



## Recent trends in Management and Commerce

Vol:2(2),2021

REST Publisher

ISBN:978-81-936097-6-7

Website:<http://restpublisher.com/book-series/rmc/>



# Association Between Job Performance and Selected Demographic Variables Among Women Faculty Members

N. M Louly, Dr. K. Kanniammal

Department of Commerce Avinashilingam Institute for Home Science and Higher Education for Women  
Coimbatore, India.

Email: srmerinmary@gmail.com

### Abstract

An employee's job performance is defined as their accomplishment of work-related duties or skills. The aim of the research was to determine the relationship between job performance and eight demographic variables consisting of type of college, age group, qualification, designation, type of family, residential area, working hours per week and monthly gross salary among women faculty members of Arts and Science Colleges in Palakkad District. The survey also looked at how well female teachers in Government, Aided, and Self-financing colleges performed on the job. During the Covid 19 pandemic, a well-structured questionnaire was circulated to gather information from responders. To obtain the results, descriptive statistics, chi-square test, and one-way ANOVA were applied to randomly collect 458 samples in SPSS version 23. According to the findings, women college teachers have a middling level of job performance. Additionally, there is a considerable mean difference in the job performance of female teachers in Government, Aided, and Self-financing colleges. Furthermore, the study shows that, with the exception of age, all eight demographic features have a substantial impact on the job performance of female instructors. This research will assist the competent authorities in developing appropriate programmes and motivating sessions to boost the job performance and career development of women college teachers.

### Introduction

Employees are a society's natural capital, and their performance is a critical indicator of an organization's ability to achieve its objectives. There are three types of performance, according to Porter and Lawler, (1968). The first is a measure of work rates, or the amount of work completed during a particular period of time. The second type involves someone or a supervisor appraising an employee's performance. Self-appraisal and self-ratings are the third category of performance metrics. The acts of an individual or group during a task are referred to as performance (Taneja, 1989). In both organizational psychology and human resource management, employee performance is one of the most essential constructs (Campbell et al., 1990). Job performance is the result of a person's motivation and ability combined (Kreitner, 1995). According to Munch sky (2003), it is a set of employee behaviour that can be observed, assessed, and evaluated at the individual level. An employee's occupation outcome is defined as their accomplishment of work-related duties or skills. It's also used to describe factors that influence employment success or failure (Meng Chang Yeou, 2011). A person's poor performance will have a direct impact on an organization's output (Meng Chang Yeou, 2011). Education refers to the training and instruction provided to children and young people in schools and colleges in order to provide them with knowledge (Cowie, 1989). In the teaching-learning process, the instructor is the most significant aspect. Teachers who are happy in their jobs are more likely to accomplish their best work. In this study the researcher wants to know how women college teachers feel about their jobs and how it relates to certain demographic variables. Statement of the problem: According to Meng Chang Yeou et al. (2011), job performance is defined as an employee's accomplishment of work-related tasks or skills. Many human resource management issues can have an impact on employee and company performance. The factor of organizational culture, work satisfaction, training and development, and stress, according to Aboazoum et al., (2015), Gender was mentioned by Beck, Behr, and Güttler (2009). According to Ng and Feldman (2008), age is a factor, declared salary, Ittner, Larcker, and Pizzini, (2007). According to Hourani, Williams, and Kress (2006), stress, Motivation and job happiness, according to Wang (2011) employee performance was influenced by training and development, according to Sultana (2013), and by organizational culture, according to Alvesson (2012). Teachers' efficacy was assessed by Swartz et al. (1990) in five areas: instructional presentations, lecturing monitoring, and teaching feedback, time management, and student behaviour management. The seven work effectiveness factors identified by Ferris et al. are preparation and planning, effectiveness in delivering the subject matter, self-confidence, interactions with students, self-improvement, relations with other staff, and ties with parents and community (1988). Staff efficiency was rated by Jahangir (1988) based on four categories of instructional behaviours: intellect, personality, approaches, and engagement with pupils. Riaz (2000) evaluated instructors' outcome based on six characteristics, including demonstrated instructional competence, motivational skills, attitude toward pupils, and grading fairness. According to Akram et al., (2010), the efficiency of instructors working in secondary schools is improving, and this will have a favourable impact on school management, teachers, students, and parents. School authorities and instructors that have a high degree of work quality and

working circumstances are more likely to fulfil their goals and have more effective communication and job efficiency found by AknKöstereliolu, (2011). Based on the previous studies, the researcher is curious about to investigate the relationship between certain demographic factors and work performance among female college professors.

### Literature Review

Akram et al., (2010) conducted a study in the Punjab region to assess four aspects affecting instructors' work performance i.e attitude toward students, topic competence, teaching approach, and personal characteristics. To gather data, three types of five-point rating scales were provided to principals, teachers, and students. The study discovered that of the four elements of teachers' job performance, subject competence was considered as the most important by principals, instructors, and students, while attitude toward students was viewed as the least important. Teachers' success at the intermediate level was influenced by factors such as instructional methodology and personal qualities. On all four aspects of teacher performance, teachers received the highest average rating, while students received the lowest. The principals were given a rating of "intermediate." There was no discernible difference in principals', teachers', and students' perceptions of teachers' performance on the aspects of student attitude, topic mastery, and teaching methodology. Meng Chang Yeou et al. (2011) investigated the elements that influence generation Y's employment performance, particularly in the hotel and restaurant industry. The correlation and multiple regression analysis revealed that the three independent factors, personality, ability, and job satisfaction, all had a substantial and positive association with the dependent variable job performance. Aboazoum et al., (2015) conducted a study among all Libyan postgraduate students in Indonesia who work as Libyan representation employees. Employee performance and organizational culture, employee performance and work satisfaction were important, employee performance and stress have unimportant, and employee performance and training and development has satisfied, according to the study. According to Aguado et al., (2015), marine faculty fellows have higher-than-average faculty performance scores, and professional progress is the most essential work-related feature for maritime faculty members when working with higher education institutions, with job security ranking last. Hasbay Demet (2020) investigated the impact of pay, working conditions, and management factors on the performance of secondary school teachers in Turkey. The study discovered that teacher pay has an impact on their performance. Teachers' performance is influenced by their working environment in a direct and positive way. The school administration has had a direct and positive impact on teacher performance. While reviewing previous research, the researcher discovered that many studies had been undertaken to determine the elements influencing work performance among teachers. Therefore, the investigator was interested in determining the level of job performance and its relationship with chosen demographic characteristics among Women teachers in Arts and Science Colleges in Palakkad District. Objectives of the study: To explore the concept Job Performance. To determine whether there is a substantial difference in level of job performance between women teachers who work in Government, Aided, and Self-financing colleges. To analyse if there was a link between certain demographic factors and work performance among women professors in Arts and Science Colleges. Hypotheses: The null hypotheses created for the planned research study are: H01: The job performance of women teachers in government, aided, and self-financing colleges was similar. H02: There is no significant link between female faculty members' job performance and certain demographic factors in Arts and Science Colleges.

### Research Methodology

The purpose of this study was to examine if there was a link between certain demographic characteristics and female faculty members' work effectiveness. The researcher chose eight demographic parameters as independent variables for this study i.e. type of college, age group, qualification, designation, family type, residential location, weekly working hours, and monthly gross salary. The dependent variable is the employee's performance on the job. Women faculty members here are from Kerala's Palakkad District's Arts and Science Colleges. Primary data was collected via a self-administered questionnaire. Through convenience random sampling, it was delivered to 474 female faculty members. A total of 458 questionnaires were judged to be complete and suitable for processing. Job Performance scale was adapted from Pedro J. Ramos-Villagrasa et al., (2019). A 5-point Likert scale was used to score women teachers' perceptions of work performance, 1 representing "strongly disagree," 2 denoting "disagree," 3 indicating "neutral," 4 demonstrating "agree," and 5 specifying "strongly agree". Questionnaire consisted of eighteen statements, with a scoring range of 18 to 90 for the measurement tool. On the scale, the higher the value, the better the Job Performance is. Cronbach's alpha was calculated to be 0.837, indicating that the construct has a high level of internal consistency. Arithmetic mean was calculated to determine the degree of respondents' perceptions of job performance. To understand significant differences in job performance among female teachers working in Government, Aided, and Self-financing Colleges, an ANOVA approach was used. The Chi-square test was used to investigate the relationship between eight demographic characteristics and job performance.

### Data analysis and Discussion

The overall sample of women faculty members is made up of 19.4 per cent from Government Colleges, 26.6 per cent from Aided Colleges, and 53.9 per cent from Self-financing Colleges, respectively. The bulk of the respondents in the study come from self-financing colleges, according to the analysis. Assistant professors make up 98.3 per cent of the total responders, according to the results. In terms of age, 24.9 per cent of the total respondent teachers are between the ages of 35 and 39 years old. 85.2 per cent of the total respondents are married, according to the marital status classification. In terms of job kind, permanent faculty make up 68.8% of the total respondents, while temporary faculty make up 31.2 per cent. When it comes to gross monthly salaries, 45.6 per cent of all respondents earn less than Rs.20, 000. In terms of topic matter, 64.4 per cent of all respondents teach arts courses, whereas just 35.6 per cent teach science. Computed from Primary data

**TABLE1.** Respondents' perceptions on Job Performance

Types of Colleges	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Government	89	3.6692	0.58800	.06233	2.72	5.00
Aided	122	3.4431	0.48849	.04423	2.17	5.00
Self-Financing	247	3.4159	0.46793	.02977	2.00	4.78
Total	458	3.4723	0.50707	.02369	2.00	5.00

Table 1 reveals that all three categories of college female teachers, had a modest degree of work performance. Women College Professors at the Government College performed slightly better (Mean score 3.6692, SD 0.58800) than Aided (Mean score 3.4431, SD 0.48849) and Self-financing (Mean score 3.4159, SD 0.46793) women college professors. The study found that the level of job performance among female teachers in the three types of colleges was moderate. This may be because the three types of Colleges use the same credit semester systems, Syllabus, time management, working hours, and work structure. The results confirm that female professors have more time to prepare for classes, share their knowledge with pupils and focus on their professional development. There exists no significant difference in the job performance of women teachers working in Government, Aided, and Self-financing colleges

**TABLE 2.** Job Performance One-way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.340	2	2.170	8.724	0.000**
Within Groups	113.162	455	.249		
Total	117.502	457			

Computed from Primary data significant at 1% level Table 2 indicates the F-value is 8.724 and the p value is 0.000, both of which are less than the significant level of 0.01. As a result, the null hypothesis is rejected, and it is determined that women teachers in the three college groups have a significant mean difference in work performance. There is no significant association between selected demographic variables individually with job performance of women faculty members of Arts and Science Colleges

**TABLE 3.** Association between Demographic variables and Job Performance

Demographic Variable	Category	N	Mean	SD	Chi-square Result
Age Group	Below 30	109	3.52	0.465	Pearson Chi-Square: 263.743a df=235 Value=0.096, Result: Insignificant
	30 to 34	91	3.45	0.504	
	35 to 39	114	3.46	0.511	
	40 to 44	89	3.40	0.521	
	45 to 49	33	3.59	0.553	
	50 and above 50	22	3.50	0.575	
Qualification	PG	332	3.50	0.495	Pearson Chi-Square: 154.605a df=94 Value=0.000**, Result: Significant
	M.Phil.	53	3.41	0.449	
	Ph.D.	73	3.40	0.590	
Designation	Assistant Professor	450	3.46	0.50	Pearson Chi-Square: 171.594a df=94 Value=0.000**, Result: Significant
	Associate professor	8	3.97	0.46	
Type of Family	Joint Family	168	3.43	0.517	Pearson Chi-Square: 17.411a df=47 Value=0.008**, Result: Significant
	Nuclear Family	290	3.50	0.500	
Residential area	Urban	100	3.49	0.475	Pearson Chi-Square: 53.917a df=94 Value=0.000**, Result: Significant
	Semi Urban	174	3.44	0.492	
	Rural	184	3.49	0.538	
Working hours per week	Below 16 hours	69	3.57	0.477	Pearson Chi-Square: 172.035a df=141 Value=0.039*, Result: Significant
	16 hours	224	3.42	0.507	
	17 to 20 hours	150	3.52	0.517	
	Above 20 hours	15	3.43	0.474	
Monthly gross salary	Up to Rs. 20,000	209	3.29	0.544	Pearson Chi-Square: 312.064 df=188 Value=0.000**, Result: Significant
	Rs. 20,001-40,000	35	3.53	0.523	
	Rs. 40,001 - 80,000	168	3.40	0.511	
	Rs. 80,001-120,000	28	3.54	0.481	
	Above Rs. 120,000	18	3.56	0.573	

Source: Computed data

Significant at 1 % level, \*Significant at 5 % level. The table 3 results reveal that there is no significant relationship between respondents' age group and their work performance; thus, the null hypothesis is accepted. The job performance of faculties between the ages of 45 to 49 has higher mean scores (3.59), whereas the job performance of faculty between the ages of 40 to 44 secured a low mean score (3.40). The null hypothesis is rejected since the study demonstrates that there is a strong relationship between educational qualification and work performance. The faculty with a post-graduate degree have high mean score (3.50), whereas those with a Ph.D. have a low mean score (3.40) in job performance. The study found that there is a substantial relationship between the designation of the faculties and the variable job performance and their p value is below 0.01 percent. When compared to assistant professors, the mean score of associate professors higher score of 3.97 on the variable job performance. There is a substantial relationship between the type of family and the variable job performance, according to the analysis. When comparing the mean score the respondents from nuclear families have higher work performance scores of 3.50. According to the findings, the relationship between job performance and residential area is significant at a 1% level, therefore the null hypothesis is rejected. The work performance of faculties from both urban and rural locations is high (3.49). Faculty from semi-urban locations have the lowest mean scores of 3.44. The study found that the relationship between job performance and weekly working hours is significant at a 5% level, rejecting the null hypothesis. Faculty with fewer than 16 hours of work each week have greater job performance (3.57). However, faculty with exactly 16 working hours per week had the lowest mean job performance score (3.42). The table also shows that, at a 1% level, monthly gross salary has a significant relationship with job performance; thus, the null hypothesis is rejected, and the conclusion is that there is a significant relationship between monthly gross salary and job performance among women faculty members in the three types of colleges. Faculty with a monthly gross income of more than Rs. 120,000 have the highest mean job performance scores (3.56). Faculty with monthly salaries of up to Rs.20, 000 have the lowest (3.29) mean job performance scores.

### Conclusion

Job performance is frequently considered as an activity in which an individual is able to successfully complete the task or objective that has been allocated to him, subject to the customary restriction of making acceptable use of available resources (Jamal and Muhammad, 1984). The researcher attempted to analyse the level of accomplishment on job performance of the chosen respondents during this study. According to the findings, there is a modest difference in job performance among three types of female college teachers. Teachers in all three groups had a moderate level of work performance. Government college teachers do better than aided and self-financing college teachers in terms of job performance. Furthermore, the study discovered that selected demographic variables such as type of college, qualification, designation, residential area, type of family, working hours per week, and monthly gross salary have a significant relationship with job performance among women college teachers; however, the age group has no significant relationship with job performance. In light of the foregoing conclusions, it is frequently advised that college administrators evaluate the demographic background of the women teachers when creating job performance methods in order to improve the efficiency of the teachers and optimize the institution's advantages. The current study was limited to the Palakkad District; however, future researchers may expand it to other parts of the country in order to identify the elements affecting teacher job performance on a nationwide scale. Only eight demographic criteria were considered in this study: type of college, age group, qualification, designation, residential region, family type, working hours per week, and monthly gross wage. In future, the investigator can look into the impact of various elements on work performance to make a decision, as well as the impact on the performance of male and female college teachers. This research will assist the competent authorities in developing appropriate programmes and motivating sessions to boost the job performance and career development of teachers.

### References

1. Aboazoum, H. M. E., Nimran, U., & Al Musadieq, M. (2015). Analysis Factors Affecting Employees Job Performance in Libya. 17, 42–49. <https://doi.org/10.9790/487X-17714249>
2. Aguado, C. L., Garcia, O. B., Laguador, J. M., Cezar, J., & Deligero, L. (2015). Teaching Performance and Extent of Work Values among Faculty Members in one Asian Maritime Academy. In *International Journal of Management Sciences* (Vol. 5). Retrieved from <http://www.rassweb.com>
3. Akram, M. J., Mehr, P., & Shah, A. (2010). Factors Affecting the Performance of Teachers at Higher Secondary Level in Punjab.
4. Al-Omari, K., & Okasheh, H. (2017). The Influence of Work Environment on Job Performance: A Case Study of Engineering Company in Jordan. In *International Journal of Applied Engineering Research* (Vol. 12). Retrieved from <http://www.ripublication.com>
5. Arnolds, C. A., & Boshoff, C. (2000). Does higher remuneration equal higher job performance?: an empirical assessment of the need-progression proposition in selected need theories. *South African Journal of Business Management*, 31(2), 53–64.
6. Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189–206. <https://doi.org/10.1348/096317909X402596>
7. Bhandare, U. V., & Seethalexmy, D. (2018). Work-life balance and employees health: A study of the degree college teachers. In *International Journal of Academic Research and Development* (Vol. 3). Retrieved from [www.academicjournal.com](http://www.academicjournal.com)
8. Bharat, R., & Gopinath, R. (2019). Quality of Work Life (Qwl) among the Employees of LIC. Self Actualization Theory among Academic Leaders In Government Universities Of Tamilnadu-An Empirical Analysis View project Environmental medicine: social and medical aspects Retrieved from <https://www.researchgate.net/publication/333023078>

9. Busch, T., Fallan, L., & Pettersen, A. (1998). Disciplinary differences in job satisfaction, self-efficacy, goal commitment and organisational commitment among faculty employees in Norwegian colleges: An empirical assessment of indicators of performance. *Quality in Higher Education*, 4(2), 137–157. <https://doi.org/10.1080/1353832980040204>
10. Chang Yeou Meng Lai Chen Thim Lau Nin Lee Mei Sean Tan GeokKhim, B. A. (n.d.). Factors that influence Job Performance in Generation Y.
11. Chaudhary, R. (2020). Corporate social responsibility and employee performance: a study among indian business executives. *International Journal of Human Resource Management*, 31(21), 2761–2784. <https://doi.org/10.1080/09585192.2018.1469159>
12. Estrella, E. A. (n.d.). Job Stress and Job Performance of the Faculty of Instruction of the College of Education of the Bulacan State University Bustos Campus. *International Journal of University Teaching and Faculty Development (Vol. 5)*.
13. Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work-family balance and quality of life. *Journal of Vocational Behavior*, 63(3), 510–531. [https://doi.org/10.1016/S0001-8791\(02\)00042-8](https://doi.org/10.1016/S0001-8791(02)00042-8)
14. Guan, X., Sun, T., Hou, Y., Zhao, L., Luan, Y. Z., & Fan, L. H. (2014). The relationship between job performance and perceived organizational support in faculty members at Chinese universities: A questionnaire survey. *BMC Medical Education*, 14(1). <https://doi.org/10.1186/1472-6920-14-50>
15. Guest, D. E. (2002). Perspectives on the study of work-life balance. *Social Science Information*, 41(2), 255–279. <https://doi.org/10.1177/0539018402041002005>
16. Gupta, M. (n.d.). Job Satisfaction and Work Motivation of Secondary School Teachers In Relation to some Demographic Variables: A Comparative Study. Retrieved from <http://confabjournals.com/confabjournals/educationiaconfab.html>
17. Guan, X., Sun, T., Hou, Y., Zhao, L., Luan, Y. Z., & Fan, L. H. (2014). The relationship between job performance and perceived organizational support in faculty members at Chinese universities: A questionnaire survey. *BMC Medical Education*, 14(1). <https://doi.org/10.1186/1472-6920-14-50>
18. Hasbay, D. (2018). Factors that affect the Performance of Teachers Working in Secondary-Level Education. in *Academy of Educational Leadership Journal (Vol. 22)*.
19. Hanif, R., Tariq, S., & Nadeem, M. (2011). Personal and Job Related Predictors of Teacher Stress and Job Performance among School Teachers. In *Soc. Sci (Vol. 5)*.
20. Hariharasudhan, C., S, S. N., Scholar, R., & Professor, A. (2AD). Motivational Factors Influencing Job Performance Of Employees: A Theoretical Approach. *International Journal for Research in Engineering Application & Management*. <https://doi.org/10.18231/2454-9150.2018.0827>
21. Haryono, S., & Arafat, Y. (n.d.). Effects of Organizational Culture and Work Motivation on Job Performance Among the Private Universities' Full-time Faculties in South Sumatera Province.
22. Hayman, J. (2005). Psychometric Assessment of an Instrument Designed to Measure Work Life Balance, Research and Practice in Human Resource Management (Vol. 13).
23. Pedro Ramos-Villagrasaa, J. B.-d.-R. (2019, November). Assessing Job Performance Using Brief Self report Scales: The Case of the Individual Work Performance Questionnaire. *Journal of Work and Organizational Psychology*, 35(3), 195-205.