

Issues on Role of Gender, Age and Qualification of faculties on Job Performance.**Shiba Prasad Sapkota**

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ABSTRACT

The purpose of this study is to examine the association of gender, age and qualification of faculties with their perceived organizational justice and job performance. For this study faculties of 7 QAA certified colleges were taken through judgmental sampling. Sample size was 396 faculties determined by using slovins formula. Descriptive and cross-sectional research design was used. This study found there is no association of gender, age and qualification of faculties with job performance in Nepalese QAA Colleges. The strongest implication of this study is that fairness is an important motivator of job performance at work place.

Key words: Job performance, Task performance, Contextual performance.

Introduction

In the present globally competitive educational environment teaching faculty plays a crucial role in ensuring the success of educational institutions. For educational institutions, the effective performance of teaching faculty would directly and significantly affect student's perception of the level of teaching quality offered, the way of teaching and counseling to the students would provide a favorable impression on teaching. Justice provides psychological empowerment and creates a positive perception in faculties towards leader of organization. Justice over the employee may change the job performance and thus explore the image of an organization.

Moreover, past research has noted that when people are asked to report what constitutes unfair treatment, their responses have focused on interpersonal rather than structural factors (Greenberg, 1993). Bies and Moag (1986), and Tyler (1986) argue that the quality of the interpersonal treatment one receives constitutes another source of perceived fairness, one that is not immediately recognized by the prevailing emphasis on the structural aspects of outcome distributions and procedures. The key to understanding group effectiveness is found in the on-going interaction process which takes place between individuals while they are working on a task. Thus, research is needed to explore how organizational justice relates to employees' attitude and behavior and their job performance. Research is also required to examine the antecedents of organizational justice perceptions in the Nepalese organizations. Therefore there are links between organizational justice and job performance. This study reveals that employees' perceptions of justice influence the job performance. Thus, this study has not only added value by exploring the direct and combined effects of justice dimensions on employee job performance, but also has advanced our understanding by studying these concepts in our Nepalese culture.

Research questions:

- a. Does gender moderates job performance in Nepalese QAA College?
- b. Does age moderates job performance in Nepalese QAA College?
- c. Does qualification moderates job performance in Nepalese QAA College?

Objectives of the study:

- a. To examine the association between gender of faculties and job performance.
- b. To identify the association between age of faculties and job performance.
- c. To examine the association between qualification of faculties and job performance.

Hypothesis:

- H01: There is no significant association between gender and job performance.
 H02: There is no significant association between age and job performance.
 H03: There is no significant association between qualification and job performance.

Operational Definitions of Terms

Several concept definitions are applied in the study. The concepts have been applied to maintain the uniformity

and flows of the research. The definitions are as:

Job Performance: Job performance represents employees' adherence to and completion of formal job duties. It refers to the traditional performance of behaviors that is expected of him/her at a certain position. Job performance consists of two forms of job performance namely task performance and contextual performance, (Katz 1964, Williams et al. 1991).

Task Performance Justice: It refers to job-specific behaviors including core job responsibilities that are directly related to the organization's purpose, (Nasurdin and Khuan, 2007).

Contextual performance: It describes a set of interpersonal and volitional behaviors that support the social and motivational context in which organizational work is accomplished, (Aryee et al. (2004), Wang et al. (2010).

Job Performance

Equity theory provided specific hypotheses regarding the impact of perceived distributive injustice on performance (Adams, 1965; Austin & Walster, 1974) such that when an employee perceives distributive injustice, the employee can alter his or her quality or quantity of work to restore justice. With few exceptions, procedural justice models did not follow with concrete predictions regarding the relationship between procedural justice and performance, but rather focused on the influence of procedural justice on attitudes and quality of work life (Lind & Tyler, 1988). In fact, it was claimed that procedural justice concerns are salient when the goal is group harmony, whereas distributive justice concerns are salient when productivity and efficiency are the focus of attention (Barrett-Howard & Tyler, 1986; Lind & Tyler, 1988). Procedural justice, then, may affect performance through its effects on attitudes. For example, when procedural injustice influences attitudes toward the organization and its authorities, attitudes negatively affect performance (e.g., Brockner & Wiesenfeld, 1996; Greenberg, 1987).

Task performance

Task performance refers to job-specific behaviors including core job responsibilities that are directly related to the organization's purpose. According to Motowidlo and van Scoter (1994), task performance comprises two types of behaviors. The first directly relates to transformation process of raw material into goods and services as a product of the organization. The second one comprises of activities that service and maintain the technical core.

Contextual performance

Contextual performance, describes a set of interpersonal and volitional behaviors that support the social and motivational context in which organizational work is accomplished (Aryee, Chen, & Budhwar, 2004). Contextual performance has been further suggested to have two facets: interpersonal facilitation and job dedication. Interpersonal facilitation describes interpersonally oriented behaviors that contribute to the accomplishment of the organizational purpose. These include encouraging cooperation, consideration of others, and building and mending relationships. Contextual performance also captures many of the helping and cooperating elements of organizational citizenship behavior (Organ, 1988). When employees voluntarily help coworkers who are getting behind, act in ways that maintain good working relationships, or put in extra effort to complete assignment on time, they are engaging in contextual performance. Contextual performance behavior does not support the technical core itself as much as they support the broader organizational, social and psychological environment in which the technical core must function (Mottwidlo, 2000).

Research Gaps

There is a lack of studies in Nepalese context on the moderating role of gender, age and qualifications of the faculties of Nepalese QAA Colleges in job performance.

Research Design

A research design is the arrangement of all conditions that affect a research (Cooper, Schindler, & Sharma, 2012). A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design of this study is descriptive and cross-sectional.

Study Area

The faculties of Nepalese QAA Colleges.

Sampling Method

Judgmental sampling was applied in selecting the sample respondents. Due attention was given in selection of respondents who could understand the purpose of the study, understand questions and ways of responding to the questions, judiciously.

Population and Sample Size

The target population for this study was Nepalese QAA Colleges. This study select only faculties of 7 colleges out of Nepalese QAA Colleges. In this study sample size was determined at an affordable cost in terms of time, finance and human resources (Mugenda & Muganda, 2003). Sample size is calculated by using Slovins (Guliford 1973) formula:

$$n = 1.96 * 1.96 * .5 * .5 / .05 * .05$$

n= 385, at 5% margin of error (level of significance).

Sample size was 396 which is slightly greater than 385.

Rating Scales

A Likert scale was adopted in this study. It was needed to measure respondent's opinion. The Likert rating scale allows a numerical value to be given to an opinion. All items of latent variables was measured on a five point Likert –scale (ranging from strongly disagree 1 to strongly agree 5). A five point scale was considered appropriate for this research work to reduce confusion and help respondents to maintain consistency on their ratings.

Relationship between demographic variables and job performance hypotheses are checked through ANOVA test, the summary result is:

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	5.763	26	.222	1.045	.406
	Within Groups	78.265	369	.212		
	Total	84.028	395			
marital status	Between Groups	5.468	26	.210	.993	.477
	Within Groups	78.169	369	.212		
	Total	83.636	395			
Age	Between Groups	27.677	26	1.064	1.192	.239
	Within Groups	329.434	369	.893		
	Total	357.111	395			
Education	Between Groups	8.270	26	.318	1.219	.215
	Within Groups	96.303	369	.261		
	Total	104.573	395			

The table shows that there is no significant difference in perception of faculties based on demographic characteristic (p values are: 0.406, 0.477, 0.239, and 0.215)

Major findings of the study

There is no significant association between gender of faculties and Job performance in Nepalese QAA Colleges (p value>0.000).

There is no significant association between age of faculties and Job performance in Nepalese QAA Colleges (p value>0.000).

There is no significant association between qualification of faculties and Job performance in Nepalese QAA Colleges (p value>0.000).

Summary of the study

There is no significant association between gender of faculties and Job performance in Nepalese QAA Colleges (p value>0.000), There is no significant association between age of faculties and Job performance in Nepalese QAA Colleges (p value>0.000), There is no significant association between qualification of faculties and Job performance in Nepalese QAA Colleges (p value>0.000),

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