

## Gender preference and Job Performance a case study of Universities of Peshawar District (KPK) Pakistan

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### Abstract

Employees' attitude is very important to management because they settle on the actions of workers in the organization. The repeatedly held finding is that "A contented worker is a productive worker". A contented work force may engender delightful mood within the organization to perform well. Employees perform differently in the scenario of their different demographics. The specific problem addressed in present study was to examine the impact of academicians' (working in higher education institutions (Universities) of Peshawar) gender along with their designation, length of service, qualifications, marital status, age and sector on their job performance. Data were gathered through structured questionnaire from 218 randomly selected academicians' strata of public universities and private universities at Peshawar. Regression analysis exposed that there exists collectively as well as individually positive highly correlation and positive significant impact of o Male, younger, highly educated, married academicians on their job performance.

**Key words:** Job performance, Demographic factors

**Introduction** Universities put in much to communal, political and fiscal development of a nation Therefore governments craft efforts to sponsorship this sector. In Pakistan the university management faces a lot of problems that may not assign the structure to make the expected role to communal, political and fiscal development of the nation. Among the several problems confronting university in Pakistan is the supposed poor job performance of some academic staff.

In recent years, stakeholders in the education industry complained about the job performance of academic staff in the Pakistanis' universities. It has often been uttered by the public that academic staff are no longer devoted and committed to the job. It appears the academic staff who are able to produce a bevy of honored societal fundamental worth such as honesty, inconspicuous nature, elf, steadfastness, promptness, commitment and loyalty are not zealous and dedicated to their job.

Among the key factors influencing the quality of higher education are personal features of faculty members. The various factors responsible for the wretched academic staff job performance come into sight to be both internal and external to the universities. Internal factors include strikes, lack of employees' motivation and weak accountability for educational performance and poor work environment. External factors wrap academic staff shortage, baseness, and pitiful bequest of the university system by government and admission based on quotas rather than on merit.

According to the Noordin and Jusoff (2009) communal vista depends upon the proud administration of the education system. The proud administration of the educational system depends upon the concentration, application and the participation of the academic staff or their certified know-how. Job satisfaction, retention and commitment to the institution. The efficiency of the university is dependent upon the spur of its employees (Malik, 2010)", secretarial behavior of the academicians in higher education is vital to the success or failure of the universities in performing their functions (Sattar & Nawaz, 2011). Many researchers for example (Sokoya, 2000) pointed a set of predictors for the job-satisfaction, like pay, work, promotion, supervision, environment, and co-workers.

Xu (2007) told that performance depends upon age. Witt et al, (2002); Dunlop and Lee, (2004); Miron et al,(2004);Yun et al,( 2005)talked of impact of experience and education level on job performance. Shaiful Anuar, et al (2009) reported impact of gender on work performance. Therefore, at university level teacher's personal characteristics, citizen ship behavior, and university environmental factors, all play critical role for strengthening the potential required for better academic achievement of university students. The present study is to see impact of selected demographic factors on performance of academicians from public and private sector universities of Peshawar District (KPK) Pakistan.

Study was premeditated to scrutinize those demographic factors that affects performance of academicians and also help in mounting such managerial policies that develops image building for the institution. The study has significance for both future certified practice and further research for other levels. The results of this study look

at information that would enable university administrators how to get success for the institution in employing teaching class.

### Research Hypothesis

**H<sub>0</sub>** = Male, younger, highly educated, married employee performs well

**H<sub>1</sub>** = Male, younger, highly educated, married employee do not performs well

**Literature review** The vivacity of all the educational institutions is friendly with the point; the teachers perform well. Many researchers since long time concluded different impact of different personal characteristics on job performance. Results of some latest studies are

Iun and Xu (2007) found strong and negative relationship between age and work performance. Andrews (1990); Bowen et al. (1994) and Griffin (1984) brought into being no relationship between age and the job satisfaction. Yearta (1995) showed no affect of age on work performance. Smedley and Whitten (2006) recommended age as a probable factor for work performance. Shultz and Adam (2007) instituted significant differences between age groups and work performance. Kujala et al. (2005) was not pleased with work performance of younger but study of Birren and Shay (2001) opposed this result.

Experience and education level effect job performance either directly or indirectly (Witt et al, 2002; Dunlop and Lee, 2004; Miron et al, 2004; Yun et al, 2005). Morris, (2004); Posthuma, (2000) reported a mean correlation of 0.09 – 0.18 between experience and job performance. He also observed, better the education level better the job performance .Griffin (1984) and Andrews (1990) found no relationship between job satisfaction and work experience. Marital status and job performance are interrelated (Bowen et al, 1994; Fetsch and Kennington, 1997). Married men significantly show higher performance rating (Stephen et al, 2005). Hoque and Islam (2003) and Lau et al. (2003) found that marital status is not a significant factor in formatting the proneness of an employee for performance. Bowen et al. (1994); Nestor & Leary (2000) and Riggs & Beus (1993) found females more satisfied from their jobs than males. Shaiful Anuar, et al(2009) reported that gender did not have a significant impact on work performance Demographic factors such as age, gender, marital status, education level and work experience have been found to be significantly related to organizational commitment and performance (Wiedmer, 2006).Education influences positively work performance (Linz, 2002). McBey and Karakowsky (2001) found causal relationship between education and work performance. In Pakistan; private educational institutions normally have a good name (Ardic & Bas, 2002). Khalid & Irshad (2010) found employees working in public sector institutions more satisfied with job security as compared to their matching part. Young et al., (1998) failed to discover any significant relationship between pay and satisfaction in the public sector. Public sector organizations are extremely hierarchical in nature, both in structure and in culture. This disturbs employees and outcomes are affected. Moreover, hierarchical organizations promote a condescending management approach in which the worker is coerced, rather than convinced, to work (MANforum, 2009).Public sector employees look forward to more monetary incentives (Christensen, 2002). Research suggests that employees in one organization may fluctuate from employees in another as a result of lure, assortment, and even post-recruitment adaptation and abrasion processes (Wright, 2001).It is reasonable to judge that individuals choose public sector because they are stimulated by values that cannot be found in the private sector. These values can be a longing to dish up the public interest, a desire to have an impact on public dealings, or an interest in achieving societal justice (Buelens/Van den Broeck, 2007).Wright (2001) pointed out that public sector employees distinguish a weaker rapport between organizational booty, such as reimburse, job protection and performance than do private sector employees

### Working Concepts

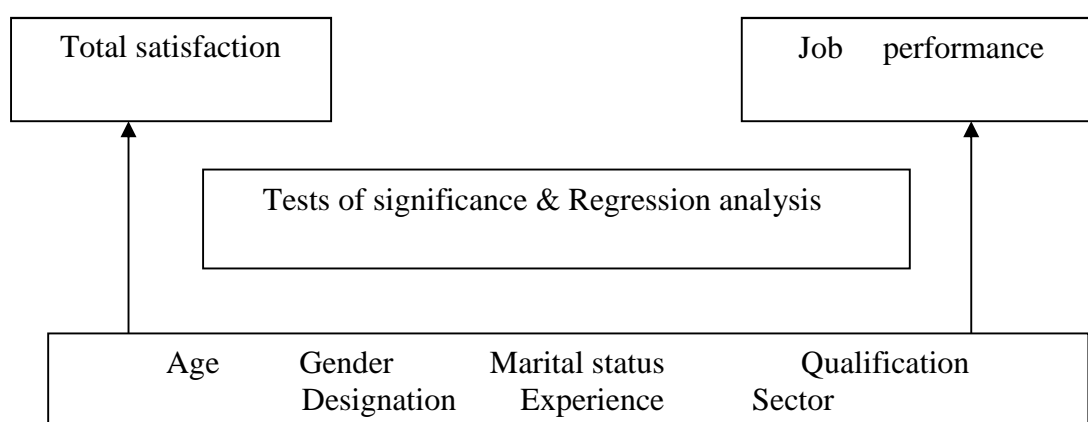
#### Demographic variables

Variable	Definition
Sector	Public and Private Universities
Gender	Male and Female
Marital Status	Married and Unmarried
Designation	Lecturer, Assistant Professor and Associate Professor
Qualification	Masters, MPhil, Ph.D
Length of Service	1 to 5 years, 6 to 10years,11 years and above
Age	20-30,31- 40,41- above

### Research Variables

Variable	Definition
Satisfaction	Sum total of scores from all the factors or determinants of job satisfaction like pay, promotion etc
Supervision	The feelings of academicians towards their supervisors and supervisory arrangements.
Co worker	Cooperation among working force
Environment	Working conditions (physical as well as invisible)
Commitment	Willingness of the worker to use his/her energies for the benefits of an organization.

### Theoretical framework



**Material and Method.** Data was collected using structured questionnaire from 225 academicians working in the public and private universities of Peshawar KPK, Pakistan selected randomly sampling from among 1903 academicians using formula

$$[(SD^2) / ((E^2/z^2) + (SD^2/N))]$$

As used by (Weirs, 1984)

Where N = 1903 S.D= 0.058 E= 0.0068 Z= 1.96

Tests of significance and regression analysis were made using SPSS 16.0 for testing hypothesis.

The general linear model of the form

$$Y = a + bX_i + e_i$$

Is usually projected using ordinary least square has become one of the most widely used analytic techniques in social/management sciences (Cleary And Angel 1984).

Where a = Constant b = Slope of line  $X_i$  = Independents variables  $e_i$  = Error term

Hence by using ordinary least square technique, the following regression models were used

Job performance (Y) = a (constant) + bX<sub>1</sub> (designation) + bX<sub>2</sub> (qualifications) + bX<sub>3</sub> (length of service) + bX<sub>4</sub> (age) + bX<sub>5</sub> (gender) + bX<sub>6</sub> (marital status) + bX<sub>7</sub> (sector) + e<sub>i</sub> (error term)

Total satisfaction (Y) = a (constant) + bX<sub>1</sub> (designation) + bX<sub>2</sub> (qualifications) + bX<sub>3</sub> (length of service) + bX<sub>4</sub> (age) + bX<sub>5</sub> (gender) + bX<sub>6</sub> (marital status) + bX<sub>7</sub> (sector) + e<sub>i</sub> (error term)

### Operationalization of the Concepts

No	Variable	Attributes
1	Job performance	The attributes include in the questionnaire were efficiency and effectiveness in work performance ,improvement in knowledge, reduction in cost for managing organization and performing works, return of work, goal attainment, image building etc.
2	Total satisfaction	The attributes include in the questionnaire were on work and pay relation, respect, participation in decision making , devotion to work, and behavior of supervisor towards employee, learning from colleagues, leg-pulling sincerity, physical facilities provided to the teachers, Equality in benefits, problems solving, work schedule, performance appraisal, clear authority, and responsibility , Medical Facilities/Benefits ,transportation services ,Personal Office Sports Facilities ,Internet facilities ,Safe Working Conditions

The concepts used in the study were extracted from a variety of literature using the technique of ordeal so that the questionnaire is universal and cover all the possible aspects required to understand the nature and intensity of job performance among the academicians. Furthermore, the Reliability-analysis gave Cronbach' Alpha of 0.90, which is far greater than the traditionally acceptable score of .70 in social research.

### Results and Discussion

#### Descriptive Results

#### Gender

Male academicians both in public and private universities were more than the female academicians (table 1)

Table 1 Gender across sector

Variable	Attributes	Sector		Total
		Public	Private	
Gender	Male	113	31	144
	Female	45	29	74
Total		158	60	218

Out of 218 respondent 144 were male and 74 were female. This mean job in public and private sector universities in KPK (Pakistan) was male dominant. This is because most of the people in KPK do not allow their wives, daughters and sisters etc to work with men.

#### Marital status

Collectively share of married academicians both in public and private universities was more than the unmarried respondents (table 2).

Table 2 Marital Status across sector

Variable	Attributes	Sector		Total
		Public	Private	
Marital Status	Married	101	25	126
	Un married	57	35	92
Total		158	60	218

Out of 218 respondent 126 were married and 92 were unmarried. 101 married academicians and 57 unmarried academicians had been working in public universities of KPK. Married employees were more because at this level men/women get married.

### Educational level

Master level academicians were much more than M.Phil/MS or Ph.D in both categories of universities (Table 3).

Table 3 Qualification across sector

Variable	Attributes	Sector		Total
		Public	Private	
Qualification	Masters	76	36	112
	MPhil/MS	61	16	77
	Ph.D	21	8	29
Total		158	60	218

Out of 218 academicians 112 had master level education, 77 had MPhil and 29 were educated up to Ph.D level. Master level academicians were more because availability of posts for this level was more than higher qualifications.

### Experience

Academicians having 6 to 10 years of experience were more collectively in both categories of universities (Table 4).

Table 4 Experience across sector

Variable	Attributes	Sector		Total
		Public	Private	
Length of Service	1 to 5	35	3	38
	6 to 10	94	43	137
	11 and Above	29	14	43
Total		158	60	218

Out of 218 academicians 137 had 6 to 10 years of experience leading to 43 academicians with experience of 11 years or above. Academicians having 6 to 10 years of experience were more because mostly such employees retain at the existing job.

### Age

Younger academicians were more in both of the universities (Table 5).

Table 5 Ages across sector

Variable	Attributes	Sector		Total
		Public	Private	
Age	20 to 30	86	35	121
	31 to 40	46	21	67
	41 and Above	26	4	30
Total		158	60	218

Out of 218 academicians 121 were in between 20 to 30 years of age, 67 were in between 31 to 40 and 30 are of 41 years old or more. It was because younger of these ages had more opportunities to get job.

### Designation

Lecturers were much more in number than other designations (Table 6).

Table 6 Designation across sector

Variable	Attributes	Sector		Total
		Public	Private	
Designation	Lecturer	101	33	134
	Assistant Professor	42	21	63
	Associate Professor	15	6	21
Total		158	60	218

Out of 218 respondents 134 were lecturers. One hundred and one had been working in public universities while 33 had been working in private universities. This was because of availability of posts. All demographic variables used in model have good positive impact on job performance (tables 7 & 8). P- Values 0.064, 0.063, 0.087, 0.010, 0.000, 0.000, and 0.000 for gender, marital status, sector, designation, qualification, experience and age respectively show significant impact of all these variables on performance (tables 7 & 8). Among them male, married, academicians in private sector, younger of middle ages with highly qualification performed well.

Table 7 Impact of demographic factors on job performance (T- test)

Variable	F	Sig.	t	df	Sig. (2-tailed)
Gender	.337	.562	1.863	216	.064
Marital status	13.450	.000	1.868	216	.063
Sector	.305	.581	-1.717	216	.087

Table 8 Impact of demographic factors on job performance (ANOVA)

Variable		Sum of Squares	df	Mean Square	F	Sig.
Designation	Between Groups	24.975	2	12.488	4.666	.010
	Within Groups	575.393	215	2.676		
Qualification	Between Groups	62.296	2	31.148	12.446	.000
	Within Groups	538.072	215	2.503		
Experience	Between Groups	90.755	2	45.377	19.144	.000
	Within Groups	509.613	215	2.370		
Age	Between Groups	70.776	2	35.388	14.367	.000
	Within Groups	529.592	215	2.463		

This is clear from mean comparison among different attributes of variables used in the model (table 9)

Table 9 Mean Differences between various attributes of selected variables

Variable	Attributes	Mean	N	Std Deviation
Age	Up to 30	5.0976	121	1.53362
	31 to 40	5.6977	67	1.76182
	41 and Above	3.8501	30	1.21043
Designation	Lecturer	5.3544	134	1.67055
	Assistant Professor	4.8512	63	1.55338
	Associate Professor	4.3308	21	1.65254
Qualifications	Masters	4.9111	112	1.67589
	MPhil/MS	5.7555	77	1.46976
	PhD	4.1670	29	1.48975
Length of Service	1 to 5	4.7767	38	1.26275
	6 to 10	5.5672	137	1.70782
	11 and Above	3.9497	43	1.13337
Gender	Male	5.2600	144	1.69415
	Female	4.8192	74	1.57221
Marital Status	Married	5.2892	126	1.79851
	Un married	4.8654	92	1.43154
Sector	Public	4.9917	158	1.66953
	Private	5.4229	60	1.61913

All selected demographic variables had collectively significant impact on performance (table 10a to 10c).

Table 10a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.423 <sup>a</sup>	.179	.152	1.53205

a. Predictors: (Constant), (Constant), sector, designation, length of service, gender, qualifications, marital status, age

Table 10b ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	107.461	7	15.352	6.540	.000 <sup>a</sup>
Residual	492.907	210	2.347		
Total	600.368	217			

a. Predictors: (Constant), (Constant), sector, designation, length of service, gender, qualifications, marital status, age

b. Dependent variable: Job performance

Table 10c Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.071	.705		11.454	.000
	Designation	-.519	.188	-.208	-2.760	.006
	Qualifications	.284	.169	.121	1.677	.095
	Length of Service	-.473	.178	-.174	-2.658	.008
	Age	-.522	.203	-.227	-2.570	.011
	Gender	-.557	.261	-.159	-2.135	.034
	Marital status	-.843	.271	-.251	-3.112	.002
	Sector	.845	.245	.227	3.452	.001

a. Dependent variable: Job performance

The value of F-statistics (F =6.540, table 10b) shows that the explanatory variables had significant impact (p = 0.000, table 10b) on the job performance accepting null hypothesis. The significant explanatory variables were age (p= 0.011, table 10c) at 1% level of significance, qualification (p = 0.095, table 10c) below 10% level of significance, experience (p = 0.008, table 10c) below 1% level of significance, designation (p = 0.006, table 10c) below 1% level of significance, gender (p = 0.034, table 10c) at 3% level of significance, marital status (p = 0.002, table 10c) below 1% level of significance and sector (p = 0.001 table 10c) below 1% level of significance. Negative sign of age and designation shows that younger lecturers and positive sign of qualification and length of service show that among these younger lecturers more qualified academicians with more experience perform well. The R<sup>2</sup> and Adjusted-R<sup>2</sup> values of 0.179 and 0.152 (table 10a) respectively suggest that at least 18 percent variations in job performance were explained by the explanatory variables included in the model. Actually academicians with these personal attributes collectively were satisfied (table 11a to 11c).



Table 11a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 <sup>a</sup>	.109	.080	1.18429

a. Predictors: (Constant), sector, designation, length of service, gender, qualifications, marital status, age

Table 11b ANOVA

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.165	7	5.166	3.684	.001 <sup>a</sup>
Residual	294.532	210	1.403		
Total	330.697	217			

a. Predictors: (Constant), sector, designation, length of service, gender, qualifications, marital status, age

b. Dependent Variable: Total satisfaction

Table 11c Coefficient

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.568	.545		12.058	.000
Designation	-.103	.145	-.056	-.710	.479
Qualifications	.168	.131	.097	1.285	.200
Length of Service	-.345	.138	-.171	-2.507	.013
Age	-.033	.157	-.019	-.210	.834
Gender	-.510	.202	-.196	-2.526	.012
Marital Status	-.295	.209	-.118	-1.409	.160
Sector	-.044	.189	-.016	-.233	.816

a. Dependent Variable: Total satisfaction

Personal attributes of academicians had collectively significant impact on satisfaction ( $F = 3.684, p = 0.000$ , table 11b). Major role in this collective impact was of gender and experience. Actually academicians with these attribute were energetic, qualified and had sufficient experience to perform well. The  $R^2$  and Adjusted- $R^2$  values of 0.109 and 0.080 (table 11a) respectively suggest that at least 8 percent variations in job satisfaction were explained by the explanatory variables included in the model. This very small %age in variation and of only two factors in satisfaction was due to total satisfaction in academicians working in public sector (table 12).

Table 12 Impact of demographic factors on job satisfaction (T- test)

Factor	F	Sig.	t	df	Sig. (2-tailed)	Mean	
Sector	3.419	.066	1.676	216	.095	Public	4.8650
						Private	4.5525

This was because of better physical facilities, Equality in benefits, problems solving, work schedule, performance appraisal, clear authority, and responsibility, medical facilities/benefits, transportation services, Personal Office Sports Facilities, Internet facilities, Safe Working conditions provided to academicians working in public sector. Performance in private sector was better due to severe control and performance appraisal.



Comparison of the Existing Research and Current Study

Demographics	Yes	No	Current Study
Sector (Public/Private)	Ardic & Bas, (2002); MANforum, (2009); Khalid & Irshad (2010)	Young et al., (1998)	Yes
Gender	Nestor & Leary (2000); Wiedmer, 2006).	Shaiful Anuar, et al(2009)	Yes
Designation			Yes
Qualification	McBey and Karakowsky (2001); Linz (2002); Wiedmer, (2006).		Yes
Length of Service	Posthuma, (2000; Witt et al, (2002); Wiedmer, 2006).	Griffin (1984) and Andrews (1990)	Yes
Age	Birren and Shay (2001) , Smedley and Whitten (2006), Wiedmer, 2006).Shultz and Adam (2007)	Yearta (1995) . Kujala et al. (2005)	Yes
Marital Status	Stephen et al, (2005), Wiedmer, 2006).	Hoque and Islam (2003) ,Lau et al. (2003)	Yes

Present study verify that personal attributes and demographic features of the workforces have been accredited as the significant factors to bring proportional variations in all the organizational attitudes and the total performance of employees working either in public or private organizations because different factors of job satisfaction determined the satisfaction related attitude in changing scenario of different demographic. For instance, a worker with financial troubles will react differently to questions on pay than the one who is financially sound. Similarly female can react differently than males with respect to their pleasure from job. The moderating role of the demographics of employees is also a key issue across all the job related research. Researchers have been reporting over and over that demographic diversities play decisive role in making or breaking the job satisfaction and hence performance of any employees operating at any level of hierarchy and irrespective of the type of organization. Therefore, it is concluded that demographic differences are natural however their nature and intensity varies between developed and developing states like Pakistan. It can also be concluded that demographic differences ‘strongly influence the behavioral and attitudinal characteristics’ of the individual in organizational behavior and particularly the job-Satisfaction of the academicians in the province of KPK, Pakistan.

There are multiple discrepancies between public and Private Universities despite the fact that all have to follow HEC rules. Even there are differences of facilities and emoluments between diffident private universities. These disparities matter a lot as identified by the advocates of ‘Equity theory of motivation’. The recommended action is to make serious efforts to reducing these imbalances to the possible extent.

Education process (teaching and learning) is a job of peace and security. It cannot be performed under disturbance and turmoil in the society. While in Pakistan at the movement education is under attack and under the pressure of terrorism. Education institutions are exploded and buildings are destroyed. Vice chancellors are kidnapped and teachers are killed. The job satisfaction of teachers is therefore the victim of this ecology of fear, insecurity and thus survival.

To cut short, academicians are the knowledgeable workers therefore they need not only the physical facilities and services but also non-material rewards.

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