ORGANIZATIONAL POLITICS: AN ECLIPSE ON THE ECONOMY OF HIGHER EDUCATION

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ABSTRACT:
Knowledge based economy determines a nation's overall progress to compete in the comity of nations and higher education sector plays a living role in sustainable development of different sectors. The study unfolds the concerns of the sixty educationists, having 5-10 years experience of public sector higher education, engaged in transferring knowledge and skills to the coming generation in various disciplines. The opinionnaire based quantitative cum qualitative research highlights the worries of highly educated community with regard to the impacts of organizational politics by stating that those involved in organizational politics not only prove themselves as stumbling block in the professional growth of higher education students but damage the image of the concerned organization which can cause intellectual paucity. The study suggests that though politics provides ways to manage things but permanent involvement in organizational politics generates further academic and management problems by compromising economy of higher education and students' creativity.

Keywords: Organization, politics, damage, economy, higher education

Introduction:

Molding the responsibility and the review objectives appropriately to the referenced type of education will allow the mind the opportunity to create and support enthusiastic knowledge. enthusiastic knowledge is progressively applicable to personal turn of events and creation of people, as the EK standards provide a better approach to understanding and reviewing the practices, style, mindset, relational skills and potential of the people leader. The traditional intelligence or perception level is too narrow. We have all met people who are great in school, but socially and in the middle they are actually awkward. In addition, we are aware that despite a high intelligence rating, performance does not follow consistently (Goleman, 1995).

Knowledge economy anticipates that we should see the key association among tutoring and the organizations to which graduates progress. It furthermore requires a capacity to think new destinies. There is a procedure with tendency to collide with the future with eyes fixed on the back see reflect and the past it reflects. What's to come isn't what it used to be and anticipates that we should segregate ourselves from the past as a key reference point.

The world total national output measures anticipate that 65% of overall improvement will be passed on by the emerging economies of Asia. Our place in an especially forceful overall future should advantage the assets of headway and creative mind which, in this manner, require careful methodology making, assigned theory and a solid informative establishment.

Pakistani higher education institutions witnessed a boom in the recent past after the establishment of HEC almost two decades back which have been facilitating HEIs in promoting research culture on one hand and ensuring quality teaching on the other by equipping faculty and staff with required training and funding. Now much depends on the personnel engaged in realizing the ideas and standards which can only be met if the youth is well taught and trained by the concerned faculty. The nourishing democracy in Pakistan has brought its ills too as the political leadership is prone to involve future, both teacher and taught, of the nation in politics which ultimately far reaching damaging impacts on the economy of higher education sector.

The study intends to know the perceptions of the faculty about organizational politics that to what an extent it is considered damaging pastime habit because of the vested interests of some at the cost of many. The study also focuses on the damage organizational politics does on the creativity of the students of higher education and overall reputation of the organization.

Study statement

The basics of this research is to view organization politics as a reality in the public sector institutions of higher education and its impacts on the working of faculty and the students that whether or not organization politics influence teachers as well as in their managerial and academic life.

Study objectives

The broad objectives of this quantitative cum qualitative research are to know that:

1. Organizational politics exists or not in the public sector institutions of of higher education
2. The impacts of organizational politics on the knowledge economy of higher education.
3. Teachers and students are directly or indirectly affected because of the interference of politics which ultimately gives birth to organizational politics.

Research queries

The study focuses itself to get answers of the following questions:

1. Does organizational politics exist in the opinion of the concerned?
2. Does organizational politics affect teachers and students creativity?
3. Does organization politics give birth to certain other administrative issues in an organization?

Methodological framework and procedure

The study is quantitative cum qualitative research conducted on sixty educationists by administering an opinionnaire containing twenty question items to find out the answer of its research questions. The subjects are mid career educationists engaged in the administrative and academic affairs of the organizations concerned in the public sector higher education. The opinions of the respondents are presented in the findings part of the study for discussion and draw conclusion for recommendations, if required.

Literature Review

The subsequent approach is recent and centers around representatives' subjective impression of authoritative legislative issues instead of on political conduct or impact strategies. As was proposed by Kacmar and Ferris (1991) and Kacmar and Carlson (1994), impression of hierarchical governmental issues address how much respondents see their workplace as political

in nature, advancing oneself than others, and consequently vile and out of line according to the singular perspective. These investigations proposed a scale to assess impeachment, known as the Organizational Policy Perception Scale (POPS). This methodology has been broadly examined by Ferris, Kacmar, and their colleagues in various studies (Ferris et al., 1989, 1991, 1994; Kacmar and Ferris, 1991; Ferris and Kacmar, 1992; Kacmar and Carlson, 1994).

The main measurement sees operation as a feature of an overall arrangement of social practices utilized as instruments that can add to the essential working of the association (Pfeffer, 1981). Appropriately, Operation ought to be examined through representatives' impact strategies that are focused on various objectives, self-engaged just as hierarchical centered (Kipnis et al., 1980). While a few examinations were keen on legislative issues and impact strategies in associations (e.g., French and Raven, 1959; Izraeli, 1975; DuBrin, 1978, 1988).

Kipnis et al. (1980) see the company as an opportunity for employees to interact with their employees, subordinates and superiors in order to achieve individual advantages or achieve hierarchical goals. This definition allows a fair study of the miracle (Drory, 1993). The main objective of Kipnis et al. (1980) aimed to identify the scope and measurement of the strategies that individuals employ at work, which were finally reduced to eight classes: i. Trust, ii, ingratiation, iii, objectivity, iv, sanctions, v, trade, vi, upbid, vii, obstruction, and viii, alliances. These action strategies are very similar to the action strategies examined in various studies (Erez and Edge, 1982). Note that each of the scales used in these studies was based on representatives' self-reports of actual action strategies in their workplace.

The subsequent measurement characterizes governmental issues as conduct deliberately intended to augment representatives' present moment or long haul personal circumstances (Ferris et al., 1994). This definition has been adopted in many studies that generally view surgery as broken bandage behavior (Ferris et al., 1989, 1996; Ferris and Kacmar, 1992; Drory, 1993; Cropanzano et al., 1997). From this angle, the company is a selfish behavior of the representatives, personal circumstances, advantages and advantages to ake into account the disadvantages of others and, sometimes, the interests of the entire association or work unit. Studies that follow this methodology analyze political behavior through the emotional perspective of the person on governmental issues, not through real legal problems or impact strategies. For example (Ferris et al., 1996). argued that the perspective of the relevant legislative issues is important, whether or not it is a misperception of the facts.

Gandz and Murray (1980) contended that operation is a perspective. Ferris et al. (1989) noticed that this idea sees operation as fundamentally an emotional insight, which might reflect target reality. The thought of view of operation was broadly investigated by Ferris et al. (1989), who fostered a hypothetical model of another viewpoint of Operation dependent on Lewin's (1936) contention that individuals react to their impression of the real world, not to the real world. Legislative issues in associations ought to likewise be perceived as far as what individuals might suspect the governmental issues is instead of what it really is. All the more as of late, Kacmar and Ferris (1991) and Kacmar and Carlson (1994) attempted to all the more likely conceptualize view of legislative issues by fostering a scale called POPS created to gauge individuals' mentalities to governmental issues at work all the more precisely.

There have been contentions about legislative issues that it is a pandemic marvel in associations and deserves more attention and more precise evaluation. The importance of the relevant legal issues (operation), however, lies in their possible results and effects on the results of the work. Additionally, hypothetical statements suggest that government affairs regularly interfere with typical authority cycles (eg, boost, promotion, and rewards) and affect efficiency and execution at the individual and hierarchical level. Observational attempts to support this idea have turned out to be obscure (Gandz and Murray, 1980; Mayes and Allen, 1977; Mintzberg, 1983; Pfeffer, 1981, 1992)..

Then again, a few examinations tracked down a negative relationship between operational and work mindset or the reactions attached with stress (e.g., Drory, 1993; Ferris et al., 1996a, 1996b). In this context, later work suggested that government problems improve retirement practices and income goals. Such flood of studies neglected the connection between the company and other imaginable work outcomes, such as easy, carefree behavior and actual professional practice.

There have additionally been not many investigations that have inspected issues identified with Operation in the public area. From the get go a few examinations seem to have done as such, however truth be told they were directed for the most part at universities (for example, Christiansen, Villanova and Mikulay, 1997; Ferris et al., 1996a, 1996b; they realized different examples of private and semi-public offices such as clinics and government-recognized companies (for example , B. Drory, 1993; Ferris and Kacmar, 1992; Kumar and Ghadially, 1989). Likewise, most of the studies of the operation refer to the North American private sector (for example, Bozeman et al., 1996; Cropanzano et al., 1997. In addition to Parker et al. (1995) did not analyze the effects of obviously relevant legal issues on the results of the work of representatives of the public sector who serve residents (for example, administrative organizations or neighborhood districts).

The basic instructive talk blames economy to lose sight for this human viewpoint in training. Students" development has been shoved aside for their employability. Financial standards of ease of use, proficiency and benefit are reprimanded for their strength in universities" educational programs just as their ramifications on friendly and moral assumptions that are contended to have succumbed to supposed market models. The instructive framework has been changed to react to change over work market prerequisites. In a quest for scholastic greatness colleges structure experts, specialists and professionals, however not really innovative, basic and mindful people. All things considered, we don't suggest that schooling overall is diminished to the norms of market economy. All recorded networks needed to put together training as per the ability to get their endurance. Accordingly, financial training and arrangement for important social fields of work are and will undeniably be essential (Faschingeder, 2005).

(Report on the EUA Creativity Project, 2006-07) has turned into a vital term in the alleged inventive economies that are viewed as crucial for financial advancement. The report "Inventiveness in Advanced education" of the European College Affiliation expresses that "Progress towards an information based society and economy will necessitate that European colleges, as focuses of information creation, and their accomplices in the public arena and government give innovativeness their complete consideration.

The effect of organizational politics is extraordinarily elementary. Political practices have both useful and useless effects at hierarchical levels. Representative contribution to hierarchical governance issues influences decisive execution, suitability, dynamism, and subsequent management areas within an institution (Buchanan & Badham, 2007).

Studies with little relevance to organizational politics stated that it is negatively identified with the execution of associations (Gotsis and Kortezi, 2010). Madison et al. (1979) found that hierarchical enforcement was strongly identified with the contribution of directors on relevant legislative issues. Regulators, exceptionally involved in relevant legislative issues, have been observed to achieve their objectives through hierarchical governance issues. Therefore, it has been suggested that administrative involvement in relevant legislative issues is important for the survival of the association (Madison et al., 1979).

It is also observed that hierarchical legislative issues are disadvantageously identified with representative judgment of property and equality with the management structure (Andrews and Kacmar, 2001; Aryee, Chen, and Budhwar, 2004; Beugre and Liverpool, 2006; Ferris et al., 1995).

Findings

Sr. No	Question items	Strongly agree	Agree	Agree somewhat	Disagree somewhat	Strongly disagree
1	Organizational politics in higher education institutions does not exist.	43%	21%	5%	22%	12%
2	Vested interests of political parties promote organizational politics at educational institutions.	41%	18%	9%	24%	8%
3	Some faculty members have political affiliations.	46%	16%	12%	10%	16%
4	Faculty does involve students in promoting organizational politics.	42%	22%	10%	10%	16%
5	Organizational politics is used as tactics by the heads/bosses.	38%	24%	10%	8%	20%
6	Faculty gets different benefits from administrators by using organizational politics.	37%	22%	11%	8%	22%
7	There is invisible tussle among faculty members on the basis of organizational politics.	52%	8%	12%	16%	12%
8	Organizational politics can be used for the completion of one's political affiliations/designs.	44%	10%	14%	12%	20%
9	There are elements among faculty members who abhor organizational politics.	51%	12%	17%	12%	8%
10	Organizational politics generates personal liking and disliking for administrators and faculty.	54%	14%	12%	8%	12%

11	Organizational politics directly involves the students in political liking and disliking.	33%	15%	12%	10%	20%
12	Organizational politics doesn't allow faculty to concentrate on students' creativity.	37%	11%	20%	9%	23%
13	Students take undue favor on the basis of organizational politics by compromising their critical thinking and intellectual growth.	38%	12%	10%	18%	22%
14	Organizational politics sometimes prove to be hindrance in the smooth academic activities.	42%	14%	16%	10%	18%
15	Organizational politics affects research activities at higher education which ultimately harms economy of higher education sector.	44%	10%	10%	6%	20%
16	Organizational politics creates a stage for power hunting activities.	51%	10%	12%	8%	19%
17	Neutral elements among the faculty mentally suffer more than those who are a part of organizational politics.	56%	10%	13%	11%	10%
18	Organizational politics disillusions young faculty members to excel in teaching.	51%	13%	10%	4%	22%
19	Teaching/learning environment needs harmonious educational environment to produce better results in the higher education sector.	69%	12%	9%	5%	5%
20	Organizational politics harms mentoring process of students and results in average product.	71%	9%	6%	10%	4%

Discussion

The study considered before itself to find out the answer of the following research question:

1. Does organizational politics exist in the opinions of the concerned?
2. Does organizational politics affect teachers and students creativity?
3. Does organization politics give birth to certain other administrative issues in an organization?

Without an iota of doubt politics for any democratic state is very important if we understand the meanings of this word such as the activities with the management or governance of a nation or region, particularly the discussion between different political sections. But organizational politics takes one step further and becomes more of politics than organization which, as the results, reflects creates issues both for the teachers and students at higher education sector. Majority respondents, being educationists having handsome experience in public sector higher education,

expressed their concern related to many academic, psychological and administrative issues. The subjects opined that end results of negative organizational politics affect the overall performance of the institutional product, i.e., students. It is undeniable that university graduates are in fact future academicians, managers or policy makers and if there are not well-trained in light of the social requirements they won't be able to shoulder various responsibilities as is expected of them. We see that too much of organizational politics gets the stakeholders disillusion to the system of the organization because higher education institutions are primarily meant to train young people by transferring required knowledge and skills to demonstrate in the job market and 51% of the respondents are clear about the adverse impacts of organizational politics. There's no denying the fact that organizational politics cannot be avoid in the institutions of higher education in the true sense of the word but regular involvement in such activities results in the academic and professional loss of those who abstain themselves from such approach. It is possible that organizational politics is taken as a method for the survival of the fittest but at the cost of various professional opportunities which could be realized if such attitude is not followed by the teaching community. It is acceptable that professionals, more or less in any organization, are involved in politics but if consistent involvement would simple make professionalism would be become second priority. Hence, we can simply say that organizational politics does exist in the opinions of the concerned as 43 to 69% respondents endorse the statement.

The primary task of any organization of higher education is to focus on the creativity of the under and postgraduates but is has been noticed that subjects themselves believe that because of the involvement in organizational politics the creativity of the students is compromised as they follow the footsteps of those who are active in organizational politics by favoring the students which sometimes they don't deserve as we see that 42% respondents strongly believe that organizational politics sometimes prove to be hindrance in the smooth academic activities and creativity based academics is the target of the economy of higher education. Consequently, the researchers are in the position to state that organizational politics affect teachers and students creativity.

The third question of the study, organization politics give birth to certain other administrative issues in an organization?, is quite technical so far as overall reputation of the organization is concerned which is to provide quality higher education as well as initiate research activities for better solutions of the problems the society faces. But keeping in view the responses to the entire research instrument we can say that various healthy academic and management activities may suffer if professional are fully engaged in organizational politics and it happens because one has to compromise if one involved in organizational politics despite being a professional who is hope of the thousands of graduates.

Conclusion

In light of the discussion generated after considering the quantitative data the study concludes with the remarks that organizational politics cannot be avoided in the current circumstance in a country like ours but the involvement of the stakeholders in the politics instead of organizational politics make people compromise academics and for knowledge economy in the higher education sector this involvement can be considered as slow poisoning which might unfold its negative

impacts when the graduates join professional life. From the negative side we can say that they might live a life of mistrust which will be carried on and on.

Recommendations

The study recommends that the organizations of higher education public sector should:

1. Try to ensure that personal interests of the stakeholders must not be considered as No.1 priority.
2. Promote professional growth all of male and female teachers and no one be treated un-equally.
3. Devise such policies which must discourage political elements so that overall academic environment of the organization may not suffer.
4. Get a bond/undertaking from the newly inducted faculty and staff by mentioning that they would abstain themselves from political activities in the organization.

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