. The main dimensions included in administrative practices were compensation, training & development, career planning and recruitment selection. On the other hand, the main dimensions in job performance questionnaire were quality of work, productivity, knowledge of job and interpersonal relations. There were total 32 questions. The result of the study showed that there was strong and positive effect of administrative practices on job performance of the employees at university level.

**Keywords:** Administrative Practices, Employees' Job Performance, University Level.

**Copyright @ 2019:** This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

## LITERATURE REVIEW

Job performance is the extreme output after completion the successful tasks during job hours. However, job performance is a positive behavior of the employees with atheistic effort. The employees perform well for the completion of the organizational objectives with the effective administrative practices of the higher authorities. It is the positive attitude of the employees for the development of the educational institutions (Akinfe, Olofinniyi & Fashiku, 2012). The present research was conducted to investigate the effect of administrative practices on employees' job performance in education sector of Pakistan. Many germane administrative practices (appraisal performance, professional development, involvement of the employees and fringe and contingents' benefits) have been focused in present paper. Administrative practices are a process of retaining, attracting and motivating the employees to provide guarantee for the existence of the institution (Schuler and Jackson, 1987). The proper use of administrative practices in a positive way and to influences the level of employee commitment (Purcell, 2003). Administrative practices in educational institutions such as, employees' appraisal performance and training & development to insure the effective output of employees and betterment of the educational institution (Pfeffer, 1998). The employees job performance mainly depends upon the positive attitudes of the administration. The developed organizations assure the satisfaction of the employees. The satisfied employees work with

full zeal and zest if they feel satisfaction about their managers activities. The empowerment, effective communication and positive relations with the employees are an important factor the best performance of the employees. Then they take the responsibilities for the fulfill of common objectives of the educational institutions (Leigh, 2005). Appraisal performance is the most effective tool to investigate the work ability according to the given task. The main objective of the appraisal performance is to highlight the defects and given the effective instruction for the betterment of the achievements. Appraisal performance develop the level of confidence and motivation between the administration and employees (Salas *et al.*, 2012). performance and evaluation increase the employee's productivity that in turn increases organizational performance. Performance appraisal improves professional growth by pointing out the area of performance enhancement. Transparent performance evaluation motivates employees to work more to achieve the organizational objectives (Singh, 2004). Wan *et al.*, (2002) suggested that the appraisal performance without focus on the race and cost is an effective tool for the development of the ability and skills of the employees. It increases the commitment and change the behavior of the employees (Wan, D. *et al.*, 2002). The development of the educational institutions and employees' performance mainly based on the satisfaction level of the employees from the administrative effective practices (Ahmad and Schroeder, 2003 & Kehoe and Wright, 2013). Said that the high performance of the employees among the educational institutions is the positive

**Citation:** Jabbar, N.M., Hussin, F., Muhammad, A. H. & Syed Muahmmad, I. J. (2019). Effect of Administrative Practices on Job Performance: An Empirical Study among Public University Employees in Pakistan, Glob Acad J Econ Buss; Vol-2, Iss-1 pp-1-4

attitude of the administration towards the workers. The positive behavior of the administrative practice effect the performance of the employees (Kehoe, R.R., & Wright, P.M. 2013). Van den Bergh, L. & Ros, A. (2014) investigated that the strong and positive correlation between employees and managers is the best tool for the development of the educational institutions (Van den Bergh, L. & Ros, A. 2014). The employees are considered as the most important asset among all the strengths. The skillful and trained employees are the best source for the enhancement of the organization (Zaharie and Osoian, 2013). The higher educational institutions also focused on the skilled employees so that they can perform well for the betterment of the organization (Danish and Usman, 2010). Lew (2009) revealed that the qualified and trained employees are best source for the increasing the reputation especially for the educational institutions (Lew, T. 2009).

Della-Torre and Solari (2013) suggested that the development of the educational institutions revealed around the trained staff (Della Torre, E., & Solari, L. 2013).

### Statement of the Problem

An appropriate administrative practice absolutely influences the level of employer and employee commitment. The Administrative practices in all the educational institutions such as, training & development of the employees and their effective & positive appraisal performance enhance the confidence level of the employees which leads to the development of the educational institutions. The work task and responsibilities of the employees depends upon the effective administrative practices. In any educational institution A well-defined responsibilities is the best tool from the enhancement of the whole process.

### Objectives of the Study

1. To determine the existing level the effect of administrative practices on job performance among public university employees in Punjab, Pakistan.

2. To investigate the correlation between administrative practices and job performance of the university employees in Punjab, Pakistan.
3. To examine the effect of administrative practices on job performance among public university employees in Punjab, Pakistan.

## METHODOLOGY

For this study quantitative research approach was adopted. A survey was conducted for the collection of data. Administrative practices were an independent variable whereas job performance was a dependent variable. The population of the study comprised on all the employees of public universities in Punjab, Pakistan. Stratified random sampling approach was selected for the delimitation of the respondents. 180 respondents were selected from the 6 Public Universities. Each University had equal participation (30 employees). To investigate the effect of administrative practices on employees' job performance a questionnaire was used as research tool. It was comprised on five-point Likert scale. The questionnaire comprised on administrative practices and job performance dimensions. Total 32 questions were included in this scale. The reliability was checked by using Cronbach's Alpha administrative practices .897 and job performance .864. The questionnaires were distributed to the respondents personally. Total 220 questionnaires were distributed among the employees for the collection of information. 180 questionnaires were responded completely. The return rate of the questionnaires was 81 % which was acceptable ratio for research. The data was entered in sheets using the software statistical package of social science (SPSS). The results of the current study were inspected by computing descriptive and inferential statistics i.e. Cronbach's Alpha, Mean and Standard Deviation, Pearson Correlation and Regression.

**Table-1** Descriptive analysis about administrative practices

Factors	N	Min	Max	M	SD
Compensation	180	1.25	4.50	3.05	.79
Training & development	180	1.00	5.00	3.75	.72
Recruitment & selection	180	1.25	5.00	2.87	.83
Career planning	180	1.50	5.00	3.65	.71

**Overall Mean** = 3.33, SD = .54

Mean of the factors about administrative practices promoted by the university teachers is ranging from M = 2.87 to 3.75, SD = .71 to .83 and overall mean = 3.33, SD = .54. The majority of the respondents are satisfied about the statements regarding administrative practices.

**Table-2** Descriptive analysis about job performance

Factors	N	Min	Max	M	SD
Quality of work	180	1.50	5.00	3.76	.80
Productivity	180	1.50	5.00	3.56	.84
Knowledge of job	180	1.00	5.00	3.47	.62
Interpersonal relations	180	2.00	5.00	3.79	.54

**Overall Mean** = 3.65, SD = .53

Mean of the factors about job performance promoted by the university teachers is ranging from M = 3.47 to 3.79, SD = .54 to .84 and overall mean = 3.65, SD = .53. The majority of the respondents are satisfied about the statements regarding job performance.

**Table-3** Pearson correlation between administrative practices and job performance

Variables		QW	Pr.	KJ	IR	JP	ADP
Quality of work	Pearson Correlation	1	.635(**)	.471(**)	.298(**)	.830(**)	.555(**)
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	180	180	180	180	180	180
Productivity	Pearson Correlation	.635(**)	1	.449(**)	.402(**)	.857(**)	.502(**)
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	180	180	180	180	180	180
Knowledge of job	Pearson Correlation	.471(**)	.449(**)	1	.295(**)	.714(**)	.444(**)
	Sig. (2-tailed)	.000	.000		.000	.000	.000

	N	180	180	180	180	180	180
Interpersonal relations	Pearson						
	Correlation	.298(**)	.402(**)	.295(**)	1	.603(**)	.509(**)
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	180	180	180	180	180	180
Job performance	Pearson						
	Correlation	.830(**)	.857(**)	.714(**)	.603(**)	1	.658(**)
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	180	180	180	180	180	180
Administrative practices	Pearson						
	Correlation	.555(**)	.502(**)	.444(**)	.509(**)	.658(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	180	180	180	180	180	180

Level of significance \*\*  $\leq .02$ , \*  $\leq .05$

It found that administrative practices with quality of work have moderate positive relationship with ( $r=.555$ ,  $\text{sig}=.00$ ), with productivity have moderate positive relationship with ( $r=.502$ ,  $\text{sig}=.00$ ), with knowledge of job have moderate positive

relationship with ( $r=.444$ ,  $\text{sig}=.00$ ), with interpersonal relations have moderate positive relationship with ( $r=.509$ ,  $\text{sig}=.00$ ) and with overall job performance have strong and positive relationship with ( $r=.658$ ,  $\text{sig}=.00$ ).

**Table-4** Standard multiple regression analysis for Administrative practices as predictor of Job performance

Model		SSq	Df	MS	F	Sig.
Administrative practices	Regression	27.066	4	6.767	47.157	.00(a)
	Residual	25.111	175	.143		
	Total	52.177	179			

**Table-5**

Model	Variables	B	SE	B	t	Sig	R2
Administrative practices	(Constant)	1.310	.184		7.138	.000	
	Compensation	.038	.042	.055	.906	.366	
	Training & Development	.127	.044	.170	2.863	.005**	.519
	Recruitment & selection	.117	.040	.180	2.898	.004**	
	Career planning	.385	.046	.512	8.285	.000**	

Level of significance \*\*  $< .02$ , \*  $< .05$

It is indicated that variance,  $F(4, 175) = 47.157$ ,  $P < .05$  explained in dependent variable (JP) is due to the independent variable (ADP). It found that compensation had not statistically significant with recoded beta value ( $\beta = .055$ ,  $P > .05$ ), while career planning having the higher beta value ( $\beta = .512$ ,  $< .02$ ), than recruitment & selection ( $\beta = .180$ ,  $p < .02$ ) and training & development ( $\beta = .170$ ,  $< .02$ ).

## CONCLUSIONS AND DISCUSSION

It was concluded that majority of the respondents were satisfied regarding the statements of administrative practices and job performance. It means that the administrative practices play its vital role for the enhancement of job performance of the employees especially at university level. It found that every factor of administrative practices is positively associated with the all factors of job performance. Whereas, administrative practices have positive effect on job performance of the employees at university level, administrative practices and employees' job performance is an effective tool for the development of the educational institutions. The employees are considered one of the best assert for the enhancement level of the institutions. This study is also beneficial for all kinds of academic institutions. It is also helpful for administrators to highlight the mistakes during performing the managerial activities. This study is helpful to educationists, educational managers and policy makers to improve ways of learning. It will prove as a stepping stone for the future researchers who want to conduct study in same area/field. The further research studies should be conducted regarding the awareness of administrative practices in developing countries and developed countries as well.

## REFERENCES

- Ahmad, S., Schroeder, R.G. (2003). The impact of human resource management practices on operational performance: recognizing country and industry differences. *Journal of operations Management*, 21(1), 19-43.
- Akinfe, E., Olofinniyi, O. E., & Fashiku, C.O. (2012). Employees' Quality as Correlates of Students' Academic Performance in Biology in Senior Secondary Schools in Ondo State, Nigeria. *Online Journal of Education Research*. 1(6).
- Boyd, D., Lankford, H., Loeb, S., Rockoff, J., & Wyckoff, J. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. *Journal of Policy Analysis and Management: The Journal of the Association for Public Policy Analysis and Management*, 27(4), 793-818.
- Chen, S.H., Wang, H.H., & Yang, K.J. (2009). Establishment and application of performance measure indicators for universities. *The TQM Journal*, 21(3), 220-235.
- Curwood, J.S. (2014). English employees' cultural models about technology: A micro ethnographic perspective on professional development. *Journal of Literacy Research*, 46(1), 9-38.
- Danish, R.Q., & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. *International Journal of Business and Management*, 5(2), 159-168.
- Della Torre, E., & Solari, L. (2013). High-performance work systems and the change management process in medium-sized firms. *The International Journal of Human Resource Management*, 24(13), 2583-2607.
- Kehoe, R.R., & Wright, P.M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. *Journal of Management*, 39(2), 366-391.
- Andrew, L., & Mead, S. (2005). Lifting Employee Performance, Policy Report, April, Progressive Policy Institute.
- Lew, T. (2009). Perceived organizational support: Linking human resource management practices with affective organizational commitment, Professional commitment and turnover intention. *Journal of International Management Studies*, 4(2), 104-115.

11. Pfeffer, J. (1998). Competitive advantage through people. *California Management Review*, 36(2), 9. Ployhart, R.E., Weekley.
12. Purcell, J. (2003). Understanding the People and Performance Link, *Unlocking the Black Box* (CIPD).
13. Salas, E., Tannenbaum, S.I., Kraiger, K., & Smith-Jentsch, K.A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101. San Francisco: Jossey-Bass Publishers.
14. Schuler, R.S., & Jackson, S.E. (1987). Linking competitive strategies with human resource management practices. *The Academy of Management Executive* (1987-1989), 207-219.
15. Singh, K. (2004). Impact of HR practices on perceived firm performance in India. *Asia Pacific Journal of Human Resources* 42(3), 301-317.
16. Van den Bergh, L. & Ros, A. (2014). Improving employee feedback during active learning effects of a professional development program. *American Education Research Journal*, 51(4), 772-809.
17. Wan, D., Kok, V., & Hong, C.H. (2002). Strategic Human Resource Management and Organizational Performance in Singapore, *Compensation and Benefits Review Saranac*, 39(4), 836-866.
18. Zaharie, M., & Osoian, C. (2013). Job recruitment and selection practices in small and medium organisations. *Studia Universitatis Babes-Bolyai*, 58(2), 86-93.