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Gender Preferences and Job Performance in University Teachers: A Case Study of Azad Jammu & Kashmir

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ABSTRACT

The research was conducted under the title “Gender Preferences and Job Performance among University Teachers: Evidence from Azad Jammu and Kashmir.” The primary aim of this study was to examine how factors such as gender, age, academic qualifications, and job security influence the performance of university teachers in AJK. For this purpose, data were collected using a structured questionnaire administered to 227 university teachers who were randomly chosen from three universities located in the districts of Bagh, Muzaffarabad, and Poonch.

The data were analyzed with the help of the Statistical Package for Social Sciences (SPSS 20), employing descriptive statistics, ANOVA, and regression analysis. The findings indicated that male teachers, on average, showed higher job performance compared to their female counterparts. Younger faculty members were observed to perform better than older ones, largely because of their updated knowledge and ability to apply it in line with contemporary requirements. Similarly, teachers holding higher academic qualifications exhibited stronger job performance than those with lower qualifications. Furthermore, unmarried teachers were found to be more focused on their professional responsibilities, whereas married teachers faced additional family-related obligations that appeared to affect their performance at work.

Keywords: Gender, Job Performance, University Teachers, Azad Jammu and Kashmir



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INTRODUCTION

Background of the Study

Universities are regarded as key institutions that contribute to a nation's social, political, and economic development. Recognizing this importance, governments worldwide have placed considerable emphasis on strengthening higher education. However, in Azad Jammu and Kashmir, universities continue to face a number of challenges that hinder their ability to fully contribute to national progress. Among these challenges, concerns over the perceived low job performance of certain academic staff remain a pressing issue. Job satisfaction has long been a central theme in organizational research. Robbins (1998) defined it as the positive feeling an individual experiences when personal and professional needs are met. It is generally shaped by work-related conditions, personal attitudes, and social interactions within the workplace. Interestingly, in professions such as teaching, policing, or psychiatry, male and female employees may adopt similar behavioral patterns due to professional norms, which often minimize gender-based differences (Chao et al.). In such contexts, the nature of the job may overshadow individual gender-related attitudes or behaviors.

According to Noordin and Jusoff (2009), effective management of the educational system relies heavily on the competence, dedication, and professional engagement of academic staff. Their commitment to work satisfaction, loyalty, and organizational goals significantly influences the overall performance of universities. Similarly, Malik (2010) emphasized that the productivity of higher education institutions largely depends on the motivation of their faculty members. Supporting this, Sattar and Nawaz (2011) highlighted that the professional conduct of university teachers plays a decisive role in determining whether universities succeed or fail in fulfilling their responsibilities.

A number of factors have been identified as determinants of job satisfaction, including salary, promotion opportunities, supervision, work environment, and relationships with colleagues (Sokoya, 2000). Other studies have examined the role of demographic and personal attributes. For instance, Xu (2007) linked age to differences in work performance, while Witt et al. (2002), Dunlop and Lee (2004), Miron et al. (2004), and Yun et al. (2005) noted that experience and expertise also affect outcomes. Moreover, gender has been shown to influence job performance (Shaiful Anuar et al., 2009).

Taken together, these findings suggest that the job performance of university teachers is shaped by a combination of personal characteristics, professional commitment, and institutional environment. In the case of Azad Jammu and Kashmir, where universities strive to play a stronger role in academic and societal development, understanding how gender preferences intersect with job satisfaction and performance becomes essential.

Research Questions

How do gender preferences influence the job performance of university teachers in Azad Jammu and Kashmir?

What factors contribute to job satisfaction among male and female faculty members?

Does job performance vary with employment status, educational qualification, or marital status of university teachers?

What measures can improve the performance of faculty in higher education institutions of Azad Jammu and Kashmir?

Research Hypotheses



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Employment Status and Performance

H₀: Job performance does not differ significantly between temporary and permanent employees.

H₁: Temporary employees perform at a comparable or higher level than permanent employees.

Gender and Performance

H₀: Gender has no significant effect on job performance of university teachers.

H₁: Female teachers demonstrate significant job performance compared to their counterparts.

Education and Performance

H₀: Educational qualifications have no impact on faculty performance.

H₁: Higher educational qualifications enhance faculty performance.

Marital Status and Performance

H₀: Marital status does not influence the job performance of employees.

H₁: Married employees exhibit better performance than unmarried employees.

Significance of the Study

This study highlights how gender preferences and personal factors shape the job performance of university teachers in Azad Jammu and Kashmir. The results will assist administrators and policymakers in improving faculty management and creating a more productive academic environment. It also adds region-specific insights to the broader literature on higher education and job performance.

THEORETICAL FRAMEWORK

This study is grounded in theories that explain the relationship between personal factors and job performance. Herzberg's Two-Factor Theory suggests that motivation and hygiene factors, such as recognition, working conditions, and relationships, influence job satisfaction and performance. Social Role Theory explains how gender expectations shape attitudes and behaviors at the workplace. In the context of higher education, these theories help to understand how gender, employment status, education, and marital status affect the job performance of university teachers. By combining these perspectives, the study provides a framework to examine both individual and organizational factors that contribute to faculty effectiveness in Azad Jammu and Kashmir.

LITERATURE REVIEW AND EMPIRICAL INSIGHTS

Gender and Job Performance

Gender differences in job performance have been the subject of extensive debate in organizational research. Some scholars argue that professional roles minimize behavioral differences between men and women, while others highlight that female employees often face systemic challenges such as limited opportunities and workplace bias, which can hinder performance (Shaiful Anuar et al., 2009). Within the academic sector, gender has been linked to teaching effectiveness, job satisfaction, and institutional commitment. The findings of the present study resonate with several strands of this literature. Evidence from university teachers in Azad Jammu and Kashmir revealed that male faculty members demonstrated higher performance levels than their female counterparts. This observation aligns with Saleem and Imran (2014), who also reported that gender



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differences significantly shaped faculty performance in higher education institutions of Pakistan. However, contrasting studies (Shaiful Anuar et al., 2009; Wiedmer, 2006) argue that gender itself does not exert a consistent or substantial effect, implying that contextual and institutional dynamics may explain observed disparities.

Age and Job Performance

Age has similarly been recognized as an influential variable in employee productivity. Research has yielded mixed results: some studies (Shultz & Adam, 2007; Iun & Xu, 2007) found a negative relationship between age and performance, whereas others (Birren & Shay, 2001) noted no significant differences. The current study found younger faculty members to be more effective than their older colleagues, largely due to their recent exposure to updated knowledge and greater adaptability to contemporary teaching practices. These findings support earlier claims that younger employees bring innovative approaches to professional tasks, though they contrast with studies emphasizing experience as a predictor of performance (Morris, 2004; Posthuma, 2000).

Education and Job Performance

Academic qualifications are widely considered central to professional competence. Studies have consistently shown that higher education enhances knowledge, skills, and productivity (Witt et al., 2002; Miron et al., 2004). McBey and Karakowsky (2001) also established a direct causal link between educational attainment and job success. The results of the present research reaffirm this pattern, demonstrating that highly qualified teachers performed better than those with relatively lower educational credentials. This supports the argument that advanced academic preparation not only improves teaching effectiveness but also contributes to research and innovation within universities.

Employment Status and Job Security

Job security is an additional determinant of motivation and performance in academia. Xu (2007) noted that temporary employees often show lower commitment due to unstable contracts, although adequate institutional support can mitigate these challenges. Evidence from Pakistan further reveals that public-sector employees tend to feel more secure compared to those in private institutions (Khalid & Irshad, 2010). The findings from AJK universities similarly suggest that teachers with stable employment contracts were more confident and productive in their roles.

Marital Status and Job Performance

The impact of marital status on job performance remains contested in the literature. While some scholars argue that married employees benefit from greater emotional support and stability (Bowen et al., 1994; Nestor & Leary, 2000), others report that family responsibilities may reduce work efficiency (Hoque & Islam, 2003). In the present study, unmarried faculty members were found to be more focused on professional responsibilities compared to married teachers, who often struggled with competing family obligations. This aligns with findings by Saleem and Imran (2014), where demographic characteristics, including marital status, were identified as significant predictors of faculty performance.

Job Satisfaction and Organizational Outcomes

Job satisfaction has been recognized as one of the most consistent determinants of job performance. Robbins (1998) described it as a positive emotional state arising from the



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fulfillment of personal and professional needs, while Sokoya (2000) emphasized the role of salary, promotions, and supervision. Empirical studies (Malik, 2010; Sattar & Nawaz, 2011) confirm that satisfied university teachers demonstrate greater motivation and commitment, thereby improving institutional effectiveness. In the context of AJK, however, universities face structural, administrative, and resource-related challenges that constrain faculty performance and satisfaction.

RESEARCH METHODOLOGY

Data for the study were collected through a structured questionnaire. The analysis was carried out using descriptive statistics, factor analysis, analysis of variance (ANOVA), and regression techniques with the aid of SPSS software. The reliability of the instrument was assessed using Cronbach's Alpha, ensuring the internal consistency of the measures. The sample size was determined using the simplified formula proposed by Yamane (1967:886), which yielded a final sample of 227 respondents.

The econometric models employed in the study are specified as follows:

Model 1: Job Performance

$$\text{Job Performance (Y)} = \alpha + \beta_1 D + \beta_2 Q + \beta_3 A + \beta_4 G + \beta_5 MS + \beta_6 \text{Exp} + \mu$$

Where α = intercept term, D= Designation, Q=Qualification, A=Age, G=Gender, MS= Marital Status, Exp= Experience

$$\text{Total Satisfaction (Y)} = \alpha + \beta_1 D + \beta_2 Q + \beta_3 A + \beta_4 G + \beta_5 MS + \beta_6 \text{Exp} + \mu$$

Model 2: Total Satisfaction

$$\text{Total Satisfaction (Y)} = \alpha + \beta_1 D + \beta_2 Q + \beta_3 A + \beta_4 G + \beta_5 MS + \beta_6 \text{Exp} + \mu$$

Where variables are defined as above.

Description of Variables

Variable	Groups / Definition
Designation	Lecturer, Assistant Professor, Professor
Qualification	Master's, M.Phil., Ph.D., Post-Doctorate
Age	28 – 62 years
Gender	Male, Female
Marital Status	Married, Unmarried, Divorced, Widow
Experience	<1 year, 1–3 years, 3–6 years, 6–9 years



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RESULTS AND ANALYSIS

Table: 1. Descriptive Statistics of Respondents' Profile

Variables	Attributes	Percentage
Designation	Lecture	45.4
	Assistant professor	43.6
	Associate professor	9.3
	Professor	1.8
Gender	Male	59.5
	Female	40.5
Qualification	Master	4.4
	M.Phil.	52.0
	PhDs	42.0
	Post Doc	.9
Experience	Below 1 year	4.4
	1-3 years	22.9
	3-6 years	40.5
	6-9 years	16.3
	Above 9 years	15.9
Marital Status	Married	81.1
	Unmarried	18.9
Age Group	28-32	9.2
	33-37	38.3
	38-42	19.3
	43-47	15.2
	48-52	7.9
	53-62	3.5
	63 and above	5.2
Spouse Education	Illiterate	17.2
	Metric	4.0
	Intermediate	4.0
	Graduate	18.5
	Master	19.4
	Above	37.0



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Results presented in table 1 indicates that out of the 227 sampled university teachers, 45% were Lecturers, 44% Assistant Professors, 9% Associate Professors, and only 2% Professors. In terms of gender, 60% were male and 40% female. Regarding qualification, the majority held an M.Phil. (52%), followed by Ph.D. (41%), Master's (5%), and a small proportion with Post-Doctorate (1%).

Work experience varied: 4% had less than one year, 23% had 1–3 years, 41% had 3–6 years, 16% had 6–9 years, and 15% had more than nine years, with most clustered in the 3–6 years category. Marital status showed that 81% were married while 19% were unmarried.

Age distribution indicated that the largest group (38%) was between 33–37 years, followed by 19% aged 38–42, 15% aged 43–47, and smaller proportions in younger (28–32 years, 9%) and older age brackets (48 years and above, 16%). Regarding spouses' education, 37% held qualifications above Master's level, while smaller percentages had Master's (19%), graduation (18%), intermediate (4%), matriculation (4%), and illiterate (17%).

IMPACT OF DEMOGRAPHIC FACTORS ON JOB PERFORMANCE (ANOVA)

Table.2 Demographic Factors and Job Performance (Anova)

Variables	Between Groups	Sum of Squares	Df	Mean Square	F	Sig.
Designation	Within Groups	1.846	3	.615	1.944	.128
Qualification	Within Groups	3.367	3	1.125	23.742	.014
Age	Within Groups	22.698	14	1.621	1.189	.298
Gender	Within Groups	1.846	3	.615	1.944	.128
Marital Status	Within Groups	22.689	3	1.621	1.189	.289
Experience	Within Groups	.786	4	.197	.594	.668

The sum of squares within the groups 1.846, df =3, mean square .615, F=1.944 and significant value (p=.128) which is greater than the significant value(p=.05) that means designation does not affect job performance.

According to above information the sum of squares within the groups 3.367, df =3, mean square .6125, F=1.944 and significant value (p=.014) which is greater than the significant value(p=.05) that means qualification significantly effects job performance.

In above table sum of squares within the groups 22.698, df=14, mean square 1.621, F=.298 and significant value (.668) which is greater than significant value (p=.05) which shows this variable has not affect the dependent variable job performance.

The sum of squares within groups 1.846,df=3, mean square .6151,F=1.944 whereas significant value (p=.128) which is greater than significant value(p=.05) which means the variable gender does not affect job performance.

The sum of squares within the groups 22.698,df=3,mean square 1.621,F=1.189 and significant value (p=.298) which is higher than significant value(p=.05) that means it does not affect job performance.

The sum of squares within the groups .786 ,df=4 ,mean square .197 ,F=.594 and significant value (p=.668) which is higher than significant value(p=.05) that means experience does not affect job performance.



Table: 3. Coefficients of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		T	P.value
	B	Std. Error		
1 (Constant)	1.882	.015	125.853	.000
Age	-.001	.000	-2.760	.007
Effect of performance level	.566	.003	162.863	.000
Gender difference in institutes	-.009	.003	-2.596	.011
Effect of personal conflicts of the employees on job performance	.009	.004	2.498	.014

The results in Table 3 present the coefficients from the multiple linear regression analysis. The model explains the extent to which job performance, as the dependent variable, is shaped by selected predictors. The constant term represents the intercept, while the coefficients for each independent variable indicate the direction and strength of their influence.

The analysis reveals that several predictors were statistically significant. Specifically, age ($p = 0.007$), quality of performance ($p = 0.000$), gender differences within organizations ($p = 0.011$), and personal disputes influencing work outcomes ($p = 0.014$) all showed meaningful effects. These findings suggest that both demographic characteristics and workplace-related factors play an important role in explaining differences in faculty performance.

Table:4. Anova Table of Multiple Linear Regressions

	Sum of Squares	Df	Mean Square	F	Sig.	Adjusted R Square
Regression	92.239	3	30.746	436.579	.000 ^a	.930
Residual	6.761	96	.070			
Total	99.000	99				

Dependent Variable: Total Satisfaction

Sum of regression squares is 92.239, $df=3$, mean square is 30.746, F-Statistics = 436.579. Residual square sum is 6.761, $df=96$, mean square is .070, while significant value ($p=.000$) is smaller than the significant value ($p=.05$) implies that our model is relevant. Adjusted R explains .930 proportion of variation in dependent variable explained by the independent variable.



Table: 5. Coefficients of Multiple Linear Regression Analysis

	Std. Error	T	P.value
(Constant)	.015	125.853	.000
Effect of performance level	.000	-2.760	.007
Institutes better facilitate their employers	.003	162.863	.000
Gender difference in institutes	.003	-2.596	.011
	.004	2.498	.014

The coefficient table illustrates the relationship between the dependent variable and its predictors. The first row reports the constant, which represents the intercept of the regression model, while the subsequent rows list the explanatory variables and their coefficients.

The results indicate that the variable measuring performance level effect significantly predicts the dependent variable ($p = 0.000$). The coefficient value ($B = 0.143$) shows that for every one-unit increase in this predictor; overall satisfaction rises by 0.143 units. Similarly, the second predictor also demonstrates a strong association with overall satisfaction ($p = 0.000$), confirming a positive and linear relationship between the independent variable and the outcome.

DISCUSSION

The findings indicate that most respondents were male, reflecting the broader cultural context in which women's participation in professional domains remains restricted, as also highlighted by Shaiful Anuar et al. (2009), who argue that societal norms often limit female involvement in workplace settings. The data further show that a large proportion of respondents had between three to six years of professional experience, suggesting career stability during this period. Age distribution revealed that a significant number of faculty members were in their early fifties, combining academic attainment with extensive professional exposure, which is consistent with universities' preference for experienced staff capable of delivering quality teaching and research.

The ANOVA results suggest that education plays a crucial role in shaping job performance, confirming earlier evidence that higher qualifications enhance productivity and professional outcomes (Saleem & Imran, 2014). Regression results also reveal that age exerts a strong influence on job performance ($R^2 = 0.9777$), while gender differences significantly affect outcomes, with male faculty generally performing better than female colleagues. These findings align with studies emphasizing the persistent influence of gender roles in shaping workplace efficiency (Hussain et al., 2015). Moreover, personal disputes and stress were found to negatively affect academic productivity, supporting the notion that workplace conflict and anxiety undermine performance (Rahman & Waheed, 2017). Ethnic differences and behavioral characteristics were also shown to influence faculty satisfaction and performance.

Regression analysis on the moderating variable of overall satisfaction further



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demonstrates that predictors such as performance levels, institutional facilities, and gender disparities are significant ($R^2 = 0.93$). This reinforces the argument by Alvi et al. (2016) that institutional support and workplace conditions strongly affect job satisfaction and, consequently, performance. Education, being a process that thrives under peace and stability, cannot progress in environments characterized by unrest or political interference. In Azad Jammu and Kashmir, the teaching profession is frequently undermined by political pressure and insecurity, creating unfavorable conditions for effective learning.

These findings suggest several policy implications. First, age should be considered in teacher deployment, as maturity and experience contribute positively to performance. Second, gender disparities remain a significant barrier; thus, government and universities should implement supportive measures for female faculty, such as childcare services, housing support, and reduced domestic workload. Third, minimizing political interference in higher education is essential for creating an environment conducive to academic excellence. Finally, institutions must provide not only physical resources but also non-material incentives, as emphasized by Khan and Yusoff (2018), to enhance satisfaction and overall performance among university teachers.

CONCLUSION

The study highlights that demographic factors such as age, gender, and professional experience play a central role in determining the job performance of university teachers in Azad Jammu and Kashmir. Results show that age and experience positively contribute to academic output, as mature and experienced faculty members are able to perform their duties more effectively. Education was also found to have a strong impact on performance, reinforcing the importance of higher qualifications for professional growth. At the same time, the findings reveal that gender disparities remain a challenge, with male teachers generally performing better than their female counterparts, largely due to cultural and social constraints that restrict women's participation. Moreover, personal disputes, stress, and political interference were identified as significant barriers that reduce faculty productivity and satisfaction. Workplace conditions and institutional support further emerged as key elements in shaping overall job satisfaction, which in turn affects performance outcomes.

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