The Critical Review of Social Sciences Studies

Online ISSN: 3006-7170
Print ISSN: 3006-7162
Volume 3, Number 2, 2025, Pages 2123 – 2148
Journal Home Page
https://thecrsss.com/index.php/Journal/about

The Role of Organizational Politics in Shaping Faculty Outcomes: A Comparative Study of Public and Private Universities in Pakistan

Muhammad Wajid Kamran[1], Abdul Hakeem Waseel[2], Ahmed Jamil[3] & Khuram Javed[4]

[1]*School of Management Zhengzhou University, Zhengzhou 450001, China, E-mail: wkraja2013@hotmail.com*
[2]*Assistant Professor, Department of Business Administration, National College of Business Administration and Economics, Lahore, Sub Campus Rahim Yarkhan, Pakistan, E-mail: ncbaerykdba@gmail.com*
[3]*Professor, Department of Business Administration, National College of Business Administration and Economics, Lahore, Sub Campus Rahim Yar khan, Pakistan, E-mail: ahmedjamil1984@gmail.com*
[4]*Educator in the Government of Punjab, Pakistan, E-mail: khuramjaved66@gmail.com*

ARTICLE INFO

Article History:

Received:	*April*	*22, 2025*
Revised:	*May*	*29, 2025*
Accepted:	*June*	*06, 2025*
Available Online:	*June*	*10, 2025*

Keywords:

Perception of organizational politics; Faculty burnout; Faculty intention to leave; Faculty absenteeism; Higher education institutions.

Corresponding Author:
Abdul Hakeem Waseel
Email:
ncbaerykdba@gmail.com

ABSTRACT

Purpose *- This study examines how organizational politics influence university faculty outcomes, specifically burnout, absenteeism, and turnover intentions. It also explores how the university, public or private, affects these relationships.*

Design/Methodology/Approach- *Data were collected from 376 faculty members across public and private universities in Pakistan using a structured survey. The study utilized structural equation modeling (SEM) to test the proposed hypotheses and analyze the impact of organizational politics on faculty outcomes.*

Findings- *The results indicate that perceptions of organizational politics significantly increase absenteeism and turnover intentions among faculty, with more potent effects observed in public universities. However, no direct relationship was found between organizational politics and burnout. This suggests that factors such as institutional support may help mitigate the negative impact of organizational politics on burnout.*

Research Limitations/Implications- *The cross-sectional design of this study limits the ability to draw causal conclusions. Future research could benefit from longitudinal data to better understand these dynamics. Exploring other potential moderating or mediating factors, such as institutional support mechanisms, could provide further insights.*

Practical Implications- *The findings emphasize the need to address organizational politics in higher education institutions, particularly public universities, to reduce faculty absenteeism and turnover intentions. Improving support systems and enhancing institutional governance could help alleviate the adverse effects of organizational politics on faculty outcomes.*

Originality/Value- *This study provides new insights into the role of organizational politics in shaping faculty outcomes within higher education. It highlights the significance of institutional support in moderating the relationship between organizational politics and burnout while demonstrating the more substantial impact of politics in public universities.*

1. Introduction

POP holds significant influence and has garnered extensive attention in the management and organizational behavior literature (Ugwu et al., 2023). POP refers to self-serving behaviors

conducted by individuals or groups to gain personal benefits, often at the expense of organizational goals or those of other individuals. This can lead to various negative consequences for employees (De Clercq, Shu, et al., 2023; Nazir et al., 2024). Faculty members in higher education institutions must balance their teaching, research, and administrative duties, which can harm POP (Khan et al., 2022). This study explored the connection between POP and faculty burnout, intention to leave, and FA, focusing on how university status moderates this relationship. Higher education institutions are unique organizational environments characterized by complex hierarchies, diverse stakeholders, and high faculty autonomy (Borlaug et al., 2023; Kezar, 2023). These elements foster POP, which can manifest as resource competition, manipulation, and favoritism (Kisaka, 2023; Vigoda-Gadot, 2007). As essential participants in universities' academic goals, faculty members are frequently affected by these political processes (Ezegwu & Okoye, 2024; Rothman et al., 2010). Stress and dissatisfaction can lead to burnout, increased intentions to leave the job, and higher absenteeism rates (Jamal et al., 2024), all of which impact standards of instruction and research production (Boamah et al., 2022).

Frequent absences from work are known as absenteeism (Ali Shah et al., 2020), a severe problem in higher education (Emile Monono, 2023). The absence of instructors affects student learning outcomes and disrupts the continuity of instruction (Abbas et al., 2021). POP can cause faculty members to feel unappreciated, isolated, or unfairly treated, leading to increased absenteeism (Young, 2020). Prior research has shown a direct link between employee absences and POP. This suggests that workers may attempt to cope with unfavorable work conditions by avoiding their responsibilities (Abbas et al., 2021; Ferris & Kacmar, 1992; Khuwaja et al., 2020).

Intention to leave or "turnover intention, " refers to a worker's conscious decision to leave their current employer (Cho et al., 2009; Hur & Abner, 2024). This indicates an upcoming turnover determined by various factors, such as the work environment, organizational commitment, and job satisfaction (Dodanwala et al., 2023; Tett & Meyer, 1993). In academic settings, high turnover intentions among faculty members can disrupt research initiatives, cause experienced educators to leave the field, and lead to significant expenses for hiring and training new staff members (Sharma & Syal, 2022). POP has been shown to strongly predict employees' intentions to leave, as they attempt to avoid unfriendly and politically charged work situations (Saei & Liu, 2023; Vigoda-Gadot & Talmud, 2010).

Burnout is a psychological condition characterized by chronic work-related stress that leads to exhaustion, cynicism, and reduced professional efficacy (Murtaza et al., 2024; Pate et al., 2023). In an academic setting, teacher burnout can reduce research productivity, lower teaching quality, and decrease overall effectiveness (Siyum, 2023). Burnout can result from office politics, lack of support, and academic pressure (Oweisanda, 2024). Although the link between POP and burnout is more intricate than between absenteeism and turnover intentions (Adusu, 2023), this remains a crucial subject for further research. (Westmoreland, 2024).

The moderating effect of university status, such as whether an institution is private or public, adds a layer of complexity to the relationship between POP and its outcomes (Ali & Sarkar, 2024). Public and private institutions' administrative rules, financing sources, and governance frameworks differ (Usman, 2014). Political interference and administrative constraints are often more evident in state universities, which can exacerbate the impact of internal organizational dynamics (Kisaka, 2023; Noori et al., 2023). However, internal politics can still impact private universities even though they may have more autonomy in their management approaches (Kisaka, 2023), especially when allocating resources and making decisions (Obi & Anachuna, 2024). Pakistan's higher education sector comprises public and private universities, each with its own operational procedures and challenges. Pakistan's public universities often encounter political interference, bureaucratic

inefficiency and insufficient funding. These challenges can exacerbate the negative impact of POP on faculty members (Ali, 2024). Even though they may have more resources and be more adaptable, private institutions could still encounter issues of nepotism, favoritism, and competition for limited resources, leading to a politically charged work environment (Altbach, 2005).

Recent studies have shown that POP has a negative impact on various work outcomes. For instance, a study by (Lata et al., 2021) found that emotional exhaustion mediates the relationship between teachers' intention to resign and POP at Pakistani public sector universities. The negative emotional impact of POP on faculty members can lead to severe consequences, including plans to leave (Yaseen, 2020). Similarly, a study by (Dinibutun et al., 2020) showed that the organizational climate significantly impacts FB, with variations found in state versus private universities. These results suggest that the political impact on the organizational environment is essential for faculty well-being and institutional effectiveness. POP significantly affects faculty performance in various geographical and cultural situations in higher education institutions. According to research, faculty members may consider leaving because of their POP, leading to decreased job satisfaction and increased work stress (Shahid et al., 2022). For example, POP negatively impacts work satisfaction and increases the likelihood of turnover, as indicated by studies conducted in higher education institutions in Pakistan (Asrar-ul-Haq et al., 2019; Rizwan et al., 2017). Similarly, studies in the higher education sector in Ankara have revealed a negative correlation between job satisfaction and POP, underscoring the detrimental effects on faculty performance and well-being (Durnalı & Ayyıldız, 2019). This study suggests that POP harms faculty performance everywhere, affecting higher education institutions worldwide (Kataike, 2022). Moreover, this research demonstrates that POP negatively impacts faculty members' performance in Pakistani universities. The study found strong correlations between internal political dynamics and academic performance measures, emphasizing the need for targeted strategies to reduce the effects of POP, particularly in public universities, where these effects are more significant (Malik et al., 2019).

This study fills an essential gap in the academic literature by exploring POP in the educational sector. This brings a new perspective by examining the impact of university status (public or private) on teacher burnout, intention to leave, and absenteeism. This study's focus on higher education in Pakistan provides a valuable perspective from a developing country that has often been overlooked in previous research. Considering these specific factors, this study explains how POP works within different institutional frameworks. This is crucial for developing targeted strategies to reduce the adverse effects. The study's innovative approach, combining the institutional context and a comprehensive methodological framework, is pioneering in this field and enhances our understanding of the complex relationships between POP and key educational outcomes, as seen in Figure 1. Specifically, this study investigated the following:

1. How does POP impact FA at Pakistani higher education institutions and is there a difference in impact between public and private universities?
2. Does an institution's status (public vs. private) influence faculty members' intentions to leave their jobs based on their POP?
3. Does POP contribute to FB in higher education institutions, and what role does university status play in moderating this potential effect?

This study employs a comprehensive methodological approach to examine the hypothesized relationships. Table 1 compares variables from prior studies.

Table 1. Comparison of prior study

Studies	Industrial Contexts	Independent Variables	Dependent Variables	Mediators	Moderators
(Chan & James, 2020)	Hospitality Industry in Macau.	Group Politics Individual Politics	Turnover Intentions	Emotional Exhaustion	Job Satisfaction
(Shahid et al., 2022)	University Teachers from Pakistan	Perceived Organizational Politics Job Stress Role Conflict	Turnover Intentions	Job Satisfaction	NA
(Nazir et al., 2022)	Health Sector of Pakistan	Role Stressors	Turnover Intentions	Organizational Cynicism	Self-Efficacy
(Mostafa et al., 2022)	Hotels in Alexandria	Political Behavior	Turnover Intention	Emotional Exhaustion	NA
(Aman-Ullah et al., 2023)	Public Sectors Hospitals from Pakistan	Workplace Incivility Workplace Violence	Turnover Intention	Job Burnout	NA
(De Clercq, Khan, et al., 2023)	Pakistan's Food Sector	Perception of Organizational Politics	Turnover Intention	Social Adoptive Behavior	Emotional Regulation Skills
(Paarima et al., 2024)	Health Sector of Ghana	Perceived Organizational Politics	Job Satisfaction And Job Stress	NA	NA
(Murtaza et al., 2024)	Data from the Public Sector in Pakistan and France	Work Stress	Work Outcome	NA	Mindfulness
(Saei & Liu, 2024)	Iranian Organizations	Perceived Organizational Politics	Employee Silence	Job Frustration	NA

2. Theoretical foundation and literature review

2.1. Conservation of resources (COR) theory

The Conservation of Resources (COR) theory suggests that people work to gain, maintain, and safeguard their valuable resources such as energy, time, social support, and well-being. The theory posits that the potential or actual loss of these resources can result in stress and other negative consequences (Hobfoll, 1989). POP in higher education institutions can significantly threaten faculty members' resources (Khan & Hussain, 2016). Political behaviors such as favoritism, manipulation, and unfair practices can deplete essential resources by creating a hostile work environment, increasing workload stress, and undermining job security (Adusu, 2023; Charoensukmongkol, 2023; Hochwarter et al., 2020).

In Pakistan's higher education context, public universities often face heightened bureaucratic inefficiency and political interference (Aslam et al., 2023); COR Theory is particularly relevant. Faculty members at these institutions are likely to see POP as a direct threat to their resources, resulting in resource depletion and subsequent adverse job outcomes (Karim et al., 2021). When faculty members feel that their efforts are hindered by political maneuvering, they may experience emotional exhaustion, an essential aspect of burnout (Gaji & Galoji, 2022; Karim, 2021). Moreover, navigating a politically charged environment can cause chronic stress, eroding individuals' well-being and increasing absenteeism and intention to leave the institution (Kisaka, 2023; Xu et al., 2024).

This study utilizes COR Theory to gain deeper insights into how different institutional contexts, particularly the distinction between public and private universities, impact the depletion of faculty resources due to POP. This depletion can lead to varying levels of burnout, absenteeism, and turnover intention. However, the lack of a significant relationship between POP and burnout suggests that other factors such as strong social support networks or resilient coping strategies may mitigate resource depletion and prevent burnout in some environments. Future research should explore these mitigating factors to better understand the relationship between POP and FB.

2.2. POP and faculty absenteeism

POP, characterized by behaviors aimed at gaining self-interest, often at the expense of others, can create a toxic work environment, leading to increased faculty absenteeism (Shaheen et al., 2023). For instance, Khan and Hussain (2022) found that POP significantly affected faculty members' dissatisfaction with pay and advancement, increasing absenteeism among university teachers (Kataike, 2022). Similarly,(Asrar-ul-Haq et al., 2019) found that POP significantly decreases university faculty performance and attendance in Pakistan. The emphasis was on how political behavior within institutions leads to higher absenteeism rates. This is supported by (Counts et al., 2022) which shows that organizational changes often associated with politics lead to interpersonal conflicts and counterproductive work behaviors in Christian higher education institutions, including absenteeism. Furthermore, (Dinibutun et al., 2020) emphasized that the negative aspects of the organizational climate, which are often influenced by internal politics, are strongly associated with increased faculty absenteeism. These findings suggest that addressing POP and improving the organizational environment are crucial strategies for reducing absenteeism among faculty members in education institutions. Therefore, the following hypothesis is proposed:

H1: perception of organizational politics significantly effects faculty absenteeism.

2.3. POP and faculty intention to leave

POP, characterized by power struggles and favoritism, unequivocally results in heightened stress, job dissatisfaction, and an upsurge in turnover intention (Shah, 2022). (Murtaza et al., 2024) discovered a significant link between internal politics and faculty dissatisfaction with pay and career progression in public universities in Pakistan. POP correlates with intense quitting, and this connection is mediated by emotional exhaustion (De Clercq, Khan, et al., 2023). (Khan & Hussain, 2016) job stress was found to mediate the relationship between POP and FIL among faculty in Pakistan. The mitigation of the adverse effects of politics on turnover intention through job satisfaction and organizational commitment is crucial (Mohammed & Nmadu, 2024). POP is positively correlated with employees' intentions to leave their jobs in Pakistan (Abbas et al., 2014). In the study (Ishaq & Khalid, 2014), a negative view of POP is associated with lower job satisfaction, decreased organizational commitment, and higher turnover intention among faculty members. The perception of POP negatively impacts job attitudes and increases an organization's FIL (Ghahramanian et al., 2024; Lee, 2024). These findings suggest that improving POP could reduce faculty turnover intention and enhance job satisfaction and commitment. Therefore, the following hypothesis is proposed:

H 2: perception of organizational politics significantly effects faculty intention to leave job.

2.4. POP and faculty burnout

POP is increasingly being recognized as a significant factor influencing employee burnout, particularly in higher education institutions. (Hochwarter et al., 2020; Karim et al., 2021). Several studies have indicated that POP, which encompasses self-serving behavior, manipulation, and favoritism, can lead to a toxic work environment. This poisonous culture significantly undermines trust and morale among faculty members, ultimately impacting the organization's overall effectiveness and productivity (Adusu, 2023). Research has shown that when people perceive office politics in their organization, they are more likely to experience emotional exhaustion and cynicism, which are critical aspects of burnout. This is especially true in higher education, where academic staff often deal with heavy workloads, job uncertainty, and expectations of publishing research (Luzipho et al., 2023; Nyathi, 2024). The perception of an unfair and politically charged work environment exacerbates stress and reduces job satisfaction (Xu et al., 2024). According to (Tang et al., 2023), employees who perceive high POP levels are more likely to experience stress, job dissatisfaction, and helplessness, leading to burnout. Organizational support and transparent communication can help reduce the adverse effects of POP. This suggests that institutions should foster a more inclusive and supportive culture to reduce FB rates. These findings highlight the significance of addressing POP in enhancing faculty well-being and maintaining a healthy academic environment (Tang et al., 2023). Therefore, the following hypothesis is proposed:

H 3: perception of organizational politics significantly effects faculty burnout.

2.5. Moderations effects of public/private universities between POP and Faculty absenteeism

The link between how employees view POP and the number of FA is more pronounced in public-sector organizations than in private-sector organizations (Khuwaja et al., 2020). **(**Vigoda-Gadot & Kapun, 2005**)** found that POP is more prevalent in the public sector and has a significant detrimental effect on job satisfaction and absenteeism. Similarly, (Atta & Khan, 2016) POP has a negative impact on job satisfaction and organizational commitment among university teachers, leading to increased turnover intention and absenteeism, especially in public universities. (Malik et al., 2019) pointed out that professional dedication could moderate the connection between POP and detrimental behaviors, such as withholding information, which could impact public universities more substantially. (Farrell & Rusbult, 1992; Shah et al., 2012) noted that job satisfaction significantly affects absenteeism in educational institutions with high work interdependence, particularly public universities. Furthermore (Mastekaasa, 2020) discussed higher rates of absenteeism in the public sector. This could be due to the selection of individuals who are more prone to absenteeism. This finding implies that factors related to motivation and weaker attendance incentives play a role in shaping this trend. (Kaur & Kang, 2023**)** found that POP negatively affects job attitudes and creativity among university staff, highlighting its detrimental effects on educational institutions. Therefore, the following hypothesis is proposed:

H 4: University status moderates the relationship between faculty perception of politics and faculty absenteeism.

2.6. Moderations effects of universities between POP and faculty intention to leave

Employees in public universities are more likely to consider leaving their jobs when they are in POP than in private universities (Mughal et al., 2023). Studies indicate that faculty at public universities face higher levels of perceived workplace politics and job-related stress, which can lead to increased turnover intention (Boamah et al., 2022; Lata et al., 2021; Parvaiz et al., 2015). Negative POP substantially impact public universities because of the need for adequate organizational support and limited participatory decision making (Khan et al., 2022; Noori et al., 2023; Oweisanda, 2024).

It is essential to consider the moderating effects of POP on job satisfaction and leader-member exchange in public universities is essential (Akosile & Ekemen, 2022; Hur & Abner, 2024). Consequently, public universities have a more substantial moderating effect due to higher perceived politics, lower job satisfaction, and a tendency to select more absence-prone individuals, resulting in higher turnover intentions (Hassaan & Khan, 2022; Miraglia & Johns, 2021). Therefore, the following hypothesis is proposed:

H 5: University status moderates the relationship between faculty perception of politics and faculty intention to leave.

2.7. Moderations effects of public/private universities between POP and faculty burnout

Job burnout, especially emotional exhaustion and depersonalization, is more common among faculty members at public universities because of their higher levels of POP and lower organizational support (Dinibutun et al., 2020; Mohammed et al., 2020). Similarly, (Badmus & Okiki, 2022; Septriyan, 2022) stated that burnout significantly decreases quality of life among faculty members. This problem is exacerbated in public universities because of their higher work demands and less supportive environments. Faculty of public universities experience more significant burnout due to reduced institutional support and autonomy, leading to lower job satisfaction and increased turnover intentions (Asfahani, 2024; Boamah et al., 2023; Hammoudi Halat et al., 2023). Therefore, higher levels of perceived politics and lower support in public universities intensify burnout, making the moderating relationship between university status and burnout more pronounced in public institutions. Therefore, the following hypothesis is proposed:

H 6: University status moderates the relationship between faculty perception of politics and faculty burnout.

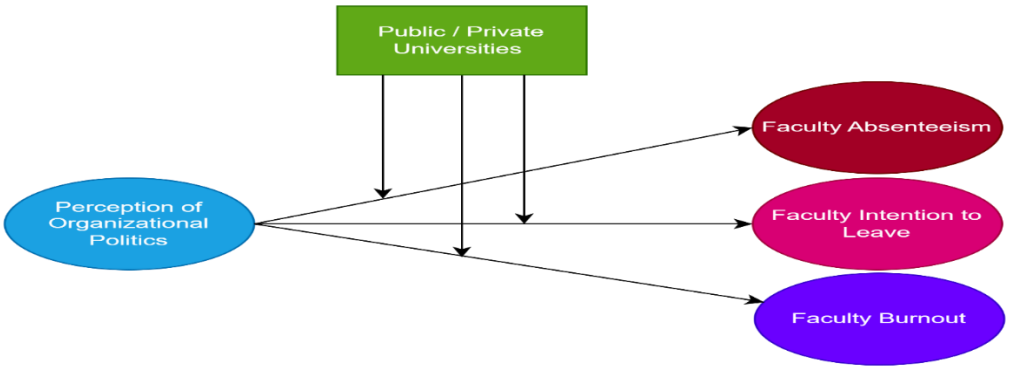


Figure 1: Conceptual model

3. Methodology

3.1. Data collection and sample

Data for this study were gathered from full-time faculty members at public and private universities across Pakistan, including those from Punjab, Sindh, Baluchistan, KPK, Gilgit, and Azad Kashmir. The respondents were professors, associate professors, assistant professors, and lecturers. The research teams distributed the questionnaires personally and allowed the participants one day to complete them. To minimize common method bias, data collection took place in two

phases. The first phase (Time 1) focused on gathering demographic information and assessing POP, resulting in 445 completed responses out of the 600 questionnaires distributed, representing a response rate of 74.16%. Four months later, the second phase (Time 2) evaluated FIL, FB, and FA, yielding 412 completed questionnaires, with a response rate of 68.66%. Each questionnaire was coded for consistency, and 36 responses were excluded because of missing information. The final analysis included 376 completed questionnaires, resulting in an overall response rate of 62.67%. The confidentiality of all responses was maintained, and participation was encouraged by the university heads of the departments. A summary of respondents' demographic information is presented in Table 2.

Table 2. Demographic

Criterion	**Percentage (%)**
Age	
Less than 25 Year	19.7%
Between 26 to 30 Year	35.1%
Between 31 to 35 Year	29.8%
Between 36 to 40 Year	9.3%
Between 41 to 45 Year	2.7%
Above 45 Years	3.5%
Gender	
Male	59.6%
Female	40.4%
Designation	
Lecturer	59.3%
Assistant Professor	32.2%
Associate Professor	6.4%
Full Professor	2.1%
Job Status	
Temporary/Interim	22.4%
Permanent	44.5%
Tenure track system (TTS)	22.5%
Visiting	10.6%
Education	
Master	25.3%
MS domestic	31.6%
MS Foreign	11.2%
PhD domestic	18.6%
PhD Foreign	13.3%
University Status	
Private	21.0%
Public	79.0%
Income	
Less than RS: 50000	28.5%
Between RS: 50000 to 100000	28.2%
Between RS: 100000 to 200000	40.2%
Above RS: 200000	3.2%

Table 2 presents a detailed overview of the demographic and professional characteristics of the study participants. It highlights diversity in age, gender, designation, job status, education, university affiliation, and income level. The results indicate that the majority of participants fall into the 26-30 age group (35.1%), followed by the 31-35 age group (29.8%) and the under 25 age group (19.7%). The gender distribution shows 59.6% of participants are male and 40.4% female. In terms of designations, the majority are Lecturers (59.3%), followed by Assistant Professors (32.2%), Associate Professors (6.4%), and Full Professors (2.1%). Job-status reveals that 44.5% of participants hold permanent positions, 22.5% are on tenure track systems (TTS), 22.4% are in

temporary or interim positions, and 10.6% are visiting faculty. Regarding education, the highest proportion of participants have domestic MS degrees (31.6%), followed by those with a Master's degree (25.3%), domestic PhDs (18.6%), foreign MS degrees (11.2%), and foreign PhDs (13.3%). University affiliation indicates that most participants come from public universities (79.0%), with the remaining 21.0% from private universities. In terms of income distribution, the largest group of faculty members earns between Rs 100,000 to 200,000 (40.2%), followed by those earning less than Rs 50,000 (28.5%), between Rs 50,000 to 100,000 (28.2%), and above Rs 200,000 (3.2%).

3.2. Measurement of variables

The scales used in this study were modified because they are commonly used in similar situations and show high levels of reliability both within the research and when compared to other studies. The items on the scale were taken from previous research and were assessed using a 5-point Likert scale, with responses ranging from "strongly disagree" to "strongly agree."

POP refers to respondents' views of their work environment as political, unjust, or unfair. This study utilized a shortened 9-item scale based on previous research to measure this variable (Ferris & Kacmar, 1992; Kacmar & Carlson, 1997; Labrague et al., 2017; Vigoda, 2000). The scale consists of three dimensions. The first is general political behavior, which captures the perception that certain groups or individuals consistently dominate organizational decisions. Sample items include statements like "One group always gets their way in this organization," "There is an influential group that no one crosses," and "Policy changes help only a few." An example item is "People in this organization attempt to build themselves up by tearing others down." Go Along to Get Ahead**:** This dimension includes behaviors that employees use to achieve their goals, often by remaining silent or conforming to expectations. A sample item is "Employees are encouraged to speak out frankly even when they are critical of well-established ideas." Pay and Promotion Policies**:** This dimension represents perceptions of how rewards, such as pay and promotions, are distributed within the organization. A sample item is "When it comes to pay raises and promotion decisions, policies are irrelevant." A higher score on this scale indicates higher POP. Reverse scoring was applied as necessary. All the scale items are presented in Appendix A.

FA was assessed using a 5-item scale. The items included: "Not feeling too well," "just wanting to stay at home," "being fed up with work," "being absent for reasons associated with work stress," and "for reasons related to work politics." These items capture various reasons for absenteeism, from personal well-being to workplace-related stress and politics (Zia-ud-Din et al., 2017).

The FIL was evaluated using a 5-item scale. The items included the following: I want to find another job with a good opportunity. I do not enjoy this job, and have searched for other positions. I hope to find another job in the same organization. The layoffs are typical occurrences. People are often fired from this organization for good reasons. These items reflect faculty members' desire or intention to leave their current positions, ranging from actively seeking new opportunities to concerns about job security within the organization (Ryan et al., 2012).

FB was assessed using a 6-item scale that included the following: I feel emotionally drained from my work. I feel used at the end of my workday. Working with people all day is a strain on me. I feel burned out of my work. I think I am working too hard in my job. I feel like I am at the end of my rope. These items aimed to capture different aspects of burnout, focusing on emotional exhaustion, physical fatigue, and the overall strain experienced in the workplace. (Asfahani, 2024).

4. Results and discussions

4.1. Exploratory factor analysis

In our study, we used exploratory factor analysis (EFA) with varimax rotation to identify the dimensions of each construct, such as POP, FA, FIL, and FB. The EFA results revealed a four-factor solution that accounted for 86.19% of the total variance. According to the existing literature, we labelled the first factor as POP, explaining 32.24% of the variance. The second factor, FA, explained 19.44% of the variance. The third factor, FIL, explained 18.44% of the variance. The fourth factor, FB, explained 16.08% of the variance. Furthermore, the Kaiser-Meyer-Olkin (KMO) measure for the four-factor model was 0.906, and Bartlett's Test of Sphericity showed a statistically significant result with $\chi^2 = 16563.305$, $p < 0.000$, indicating a good fit for the model (Fabrigar et al., 1999; Nunnally & Bernstein, 1978). Detailed results are presented in Table 3.

Table 3. Factor loadings of exploratory factor analysis for a 4-factor model

Items	Factor 1	Factor 2	Factor 3	Factor 4
POPS9	.952			
POPS2	.951			
POPS1	.949			
POPS3	.915			
POPS6	.914			
POPS4	.892			
POPS8	.875			
POPS5	.874			
POPS7	.865			
FA4		.974		
FA3		.973		
FA5		.970		
FA2		.948		
FA1		.931		
FIL5			.930	
FIL3			.926	
FIL1			.909	
FIL4			.903	
FIL2			.887	
FB3				.854
FB4				.853
FB1				.851
FB2				.824
FB6				.789
FB5				.722
Eigenvalue	10.95	4.31	3.58	2.71
% of Variance	32.24	19.44	18.44	16.08
Cumulative % of Variance	32.24	51.68	70.11	86.19
Note: K-M-O Measure of sampling adequacy = .906; Bartlett's Test of Sphericity = 16563.305: $p < 0.000$				

Note: POP = perception of organizational politics, FA = faculty absenteeism, FIL = faculty intention to leave, FB = faculty burnout.

4.2. Bivariate Correlations

The results of the bivariate correlations, mean, standard deviation, and Cronbach's alpha for all the variables are presented in Table 4. The Pearson correlation results indicate that all the correlations were significant at the $p < .01$ level, except for the correlation between organizational politics and FB. For example, the correlation between organizational politics and FA ($r = .353$, $p < .01$) was statistically significant. Similarly, the correlation between organizational politics and FIL ($r = .231$, $p < .01$) was positive and essential. Finally, employees' perceptions of organizational politics were insignificantly correlated with FB ($r = .009$, p = n.s.).

Table 4. Inter-correlations among the variables

	Variable	M	Std.	2	3	4
1.	Perception of organization politics	3.51	0.90	.353**	.521**	.016
2.	Faculty absenteeism	3.37	1.44		.231**	.095
3.	Faculty intention to leave	3.70	1.28		.009	.009
4.	Faculty burnout	3.17	0.79			

*Note: ** p < 0.01, * p < 0.05.*

4.3. Structure equation modeling

Structural equation modeling was used to test the proposed model (Waseel, Zhang, Shehzad, et al., 2024). The results indicated that the data fit the model well, with CMIN/DF = 2.69, CFI = 0.973, TLI = 0.970, IFI = 0.973, NFI = 0.957, RFI = 952, and RMSEA = 0.067. The path coefficients are listed in Table 5. These results support our first hypothesis, which suggests that employees' POP is positively related to FA ($\beta = 0.35$; $p < 0.01$). Similarly, our second hypothesis, which proposes a positive association between POP and FIL ($\beta = 0.52$; $p < 0.01$), is supported. However, these findings do not support our third hypothesis, which posits a positive relationship between POP and FB ($\beta = 0.02$; p = n.s.). This suggests that the influence of POP on burnout may be negligible, indicating the possibility of other unmeasured factors affecting burnout, or that faculty members may have ways to cope with or mitigate the adverse effects of POP. The overall good fit of the model, as indicated by the solid fit indices, supported the robustness of these results as shown in Figure 2.

Table 5. Structural equation model results

H	Paths	βeta coefficients	T-value	P-value	Decision
H1	POP→FA	0.35	7.23	0.000	Supported
H2	POP→FIL	0.52	11.36	0.000	Supported
H3	POP→FB	0.02	0.428	0.669	Not Supported

Note: POP = perception of organization politics, FA = faculty absenteeism, FIL = faculty intention to leave, FB = faculty burnout.

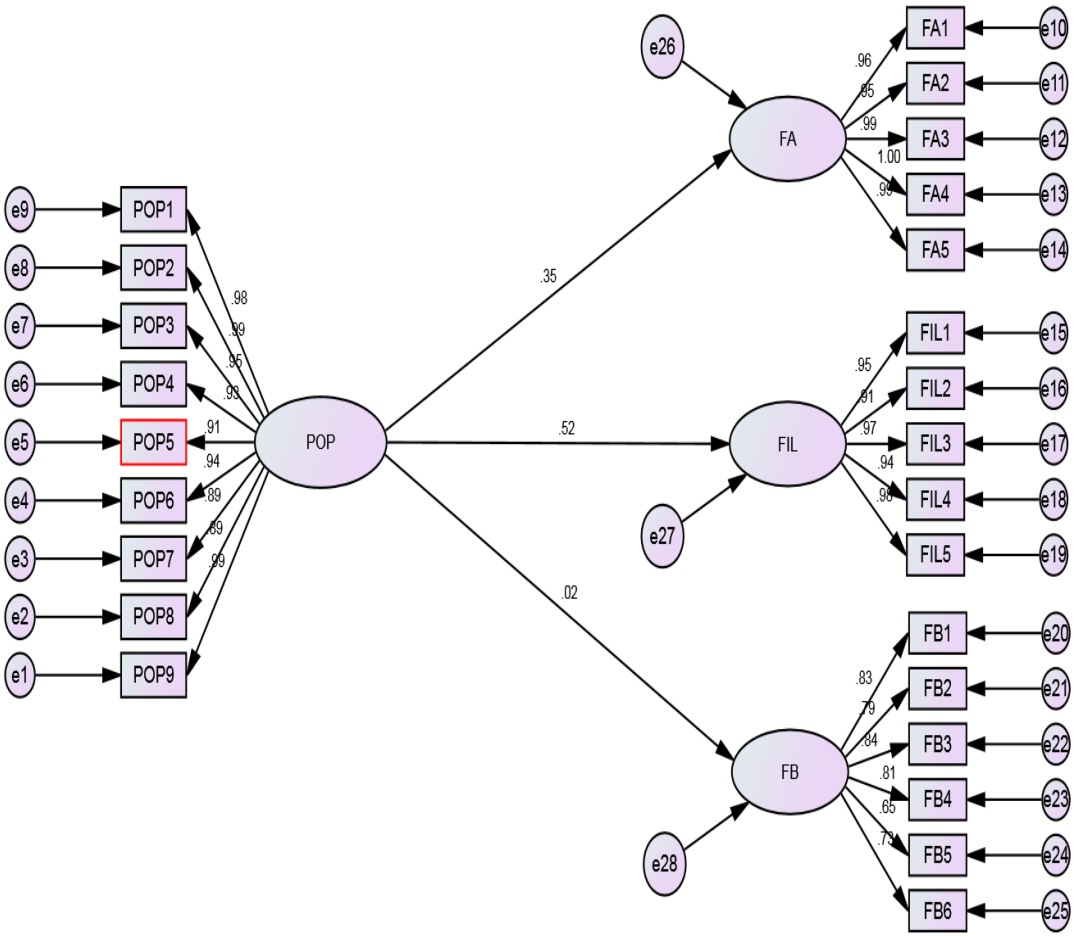


Figure 2. Estimated structural equation model

4.4. Moderation analysis

We examined Hypotheses 4 to 6 by investigating how university status affects certain factors. The method recommended by (Preacher et al., 2007; Waseel, Zhang, Zia, et al., 2024). Table 6 displays the results for the moderation and conditional effects (Figure 3-5). Hypothesis 4 suggests that university status influences the relationship between employees' POP and FA ($b = -0.435$, $p < 0.05$), and our results confirm this. Similarly, Hypothesis 5 indicates that university status affects the link between employees' POP and FIL, which is also supported ($b = -0.31$, $p < 0.05$). However, the moderating effect of university status on the relationship between employees' POP and FB was not supported ($b = -0.04$, $p =$ n.s.).

Table 6. Moderation Results

(a) Moderation of university status on faculty absenteeism as a dependent variable						
Predictor	β	t	p	F	R^2(Change in R^2)	
Perception of organization politics	.547	7.06	.000			
University status	.056	.327	.744			
Perception of organization politics x University status	-.435	-2.40	.017	19.96	0.14 (.013)	
University status ± 1 SD	Conditional Effect	*SE*	*z*	*P*	*LLCI*	*ULCI*
Public	0.890	.158	5.625	.000	.579	1.201
Private	0.455	.088	5.146	.000	.281	.629
(b) Moderation of university status on faculty intention to leave as a dependent variable						
Predictor	β	t	p	F	R^2(Change in R^2)	
Perception of organization politics	.724	11.52	.000			
University status	.15	1.07	.285			
Perception of organization politics x University status	-.31	-2.08	.038	48.94	.283(.008)	
University status ± 1 SD	Conditional Effect	*SE*	*z*	*P*	*LLCI*	*ULCI*
Public	0.97	.129	7.52	.000	.714	1.219
Private	0.66	.072	9.18	.000	.518	.801
(c) Moderation of university status on faculty burnout as a dependent variable						
Predictor	β	t	p	F	R^2(Change in R^2)	
Perception of organization politics	.019	.412	.680			
University status	-.15	-1.46	.145			
Perception of organization politics x University status	-.04	-.367	.714	.752	.006(.000)	
University status ± 1 SD	Conditional Effect	*SE*	*z*	*P*	*LLCI*	*ULCI*
Public	0.05	.094	.534	.594	-.134	.234
Private	0.01	.052	.203	.840	-.092	.114

To determine whether the impact of university status on FA and FIL is significant in public or private higher educational institutions in Pakistan, we conducted a statistical significance test using the method outlined by (Preacher et al., 2007). We plotted the interaction effect using one standard deviation above and below the mean score for university status as suggested by Aiken et al. (1991). The results of the plot and slope tests (Figure 3) indicate that the influence of politics on FA is more pronounced in public sector universities ($\beta = .890$, $p < 0.01$; CI = .579 to 1.201) than in private sector universities in Pakistan ($\beta = .455$, $p < 0.01$; CI = .281 to .629).

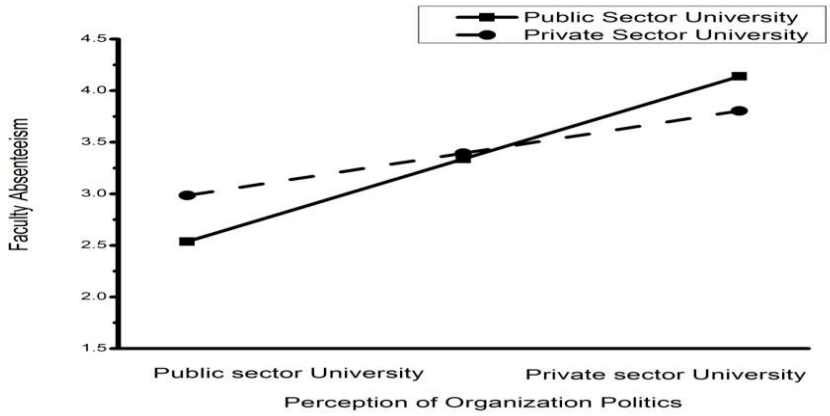


Figure 3. Faculty absenteeism as a function of organization politics and university status

The impact of politics on FIL is more pronounced in public-sector universities (β = .97, p < 0.01: CI = .714 to 1.219) than in private-sector universities in Pakistan (β = .66, p < 0.01: CI = .518 to .801). Ultimately, the impact of politics on FB was negligible in both public (β = .05, p = n.s.: CI = -.134 to .234) and private sector universities (β = .01, p = n.s.: CI = -.092 to .114).

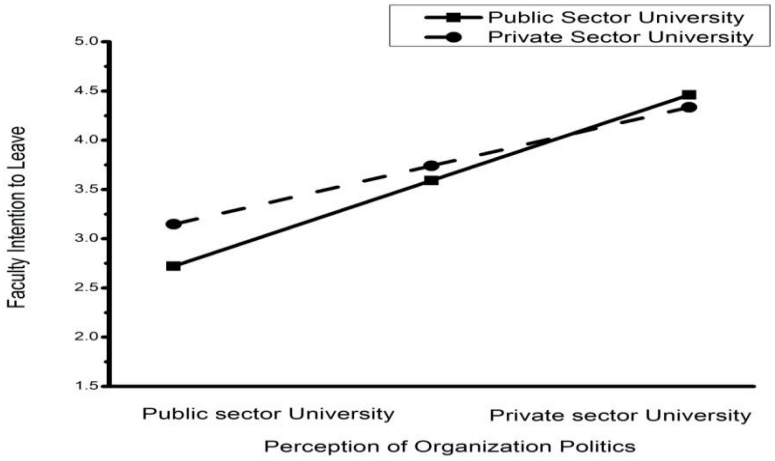


Figure 4. Faculty intention to leave as a function of organization politics and university status

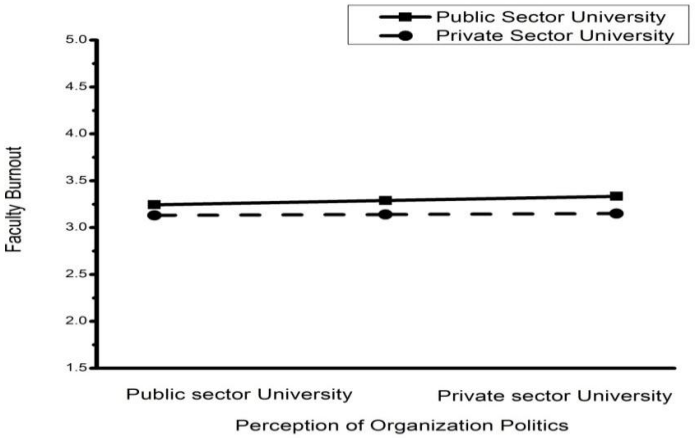


Figure 5. Faculty burnout as a function of organization politics and university status

5. Discussion

In this study, we examined how POP affects FA, FIL, and FB in Pakistani higher education institutions. We also examined how the type of university (public versus private) impacts these relationships. Our findings offer valuable insights that support and challenge existing theories and previous research.

H1: perception of organizational politics significantly effects faculty absenteeism.

The data strongly supported the first hypothesis (H1), which suggested that POP significantly increases FA. The results showed that higher POP levels were positively linked to increased absenteeism among faculty members ($\beta = 0.35$, $p < 0.01$). This finding aligns with the Conservation of Resources (COR) theory, which suggests that individuals aim to protect their valuable resources, such as time and well-being, and are likely to withdraw from environments perceived as threatening or depleting them. This aligns with previous research indicating that employees use absenteeism as a coping mechanism to disengage from a politically charged work environment as a coping mechanism (Julius et al., 2017; Kaur & Kang, 2023; Ullah & Ahmad, 2018; Vigoda-Gadot & Meisler, 2010). In Pakistani higher education institutions, where political maneuvering is typical, faculty members who feel marginalized or unfairly treated may resort to absenteeism as passive resistance (Asrar-ul-Haq et al., 2019).

H2: perception of organizational politics significantly effects faculty intention to leave job.

The second hypothesis (H2), which states that POP leads to an increase in FIL jobs, was supported ($\beta = 0.52$, $p < 0.01$). This is consistent with previous research indicating a strong connection between POP and turnover intention (Abbas et al., 2021; Arefin et al., 2020; De Clercq, Khan, et al., 2023). COR theory provides further support for this finding. In a politicized environment, the continual depletion of resources can increase faculty members' intentions to leave, as they aim to recover their lost resources in a new, potentially less stressful environment. The study of (Oliveira et al., 2024) further support this, indicating that in highly politicized environments, decisions regarding promotions and salaries are influenced by political factors rather than merit, leading employees to seek employment elsewhere. The feeling of being alienated and experiencing injustice makes them even more determined to leave (Kehavarz & Ansari, 2023).

H3: Perception of organizational politics significantly affects employee burnout.

However, the data did not support the third hypothesis (H3) which suggests that POP would increase FB ($\beta = 0.02$, $p =$ n.s.). This finding contradicts several previous studies that found a significant positive relationship between POP and burnout (Al-Romeedy & Khairy, 2024; Cropanzano et al., 1997; Kacmar et al., 1999; Xu et al., 2024). One possible reason for this difference is that faculty members may have developed effective coping mechanisms or social support systems to reduce the impact of POP on burnout. This may help alleviate the usual stress and emotional exhaustion in such environments. This finding indicates that burnout could be affected by various factors beyond POP, including individual resilience, institutional culture, and external support systems (Al-Romeedy & Khairy, 2024). In environments where favoritism, nepotism, and power abuse are widespread, such as in Pakistani higher education institutions, employees who perceive unfairness and injustice may experience increased stress, ultimately leading to burnout (Alajhar et al., 2024; Kim & Leach, 2021; Robbins et al., 2012). Future research could explore these moderating factors in greater detail to better understand their dynamics at play.

H4: University status moderates the relationship between faculty perception of politics and faculty absenteeism.

The moderating role of the university status hypothesis (H4) provided valuable insights. This finding suggests that the link between POP and absenteeism is more substantial in public universities. The results indicate that public universities, with their bureaucratic structures and susceptibility to political interference, have a stronger connection between POP and adverse outcomes than private universities ($\beta = -0.435$, $p < 0.05$). This aligns with previous studies indicating that internal politics affects public sector organizations more because of their bureaucratic nature and susceptibility to external political influences (Frumkin & Galaskiewicz, 2004; Story et al., 2023). Public universities in Pakistan are characterized by inflexible administrative structures and political interference, which worsen the stress related to POP and result in higher absenteeism rates.

H5: University status moderates the relationship between faculty perception of politics and faculty intention to leave.

Similarly, the impact of POP on FIL was particularly noticeable in public universities ($\beta = -0.31$, $p < 0.05$ for intention to leave). This validates the hypothesis and aligns with previous research, suggesting that public institutions, due to their politicized environments, may foster circumstances that prompt faculty members to look for employment opportunities elsewhere (Abbas et al., 2014; Vigoda, 2000). The prevailing culture of favoritism and political maneuvering in public universities undermines employee motivation and increases the perception of injustice, leading to a stronger desire to leave the institution (Kebenei, 2023; Mohammed & Nmadu, 2024).

H6: University status moderates the relationship between faculty perception of politics and faculty burnout.

On the other hand, Hypothesis H6, suggesting that university status would affect the relationship between POP and burnout, was not supported ($\beta = -0.04$, p = n.s.). This means that burnout in public and private universities can be influenced by factors other than POP, such as differences in institutional support, job demands, and personal coping strategies. Previous research has emphasized the potential for institutional culture and support to lessen the impact of burnout, which might explain why no significant difference was found between public and private institutions in this study (Bashir et al., 2019; Rajesh et al., 2023). In these settings, the feeling of unfair treatment is more pronounced, contributing to burnout among faculty members who feel powerless to change the status quo (Byskov, 2021).

The findings of this study largely support COR theory's application in explaining how POP can deplete resources, resulting in adverse outcomes, such as absenteeism and intention to leave. However, the nonsignificant findings regarding burnout suggest that this relationship may be more complex and requires further investigation. This study contributes to the literature by providing evidence from the context of a developing country. This highlights the unique challenges faced by faculty members in Pakistani higher education institutions. This emphasizes the need for targeted interventions to address the adverse effects of POP, particularly at public universities.

5.1. Conclusions

This study highlights the significant impact of POP on faculty outcomes in higher education institutions, particularly in Pakistan. By thoroughly applying the Conservation of Resources (COR) theory, this study demonstrates that POP is critical in causing adverse faculty outcomes, such as increased absenteeism and better intentions to leave. This is especially true for public universities, where political dynamics are more prominent. This study challenges the traditional understanding of the relationship between POP and burnout, and aims to establish a direct link between the two. This suggests that there may be mitigating factors such as institutional support or individual resilience.

The study's findings stress the importance of applying organizational behavior theories, such as COR, in a more context-specific manner, considering the unique institutional and cultural characteristics that can impact POP. The results also underline the significance of dealing with POP within higher education institutions in reducing its negative effects on faculty well-being and institutional effectiveness. This study adds to the existing literature on organizational behavior by offering empirical evidence on how POP influences faculty outcomes. This suggests the need for more research into how POP function in academic environments, especially in developing nations. Additionally, it proposes practical strategies for enhancing faculty retention and institutional stability through improved POP management.

5.2. Theoretical Implications

This study expands the application of Conservation of Resources (COR) theory in higher education, specifically in understanding how POP affects faculty outcomes. Research shows that POP can drain essential resources such as time, energy, and emotional well-being, leading to negative consequences such as increased absenteeism and intention to leave, especially in public universities. These findings support COR theory, which suggests that individuals strive to protect and gather resources, and when these resources are threatened or depleted, it leads to stress and disengagement (Westman et al., 2004). This study challenges existing assumptions within the COR framework by finding no significant relationship between POP and burnout. This suggests that factors such as social support, institutional culture, or individual resilience buffer the effects of POP, preventing the expected resource depletion that leads to burnout (Bunjak et al., 2023; Cheng et al., 2023). This finding further explores the intricate interplay of resources that influences the connection between POP and burnout, emphasizing the need to refine COR theory in this context.

Moreover, by situating this research within the Pakistani higher education sector, this study broadens the geographical and cultural scope of organizational behavior research, emphasizing the need for theories that account for contextual differences in the dynamics of POP (Asrar-ul-Haq et al., 2019; Sabir & Malik, 2023). This contribution is crucial because it emphasizes the unique challenges faced by faculties in developing countries. The political environment within institutions can significantly impact faculty well-being and institutional effectiveness. This study improves our understanding of how POP function at academic institutions. It sets a foundation for future research on how POP impacts faculty outcomes. This enriches the application of COR theory in organizational settings (Liu et al., 2023).

5.3. Practical Implications

The results of this study have important practical implications for higher education administrators, policymakers, and institutional leaders, particularly for managing the negative impact of POP within academic institutions. The significant influence of POP on FA and FIL public universities underscores the urgent need for administrators in these institutions to take proactive measures to reduce politically motivated behavior. This can be accomplished by promoting transparency in decision-making processes, ensuring fair distribution of resources, and implementing practices based on meritocracy. Public universities can create a more supportive and equitable working environment by addressing the underlying issues of favoritism and manipulation, thereby reducing the typical disengagement and FIL among faculty members.

The study indicates that support from the organization and effective coping mechanisms are essential for mitigating the negative impacts of POP. The lack of a significant relationship between politics and burnout was evident. Higher education institutions should improve their support systems by offering professional development opportunities, mentorship, and access to counseling services. Creating an open communication and collaboration culture can also help to reduce the stress of a politically charged environment, making faculty members feel more supported and less isolated.

The impact of POP in private universities is less severe, but still needs attention. Administrators should improve and implement policies to ensure transparency and fairness, particularly in promotions and resource allocation. By adhering to a transparent and merit-based approach, private universities can maintain a positive organizational climate and prevent the growth of political behaviors that might lower faculty morale and productivity. Leadership within academic institutions plays a crucial role in shaping organizational culture. Therefore, it is essential to provide leadership training that focuses on ethical decision-making, conflict resolution, and transparency. Equipping leaders with the skills to identify and address politically motivated behaviors early can prevent these issues from escalating and hurting faculty well-being and institutional performance. Policymakers in higher education also mitigate the effects of POP. Guidelines promoting transparency, fairness, and accountability across academic institutions are required. Such policies should establish clear criteria for promotions, tenure, and resource allocation, free from political influence, and include oversight mechanisms to ensure adherence and promptly address deviations.

Finally, creating a collaborative organizational culture in which faculty members actively participate in governance and decision-making processes can mitigate the adverse effects of POP. When faculty members feel valued and have a say in institutional decisions, they reduce their feelings of powerlessness and frustration, which are often associated with POP. This collaborative approach boosts faculty commitment and satisfaction, and creates a more stable and productive academic environment. Addressing these issues through targeted interventions can improve faculty well-being, reduce absenteeism and turnover, and foster a more positive and productive organizational climate in higher education institutions.

5.4. Limitations and Future Recommendations

This study provides valuable insights into how POP impacts faculty outcomes in Pakistani education institutions. However, this method has certain limitations that affect its depth and breadth. The study's cross-sectional design limits its ability to establish causal relationships between perceived POP and faculty outcomes such as absenteeism, leaving intentions, and burnout. Longitudinal studies can provide a better understanding of these dynamics over time. Additionally, relying solely on self-reported data raises concerns about common method and social desirability

biases, which could distort the results. Using diverse data sources, such as peer evaluations and administrative records, could mitigate these issues and strengthen the validity of the study.

Moreover, the research focus on Pakistan restricts its applicability to other cultural contexts. Expanding the research to various geographical and institutional settings is necessary to enhance its generalizability. The study also overlooks potential moderators, such as resilience, organizational support, and leadership styles, which could significantly influence how POP affects faculty well-being. Further exploration of the specific types and sources of political behavior within universities could yield more actionable insights. Finally, the study needs to address the long-term impact of POP on career trajectories and institutional performance, leaving room for future research to provide a comprehensive view of the implications of political behaviors in academic settings.

References

Abbas, M., Raja, U., Darr, W., & Bouckenooghe, D. (2014). Combined effects of perceived politics and psychological capital on job satisfaction, turnover intentions, and performance. *Journal of management*, *40*(7), 1813-1830.

Abbas, Z., Ansari, J., Gulzar, S., Zameer, U., & Hussain, K. (2021). The role of workload, nepotism, job satisfaction, and organizational politics on turnover intention: A conservation of resources perspective. *Organizacija*, *54*(3), 238-251.

Adusu, D. (2023). *Organisational Politics on Workplace Incivility: The Moderating Role of Resilience of Senior Staff at the University of Cape Coast, Ghana* University of Cape Coast.

Akosile, A. L., & Ekemen, M. A. (2022). The impact of core self-evaluations on job satisfaction and turnover intention among higher education academic staff: Mediating roles of intrinsic and extrinsic motivation. *Behavioral Sciences*, *12*(7), 236.

Al-Romeedy, B. S., & Khairy, H. A. (2024). Organizational politics and employee job performance in the tourism and hospitality industry: workplace stress and counterproductive work behavior. *Tourism Review*.

Alajhar, N. A., Bajaba, S., & Yaqub, M. Z. (2024). The Unseen Scars: How and When Exploitative Leadership Fuels Psychological Distress Through the Lens of Perceived Distributive Injustice and Victim Sensitivity. *Employee Responsibilities and Rights Journal*, 1-24.

Ali, F. (2024). *Understanding Policy Enactment in Diverse Institutional Contexts: An Exploration of the Implementation of the Single National Curriculum Policy in Pakistan* University of Maryland, College Park].

Ali, M. S. E., & Sarkar, A. (2024). Workplace politics in educational institutions: An interpretive structural modeling (ISM) analysis. *Educational Administration: Theory and Practice*, *30*(5), 7355-7365.

Ali Shah, S. A., Uddin, I., Aziz, F., Ahmad, S., Al-Khasawneh, M. A., & Sharaf, M. (2020). An enhanced deep neural network for predicting workplace absenteeism. *Complexity*, *2020*(1), 5843932.

Altbach, P. G. (2005). The private higher education revolution: An introduction. In *Private Higher Education* (pp. 1-9). Brill.

Aman-Ullah, A., Ali, A., Ariza-Montes, A., Mehmood, W., & Saraih, U. N. (2023). Nexus of workplace incivility, workplace violence and turnover intentions: a mediation study through job burnout. *Kybernetes*.

Arefin, M. S., Alam, M. S., Islam, N., & Molasy, M. (2020). Organizational politics and work-family conflict: the hospitality industry in Bangladesh. *South Asian Journal of Business Studies*, *9*(3), 357-372.

Asfahani, A. M. (2024). Link between job burnout antecedents and consequences: an empirical study on higher education faculty members in the Saudi context. *Journal of Applied Research in Higher Education*, *16*(2), 629-649.

Aslam, A., Fakhar-e-Zahra, S., Aslam, T., & Naseem, M. A. (2023). Political Interference and Bureaucratic Performance in Pakistan: A Perspective of Civil Servants. *Pakistan Journal of Humanities and Social Sciences*, *11*(2), 964–970-964–970.

Asrar-ul-Haq, M., Ali, H. Y., Anwar, S., Iqbal, A., Iqbal, M. B., Suleman, N., Sadiq, I., & 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*, *8*(2), 185-200.

Atta, M., & Khan, M. J. (2016). Perceived organizational politics, organizational citizenship behavior and job attitudes among university teachers. *Journal of Behavioural Sciences*, *26*(2).

Badmus, B. N., & Okiki, O. C. (2022). Organisational Politics on Job Impetus Among Library Personnel in Selected Public Universities in South-West Nigeria. *International Journal of Knowledge Content Development & Technology*, *13*(2).

Bashir, M., Abrar, M., Yousaf, M., Saqib, S., & Shabbir, R. (2019). Organizational politics and workplace deviance in unionized settings: Mediating role of job stress and moderating role of resilience. *Psychology Research and Behavior Management*, 943-959.

Boamah, S. A., Hamadi, H. Y., Havaei, F., Smith, H., & Webb, F. (2022). Striking a balance between work and play: The effects of work–life interference and burnout on faculty turnover intentions and career satisfaction. *International journal of environmental research and public health*, *19*(2), 809.

Boamah, S. A., Kalu, M., Stennett, R., Belita, E., & Travers, J. (2023). Pressures in the ivory tower: an empirical study of burnout scores among nursing faculty. *International journal of environmental research and public health*, *20*(5), 4398.

Borlaug, S. B., Tellmann, S. M., & Vabø, A. (2023). Nested identities and identification in higher education institutions—the role of organizational and academic identities. *Higher Education*, *85*(2), 359-377.

Bunjak, A., Černe, M., Nagy, N., & Bruch, H. (2023). Job demands and burnout: The multilevel boundary conditions of collective trust and competitive pressure. *human relations*, *76*(5), 657-688.

Byskov, M. F. (2021). What makes epistemic injustice an "injustice"? *Journal of Social Philosophy*, *52*(1), 114-131.

Chan, S. H. J., & James, M. (2020). Impact of politics on emotional exhaustion, satisfaction and turnover intention. *Anatolia*, *31*(4), 591-604.

Charoensukmongkol, P. (2023). The interaction of organizational politics and political skill on employees' exposure to workplace cyberbullying: the conservation of resources theory perspective. *Asia-Pacific Journal of Business Administration*(ahead-of-print).

Cheng, H., Fan, Y., & Lau, H. (2023). An integrative review on job burnout among teachers in China: Implications for Human Resource Management. *The International Journal of Human Resource Management*, *34*(3), 529-561.

Cho, S., Johanson, M. M., & Guchait, P. (2009). Employees intent to leave: A comparison of determinants of intent to leave versus intent to stay. *International journal of hospitality management*, *28*(3), 374-381.

Counts, D., Dodd, C., Wallace, J., & Cardot, J. (2022). Tumult in higher education: an open systems perspective of faculty reactions to organizational change at Christian universities. *Christian Higher Education*, *21*(4), 244-263.

Cropanzano, R., Howes, J. C., Grandey, A. A., & Toth, P. (1997). The relationship of organizational politics and support to work behaviors, attitudes, and stress. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *18*(2), 159-180.

De Clercq, D., Khan, M. A., & Haq, I. U. (2023). Perceived organizational politics and turnover intentions: critical roles of social adaptive behavior and emotional regulation skills. *Journal of Management & Organization*, *29*(2), 247-265.

De Clercq, D., Shu, C., & Gu, M. (2023). Overcoming organizational politics with tenacity and passion for work: benefits for helping behaviors. *Personnel Review*, *52*(1), 1-25.

Dinibutun, S. R., Kuzey, C., & Dinc, M. S. (2020). The effect of organizational climate on faculty burnout at state and private universities: A comparative analysis. *Sage Open*, *10*(4), 2158244020979175.

Dodanwala, T. C., Santoso, D. S., & Yukongdi, V. (2023). Examining work role stressors, job satisfaction, job stress, and turnover intention of Sri Lanka's construction industry. *International Journal of Construction Management*, *23*(15), 2583-2592.

Durnalı, M., & Ayyıldız, P. (2019). The relationship between faculty members' job satisfaction and perceptions of organizational politics. *Participatory Educational Research*, *6*(2), 169-188.

Emile Monono, M. (2023). Chronic Absenteeism in Higher Education Institutions in Cameroon: The Case of the University of Buea. *World of Science: Journal on Modern Research Methodologies*, *2*(4), 134-163.

Ezegwu, C., & Okoye, D. (2024). Political bargaining, religion, and educational development: The Nigerian experience from the takeover of schools from christian missions. *International Journal of Educational Development*, *106*, 103000.

Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological methods*, *4*(3), 272.

Farrell, D., & Rusbult, C. E. (1992). Exploring the exit, voice, loyalty, and neglect typology: The influence of job satisfaction, quality of alternatives, and investment size. *Employee Responsibilities and Rights Journal*, *5*, 201-218.

Ferris, G. R., & Kacmar, K. M. (1992). Perceptions of organizational politics. *Journal of management*, *18*(1), 93-116.

Frumkin, P., & Galaskiewicz, J. (2004). Institutional isomorphism and public sector organizations. *Journal of Public Administration Research and Theory*, *14*(3), 283-307.

Gaji, A. A., & Galoji, S. I. (2022). ORGANISATIONAL POLITICS AND EMPLOYEE WITHDRAWAL BEHAVIOUR: A STUDY OF PUBLIC INSTITUTION IN NORTH-EAST NIGERIA. *ACU Journal of Social and Management Sciences*, *3*(1).

Ghahramanian, A., Bagheriyeh, F., Aghajari, P., Asghari-Jafarabadi, M., Abolfathpour, P., Rahmani, A., Nabighadim, A., & Hajieskandar, A. (2024). The intention to leave among academics in Iran: an examination of their work-life quality and satisfaction. *BMC nursing*, *23*(1), 43.

Hammoudi Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023). Understanding and fostering mental health and well-being among university faculty: A narrative review. *Journal of clinical medicine*, *12*(13), 4425.

Hassaan, M., & Khan, M. I. (2022). Leaders Member Exchange Bond: Examining The Impact Of Leader Member Exchange On Job Satisfaction Through Perception Of Politics. *Journal of Positive School Psychology*, 1558-1573.

Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American psychologist*, *44*(3), 513.

Hochwarter, W. A., Rosen, C. C., Jordan, S. L., Ferris, G. R., Ejaz, A., & Maher, L. P. (2020). Perceptions of organizational politics research: Past, present, and future. *Journal of management*, *46*(6), 879-907.

Hur, H., & Abner, G. (2024). What makes public employees want to leave their job? A meta-analysis of turnover intention predictors among public sector employees. *Public Administration Review*, *84*(1), 115-142.

Ishaq, S., & Khalid, S. (2014). Job satisfaction, commitment and perceived organizational politics in employees of a public sector university. *Journal of Behavioural Sciences*, *24*(2), 69.

Jamal, M. T., Anwar, I., Khan, N. A., & Ahmad, G. (2024). How do teleworkers escape burnout? A moderated-mediation model of the job demands and turnover intention. *International Journal of Manpower*, *45*(1), 169-199.

Julius, N. T., Ojiabo, U., & Alagah, A. (2017). Organizational politics and employee's job satisfaction in the health sector of rivers state. *IJARR International Journal of Advanced Academic Research*, *3*(7), 88-106.

Kacmar, K. M., Bozeman, D. P., Carlson, D. S., & Anthony, W. P. (1999). An examination of the perceptions of organizational politics model: Replication and extension. *human relations*, *52*, 383-416.

Kacmar, K. M., & Carlson, D. S. (1997). Further validation of the perceptions of politics scale (POPS): A multiple sample investigation. *Journal of management*, *23*(5), 627-658.

Karim, D. N. (2021). Relationship between perceived organisational politics and workplace ostracism at higher education institutions. *International Journal of Management in Education*, *15*(4), 318-336.

Karim, D. N., Majid, A. H. A., Omar, K., & Aburumman, O. J. (2021). The mediating effect of interpersonal distrust on the relationship between perceived organizational politics and workplace ostracism in higher education institutions. *Heliyon*, *7*(6).

Kataike, V. (2022). *Organizational politics, employee engagement and Job satisfaction among the administrators of Makerere University* Makerere University].

Kaur, N., & Kang, L. S. (2023). Perception of organizational politics, knowledge hiding and organizational citizenship behavior: the moderating effect of political skill. *Personnel Review*, *52*(3), 649-670.

Kebenei, P. J. (2023). *Influence of Organizational Politics on Lecturers' Job Performance in Public Universities in Kenya: a Case of the University of Nairobi* University of Nairobi].

Kehavarz, Y., & Ansari, Z. (2023). Effects of favoritism on employees' intention to leave in governmental organizations with the mediating roles of burnout and alienation. *Journal of System Management (JSM)*, *9*, 3.

Kezar, A. J. (2023). *Rethinking leadership in a complex, multicultural, and global environment: New concepts and models for higher education*. Taylor & Francis.

Khan, M. A., & Hussain, N. (2016). The analysis of the perception of organizational politics among university faculty. *Pakistan Business Review*, *18*(2), 451-467.

Khan, M. A., Sheikh, I., & ur Rehman, S. (2022). The Perceptions of Organizational Politics and its Impact on Job Satisfaction Among Public Sector University Faculty. *Journal of Positive School Psychology*, *6*(8), 10680-10696.

Khuwaja, U., Ahmed, K., Abid, G., & Adeel, A. (2020). Leadership and employee attitudes: The mediating role of perception of organizational politics. *Cogent Business & Management*, *7*(1), 1720066.

Kim, H., & Leach, R. B. (2021). Mitigating burnout through organizational justice: Customer support workers' experiences of customer injustice and emotional labor. *Management Communication Quarterly*, *35*(4), 497-517.

Kisaka, A. M. (2023). *Influence Of Organizational Politics On Institutional Productivity In Selected Public Universities In Uganda* Kisii University].

Labrague, L. J., McEnroe-Petitte, D., Gloe, D., Tsaras, K., Arteche, D., & Maldia, F. (2017). Organizational politics, nurses' stress, burnout levels, turnover intention and job satisfaction. *International nursing review*, *64*(1), 109-116.

Lata, L., Mohamed Zainal, S. R., Jan, G., & Memon, U. (2021). The nexus of physical, cognitive, and emotional engagement with academic staff turnover intention: The moderating role of organizational politics. *Global Business and Organizational Excellence*, *40*(3), 36-49.

Lee, J.-h. (2024). Perceptions of organizational politics and organizational commitment: role of personal motive and ability. *International Journal of Organization Theory & Behavior*.

Liu, D., Morgeson, F. P., Zhu, J., & Fan, X. (2023). Event-oriented organizational behavior research: A multilevel review and agenda for future research. *Journal of management*, *49*(6), 2148-2186.

Luzipho, N., Joubert, P. A., & Dhurup, M. (2023). Job stressors, work tension and job satisfaction of academics at a university in South Africa. *SA Journal of Human Resource Management*, *21*, 2015.

Malik, O. F., Shahzad, A., Raziq, M. M., Khan, M. M., Yusaf, S., & Khan, A. (2019). Perceptions of organizational politics, knowledge hiding, and employee creativity: The moderating role of professional commitment. *Personality and individual differences*, *142*, 232-237.

Mastekaasa, A. (2020). Absenteeism in the public and the private sector: Does the public sector attract high absence employees? *Journal of Public Administration Research and Theory*, *30*(1), 60-76.

Miraglia, M., & Johns, G. (2021). The social and relational dynamics of absenteeism from work: A multilevel review and integration. *Academy of Management Annals*, *15*(1), 37-67.

Mohammed, M., & Nmadu, T. (2024). EFFECT OF ORGANIZATIONAL POLITICS ON TURNOVER INTENTION IN PUBLIC HOSPITALS IN NIGERIA. *Journal of Political Discourse*, *2*(1 (2)), 252-263.

Mohammed, S. S., Suleyman, C., & Taylan, B. (2020). Burnout determinants and consequences among university lecturers. *Amazonia Investiga*, *9*(27), 13-24.

Mostafa, B., Barakat, M. O., Abdien, M. K., & Shehata, H. S. (2022). Assessing the mediating role of emotional exhaustion in political behavior effect on turnover intention: A study on Alexandria hotels. *Journal of Tourism, Hotels and Heritage*, *5*(3), 1-17.

Mughal, I., Syed, S., Mughal, D. D. K., & Maitlo, A. A. (2023). Understanding the Despotic Leadership and Perception of Politics in relation to Employee Outcome: A Systematic Literature Review. *Pakistan Journal of Humanities and Social Sciences*, *11*(4), 4563–4585-4563–4585.

Murtaza, G., Roques, O., Talpur, Q.-u.-a., Khan, R., & Haq, I. U. (2024). Effects of perceived organisational politics and effort–reward imbalance on work outcomes–the moderating role of mindfulness. *Personnel Review*, *53*(1), 76-98.

Nazir, S., Khadim, S., Asadullah, M. A., & Syed, N. (2024). The paradoxical effect of perceived organizational politics on employees motivation: the mediation role of hostility and moderating role of organizational injustice. Evidence-based HRM: a Global Forum for Empirical Scholarship,

Nazir, T., Umer, M., Najam, M., Nawab, S., Maqsoom, A., Shafi, K., Munir, Y., & Nawaz, I. (2022). Impact role stress on turnover intentions of pakistan's healthcare workers: Mediating and moderating role of organizational cynicism and self-efficacy. *Plos one*, *17*(12), e0279075.

Noori, R., Shoaib, S., & Mujtaba, B. G. (2023). Antecedents and consequences of perception of organizational politics: Empirical evidence for public sector universities in Eastern Afghanistan. *Public Organization Review*, *23*(4), 1477-1503.

Nunnally, J. C., & Bernstein, I. (1978). Psychometric Theory, New York, NY: McGraw-Hills. In: Inc.

Nyathi, M. (2024). A balanced treatment of perceived organizational politics: A review of the positive influences. *Human Resources Management and Services*, *6*(3).

Obi, E., & Anachuna, O. (2024). Factors Influencing the Use of Internal Measures for Quality Assurance in Public Universities in Nigeria. *Journal of Guidance and Counselling Studies*, *8*(1), 123-144.

Oliveira, E., Abner, G., Lee, S., Suzuki, K., Hur, H., & Perry, J. L. (2024). What does the evidence tell us about merit principles and government performance? *Public Administration*, *102*(2), 668-690.

Oweisanda, A. (2024). ORGANISATIONAL POLITICS AND EMPLOYEE ENGAGEMENT OF PUBLIC UNIVERSITIES IN RIVERS STATE. *BW Academic Journal*, *1*(3), 106-133.

Paarima, Y., Kisinna, A. A., & Ofei, A. M. A. (2024). Perceived organizational politics: Implications for nurses' stress and job satisfaction. *International Journal of Africa Nursing Sciences*, *20*, 100686.

Parvaiz, L., Batool, S., Khalid, A., & AftabFarooqi, Y. (2015). Impact of stressors (role conflict, role overload, leadership support and organizational politics) on job stress and its subsequent impact on turnover intention. *International Journal of Business and Management Invention*, *4*(10), 52-63.

Pate, A. N., Reed, B. N., Cain, J., & Schlesselman, L. (2023). Improving and expanding research on burnout and stress in the academy. *American Journal of Pharmaceutical Education*, *87*(1), ajpe8907.

Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate behavioral research*, *42*(1), 185-227.

Rajesh, J. I., Prikshat, V., Kirk, S., Saeed, M. M., Patel, P., & Sheheryar Khan, M. M. (2023). Public service leadership: follower interpersonal communication satisfaction in transformational leadership and growth satisfaction, job stress and burnout. *Journal of Asia Business Studies*, *17*(6), 1183-1204.

Rizwan, M., Afzal Humayon, A., Shahid, A. U., Danish, R. Q., Aslam, N., & Shahid, J. (2017). Antecedents of job turnover in educational sector of Pakistan. *International Journal of Organizational Leadership*, *6*, 89-101.

Robbins, J. M., Ford, M. T., & Tetrick, L. E. (2012). Perceived unfairness and employee health: a meta-analytic integration. *Journal of applied psychology*, *97*(2), 235.

Rothman, S., Kelly-Woessner, A., & Woessner, M. (2010). *The still divided academy: How competing visions of power, politics, and diversity complicate the mission of higher education*. Rowman & Littlefield Publishers.

Ryan, J. F., Healy, R., & Sullivan, J. (2012). Oh, won't you stay? Predictors of faculty intent to leave a public research university. *Higher Education*, *63*, 421-437.

Sabir, S., & Malik, R. (2023). Qualitative Inquiry Discourse: Towards A Comprehensive Understanding of Organizational Politics. *Abasyn University Journal of Social Sciences*, *16*(2).

Saei, E., & Liu, Y. (2023). No news is not good news: the mediating role of job frustration in the perceptions of organizational politics and employee silence. *The Journal of Applied Behavioral Science*, 00218863221148785.

Saei, E., & Liu, Y. (2024). No news is not good news: The mediating role of job frustration in the perceptions of organizational politics and employee silence. *The Journal of Applied Behavioral Science*, *60*(3), 520-552.

Septriyan, O. (2022). *The moderating role of perceived organizational support on the relationship between job satisfaction and turnover intention among academic staff of private universities in Malaysia* UTAR].

Shah, M. J., Akhtar, G., Zafar, H., & Riaz, A. (2012). Job satisfaction and motivation of teachers of public educational institutions. *International Journal of Business and Social Science, 3*(8).

Shah, S. Q. (2022). Perception of Organizational Politics and its Influence On Employee Relations. *International Journal of Public Administration, Management and Economic Development, 7*(1), 65-75.

Shaheen, S., Abrar, M., Saleem, S., Shabbir, R., & Zulfiqar, S. (2023). Linking organizational cronyism to deviant workplace behavior: Testing the mediating role of employee negligence in Pakistani higher education institutions. *International Journal of Leadership in Education, 26*(3), 427-449.

Shahid, M. N., Khan, A. J., Bakar, A., & Bashir, F. (2022). The mediating role of job satisfaction between perceived organizational politics, job stress, role conflict, and turnover intention: A Covid-19 perspective. *Review of Education, Administration & Law, 5*(4), 677-693.

Sharma, G., & Syal, D. (2022). A conceptual analysis of employee turnover intention: The causes of turnover intention in the faculties in higher educational institutions. *International Journal of Research in Finance and Management, 5*(2).

Siyum, B. A. (2023). University instructors' burnout: antecedents and consequences. *Journal of Applied Research in Higher Education, 15*(4), 1056-1068.

Story, J., Lotta, G., & Tavares, G. M. (2023). (Mis) Led by an outsider: abusive supervision, disengagement, and silence in politicized bureaucracies. *Journal of Public Administration Research and Theory, 33*(4), 549-562.

Tang, Y., Xu, E., Huang, X., & Pu, X. (2023). When can display of authenticity at work facilitate coworker interactions? The moderating effect of perception of organizational politics. *human relations, 76*(1), 27-52.

Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: path analyses based on meta-analytic findings. *Personnel psychology, 46*(2), 259-293.

Ugwu, F., Nwali, A. C., Ugwu, L. E., Okafor, C. O., Ozurumba, K. C., & Onyishi, I. E. (2023). Mediating roles of employee cynicism and workplace ostracism on the relationship between perceived organizational politics and counterproductive work behavior. *Career Development International, 28*(3), 314-332.

Ullah, R., & Ahmad, S. Z. (2018). The effect of organizational politics on job stress; mediating role of job satisfaction. *Electronic Journal of Business Ethics and Organization Studies, 23*(2).

Usman, S. (2014). Governance and Higher Education in Pakistan: What Roles Do Boards of Governors Play in Ensuring the Academic Quality Maintenance in Public Universities versus Private Universities in Pakistan? *International Journal of Higher Education, 3*(2), 38-51.

Vigoda-Gadot, E., & Kapun, D. (2005). Perceptions of politics and perceived performance in public and private organisations: a test of one model across two sectors. *Policy & Politics, 33*(2), 251-276.

Vigoda-Gadot, E. (2007). Leadership style, organizational politics, and employees' performance: An empirical examination of two competing models. *Personnel Review, 36*(5), 661-683.

Vigoda-Gadot, E., & Meisler, G. (2010). Emotions in management and the management of emotions: The impact of emotional intelligence and organizational politics on public sector employees. *Public Administration Review, 70*(1), 72-86.

Vigoda-Gadot, E., & Talmud, I. (2010). Organizational politics and job outcomes: The moderating effect of trust and social support. *Journal of applied social psychology*, *40*(11), 2829-2861.

Vigoda, E. (2000). Organizational politics, job attitudes, and work outcomes: Exploration and implications for the public sector. *Journal of vocational Behavior*, *57*(3), 326-347.

Waseel, A. H., Zhang, J., Shehzad, M. U., Hussain Sarki, I., & Kamran, M. W. (2024). Navigating the innovation frontier: ambidextrous strategies, knowledge creation, and organizational agility in the pursuit of competitive excellence. *Business Process Management Journal*, *30*(6), 2127-2160.

Waseel, A. H., Zhang, J., Zia, U., Mohsin, M. M., & Hussain, S. (2024). Leadership, knowledge dynamics and dual-path innovation: unravelling the synergy in Pakistan's manufacturing sector. *Journal of Business & Industrial Marketing*.

Westman, M., Hobfoll, S. E., Chen, S., Davidson, O. B., & Laski, S. (2004). Organizational stress through the lens of conservation of resources (COR) theory. In *Exploring interpersonal dynamics* (Vol. 4, pp. 167-220). Emerald Group Publishing Limited.

Westmoreland, R. E. (2024). *Factors Related to Turnover Intention Among Admission Counselors at Christian Colleges and Universities* Fairleigh Dickinson University].

Xu, X., Sarfraz, M., & Nasrullah, U. (2024). Health hazards in sports: Exploring the influence of despotic leadership and perceived organizational politics on well-being. *Heliyon*, *10*(7).

Yaseen, A.-D. O. (2020). The influence of emotional intelligence and organizational politics on employee turnover and performance. *Frontiers in Management and Business*, *1*(2), 51-62.

Young, E. (2020). *African American teachers' perspectives on principals' leadership styles and the influence on teacher morale* University of South Carolina].

Zia-ud-Din, M., Arif, A., & Shabbir, M. A. (2017). The impact of workplace incivility on employee absenteeism and organization commitment. *International Journal of Academic Research in Business and Social Sciences*, *7*(5), 205-221.