

## A STUDY OF THE FACTORS AFFECTING JOB PERFORMANCE OF UNIVERSITY TEACHERS IN ISLAMABAD AND RAWALPINDI

**Sadaf Jabbar**

Lecturer NUML

**Zafar Naveed**

Lecturer NUML

### ABSTRACT

*Universities and educators play a crucial role in the socioeconomic development of a country. The previous research has identified various factors associated with the performance of university teachers. This study aims to identify and analyse the factors affecting the performance of university teachers in public and private universities of Islamabad and Rawalpindi. These factors included workplace environment, reward/incentives, in-service training and workload stress. Primary data for this study was gathered through responses to a structured questionnaire which was distributed in five public and private universities of Islamabad and Rawalpindi. The data was examined and analysed using descriptive and inferential statistics including correlation and regression analysis. The results of this study show that workplace environment, reward/incentives, in-service training have a positive relationship with job performance of university teachers whereas workload stress has a negative relationship with dependent variable i.e., job performance. The present study is valuable for policy makers, university administration and teachers to help formulate policies which help university teachers to improve their performance.*

### Key Words:

Job Performance, Work Place Environment, Reward/Incentives, In-Service training Workload Stress

### INTRODUCTION

The entire world understands and recognize the important role of teachers in building its nations. The effective functioning of education system and improving quality of education requires good quality of teachers. The teachers who perform well in their job of teaching are those who are satisfied. Job satisfaction is therefore the most important factor in determining the performance of teachers. The educators need to work on maintaining high level of satisfaction among teachers in order to improve their performance. Various internal and external factors affect the performance of the teachers in an organization. These factors may either facilitate teachers to perform well or create hindrance towards their success. Some of the factors that can affect teacher's performance are the increased duties and demands on time, low salary package, and disruptive students etc. The teacher's attitudes toward their jobs are significantly affected by these factors. In addition to these factors, lack of support from staff at different levels or departments also affects the teacher's performance. Teachers also face many other issues such as low salaries and student's behavior problems which can also impact their performance. Therefore, the teacher's morale should be addressed seriously if we want to improve the situation of teaching and teachers. The identification of both negative and positive factors, which has the greatest impact on morale levels of teachers would be the first step towards solution of these problems (Smith and Glenn, 1994).

The biggest challenge for universities is to get the work done through their academicians willingly and efficiently. Therefore, the present study aimed to answer the following research questions:

1. How work environment, reward/incentives, In-service Training and workload stress impact the job performance of university teachers?
2. What are the practices of these variables i.e., work environment, reward/incentives, In-service Training and workload stress in universities of Islamabad and Rawalpindi?

## **2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK:**

### **1. Teacher's Job Performance**

Many researchers have studied the performance of individuals and the factors that affect the job performance of teachers in different organizations. There are many definitions of Job Performance available from various sources. Commerce Dictionary.com, defines it as the degree to which a job is done well or badly. The concept of performance is further explained by Campbell (1993) that the observed behavior of an individual is called performance, not the sequence of behaviors. Whereas according to Motowidlo and Scotter (1994) the concept of performance was very clear that performance is the behavior itself not the results and different factors are involved in performing better. In a study conducted by Ferris (1988) the researcher identified seven dimensions to evaluate the performance of teachers. These included preparation and planning, effectiveness in presenting subject matter, poise, relations with students, self-improvement, and relations with other staff members, parents & community. In another research Jahangir (1988) pointed out other factors in evaluating performance of teachers such as intellect, personality of teacher, techniques of teaching and interaction with their students. These four factors are considered important when evaluating teacher's performance. Samad (2011) in his researches related to employees' job performance emphasized more on performance than turnover. In fact, most of the previous studies on this topic before recent studies focused on the behavioral work outcomes of turnover and the absence of these factors than actual work performance.

### **2. Workplace Environment**

Work place environment is one of the most important factors that affect employees in any organization to work efficiently at work place. In a study by Smith (2011) he described the importance of workplace environment that how closely it is related to job performance of employees. He further explained the role of physical environment in creating a place for employees where they can perform their tasks better and also improve their relationship with co-workers. Interpersonal interaction and behaviors of employees at work place have a direct relationship with the satisfaction level and productivity of employees because the characteristics of working place can subtly change the behaviors of people working together. There have been many studies especially focused on the work environment. Majority of the studies showed that there are specific workspace features which are important to satisfy employees thus enhancing their performance. Becker (1981), Humphries (2005) identified lighting, ventilation rates, access to natural light and acoustic environment as major contributing factors and highly significant to employee's productivity and workspace satisfaction. Dilani (2004), Milton

Glencross & Walters (2000) also emphasized the importance of lighting and other factors like comfortable furniture etc. Challenger (2000) talked about the changing workplace environment due to technological development during recent years. These developments evolved innovative communication methods, virtual reality; e-market improvement and alternative work patterns. Terricone and Luca (2002) further elaborated that these rapid changes and developments lead organizations to find solutions to accommodate in new situation by switching to and open office space for greatly productivity. Becker (2002) supported this new style of work environment which is completely different from closed plan as suggested by Evans & Johnson (2000).

Bruce (2008) studied the impact of noise on individual performance. According to his study, it was found out that workplace distractions cut employee productivity by as much as 40%, and increase errors by 27%. Noise is found to be the leading causes of employees' distraction, increased job-related stress ultimately reduce efficiency and productivity of employees. Also, Moloney (2011) citing Loftness study of 2003 stressed the importance of natural light and air ventilation for greater productivity and performance of individuals. His study showed a 3-18% gain in productivity in buildings with day-lighting system. Lambert (2001) in one of his studies have pointed out various other workplace environment factors to be associated with poor job satisfaction and performance. These include low salary structure, lack of appraisal system and promotion chances, poor interpersonal skills etc. Another survey conducted by Huges (2007) he surveyed 2000 employees of different levels belonging to various organizations and industries. The findings showed that nine employees out of ten believed that their productivity and performance is greatly affected by a workspace quality. Work place survey conducted by Taiwo (2009) concluded that an attractive, comfortable, satisfactory and creative workplace environment is possible only with effective management. The workplace environment motivates employees to do job better and create a sense of pride and purpose which improve efficiency and performance.

### **3. Reward/Incentives**

Rewards and Incentives also contribute to improve job satisfaction of employees in any organization. It is the duty of human resource manager to find ways to create more opportunities of rewards and incentives which in turn affect their performance. Oosthuizen (2001) stressed the importance of motivation that the managers in an organization find ways to motivate its employees and constantly affecting their behavior to improve the efficiency of workers and the overall performance of an organization. Weissman (2001) argued that reward and incentives against his services also affect his performance as he feels de-motivated where his abilities are not acknowledged by the organization. This situation leads to more stress. The management of employee's performance forms an integral part of any organizational strategy and how they deal with their human capital (Drucker as cited in Meyer & Kirsten, 2005). In present era the achievement of an organization highly depends on the performance of an employee, this is how an organization can survive in today's world. The employees cannot perform better by applying their skills, abilities, innovation and full commitment which the organization requires for its success if the environment is de motivating and not encouraging for them. Ali and Ahmed (2009) studied the relationship between reward/recognition and motivation/satisfaction. The results of the study showed that the satisfaction and motivation level is affected by the reward

and recognition. Any change is reward and recognition results in change of employee's motivation and satisfaction level.

#### **4. In-Service Training**

The performance of the employees is also affected by the opportunities for in-service training. The dictionary meaning of In-service training as described in "Foundation in Education" is: "All the formal and informal activities and experiences those are helpful to a person to assume the responsibilities of a member of the education profession or to discharge his responsibilities more effectively" (Good, 1959). Many studies have been conducted to examine the effect of in-service training on teachers' performance and skills. A study conducted by Harris and Sass (2001) examined the effects of the teacher training on the teacher's overall performance. These in-service trainings of the middle and high school mathematics teachers are found to be associated with their productivity and performance. Furthermore, the experienced teachers were more confident and productive after getting such in-service trainings over long period of time. Samupwa (2008) revealed that the training of teachers is very important. It affects the behavior and attitude of teachers and also enhances their administrative skills. In today's world the education standards can only be raised by continues training of teachers. In order to provide quality education, the teacher's role is very important which can be measured by adopting different techniques. The indicators of an effective teacher can be the guidelines and serve as an indirect measure to evaluate the effects of a teacher's training program.

Khan (2008) argued the impact of teachers training through a project named second science education project (SEP II). The main objective of the study was to explore the effectiveness of second science education project for science teachers. The results of the in-service teachers training program were very positive. The teachers who received this training found to have improved in areas including content knowledge, delivery skills and professional attitudes. Same kind of research was conducted by Mehmood (1998) to see the effectiveness of a training program arranged by teacher training program in Punjab. The study indicated that the students who were taught by trained teachers showed high level of motivation and achievement.

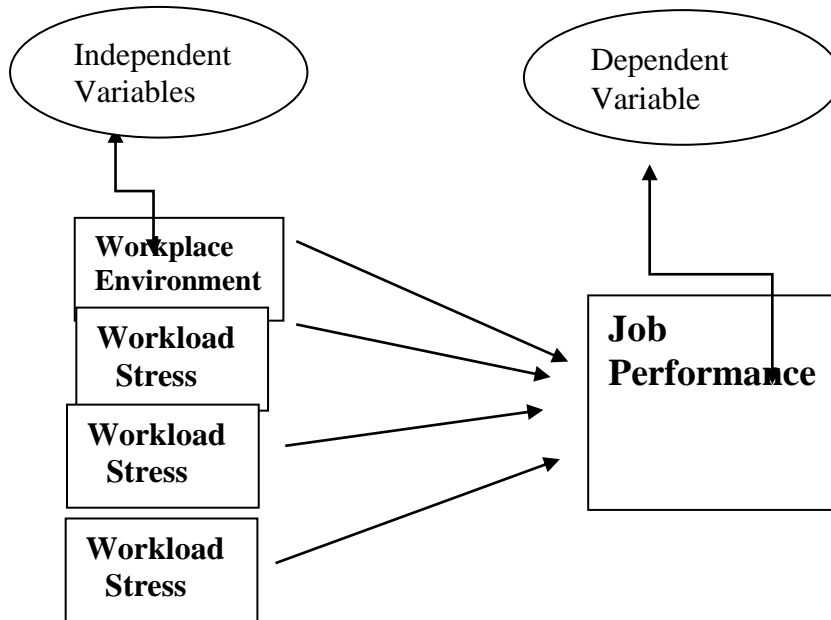
#### **5. Workload Stress**

Another factor affecting performance of individual is workload stress. Margolis, Kroes and Quinn 1975 in their studies found out that workload stress is also caused by time limitation in which an individual has to complete a task in a given time limit. As Maslow (1943) explained how a person can utilize his full potential. According to his humanistic approach a person's basic needs must be fulfilled before he approaches to much higher-level need of self-actualization or self fulfilment. If his organization doesn't allow him to grow and extend him by providing opportunities where he can utilize his real hidden potential, he will keep unsatisfied. The organization must provide him job assignments suitable for his level of abilities where he feels satisfied. Cox (2006) examined the impact of workload stress on employee's performance. This was a comparative study where the researcher made direct comparisons between sudden increase and decrease in workload situations. The results showed that both conditions lead to impaired performance. Performance of employees is impaired in either sudden decrease (High to Medium) or increase (Low to Medium) workload situations. Stress is often misunderstood as something bad and mostly discussed in a negative context. Whereas in reality it's not necessarily a bad

thing as it's an opportunity to overcome problems and beneficial. The stress level of employees can be changed with the change in workload. (Robbins, 1994).

Stress is one of the burning issues that organizations have to deal so that employees can comfortably produce quality work. Stress causes an imbalance in one's life because it leads to depression and thus damages health, attitude and work behavior. Causes of stress are called stressors, which can be workplace conflict, role conflict, role ambiguity and workload. (Addae, 2008). In general, clerical and blue-collar workers suffer from more stress than managerial and professional workers, partly because they have little control over their work and working conditions (Cooper & Smith 1986). Stress is the cause of poor mental health and high risk for coronary heart disease (Hurrell, 1985; ostroff, 1993). Long working hours have been found to be linked with coronary heart disease (Breslow & Buell, 1960). Role ambiguity has been linked with job dissatisfaction, tension, depression, increased blood pressure and pulse rate (Kumari and Shrama 1990). There is evidence suggesting that stress may contribute to the development of tuberculosis, arthritis, diabetes, leukemia, as well as common issues such as colds, stomach aches, and backaches. (Holmes and Masuda, 1974; Rahe and Arthur, 1967). Robinson and Inkson, (1994) evidence suggested that stress often contributes to precipitate peptic ulcers. Engel (1971) studied the impact of workload stress. He saw stress as contributing to sudden death i.e., sudden cardiac failure a moderately common effect of stress is impairment of one's cognitive or mental functioning, thereby leading to a narrowed focus of attention, reduced flexibility in thinking, poor concentration and less effective memory storage, which in turn leads to impairment of one's problem-solving skills. Mandler (1979) identified that the performance of employees is adversely affected by the pressures of workload at workplace. There are many tasks in an organization which are difficult for employees to handle and seems threatening for them may be the major cause of stress in many organizations. (Kahn, Wolfe, Quinn, Snoeck and Rosenthal, 1964). Jasmine (1987) found out that the centralized control, frequently changing policies and less freedom in the public sector organizations lead to more stress. Therefore, public sector organizations experience more stress than private sector organizations. Pestonjee (1987), and Singh (1987) pointed out many factors associated with higher job stress including conflicting and frequently changing policies of an organization, role ambiguity and unclear job expectations. The study conducted by Singh revealed that job satisfaction is positively associated with perception of achievement, expert influence and extension climate whereas role stress is associated negatively. The theoretical framework is depicted in the following figure:





### Research Hypothesis

- H1. Workplace Environment has positive impact on Job Performance
- H2. Reward/Incentives have positive impact on Job Performance
- H3. In-Service Training has positive impact on Job Performance
- H4. Workload Stress has negative impact on Job Performance

### 3. METHODOLOGY

#### *Population and Sampling:*

Based on the provided information, the study utilized a descriptive survey research design to gather insights from teachers at five public and private sector universities in Islamabad and Rawalpindi. The data collection employed a probability sampling technique, resulting in 197 participants. Of the respondents, 63.5% were male and 36.5% were female. Furthermore, the distribution of respondents based on academic positions revealed that 28% were lecturers, over 23% were teaching assistants and assistant professors, and only 0.81% were professors. In terms of age demographics, the highest response rate, 61.9%, came from the 32 to 44 age group, followed by 16.8% from the 20-31 age group, 13.2% from the 45-55 age group, and 8.1% from the 56-65 age group. Regarding educational qualifications, 66% of the teachers held MPhil degrees, 19.8% held PhDs, and 14.2% had Masters degrees. When considering job experience,

the majority (47.7%) had 5-10 years of experience, while 32.5% had 1-5 years, 12.2% had 10-20 years, and only 7.6% had over 20 years of experience. University-wise, NUML received the highest response rate of 63%, followed by Allama Iqbal Open University (AIOU) at 12.6%, Riphah University at 8.1%, and International Islamic University (IIU) with over 9%. The lowest response rate was observed from COMSAT, with around 6% of the total respondents

### ***Instrumentation:***

The structured questionnaire was developed to obtain the opinions of university teachers, as it is challenging to understand their thoughts on this problem through other data collection methods, such as observation. Before finalizing the questionnaire, the researcher consulted with five university teachers to get their opinions and made necessary amendments in the questionnaire. After these changes, pilot testing was conducted on 50 questionnaires to check the reliability and validity of the instrument. The final questionnaire was then distributed to 197 respondents. The questionnaire used by Teseema & Soeters (2006) was adapted according to the research variables. Another questionnaire used by Alam & Farid (2011), who conducted research on factors affecting teachers' motivation at secondary schools in Rawalpindi, was also adapted for this study. The questionnaire was divided into two parts: Part A: Collected demographic information of respondents, such as gender, age, qualification, designation, job experience, and organization. Part B: Included questions related to the research variables, developed after an extensive literature review. The dependent variable, job performance, was measured using 4 items. The independent variables were workplace environment, reward/incentives, in-service trainings and workload stress. Altogether, there were 21 questions in the questionnaire. A 5-point Likert-type scale was used for this study to rate items in each variable, with 1 representing strongly disagree and 5 representing strongly agree (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5).

### ***Data collection procedure & analysis:***

Personal contacts with more than 200 respondents were made to ensure timely responses. After obtaining feedback from university teachers at the five universities in Islamabad and Rawalpindi, the collected data was analyzed using SPSS and interpreted with descriptive method. The data was examined and analyzed using descriptive and inferential statistics including correlation and regression analysis. Finally, conclusions were drawn from the research findings, and recommendations were suggested for future investigation in this research area.

### **Validity and reliability:**

Pilot testing and Confirmatory Factor Analysis was performed after getting response from 50 filled questionnaire. The data for final examination was then analyzed by applying some statistical tests like Correlation, regression, and descriptive statistics for the clarification of outcomes.

#### **Reliability of Instruments**

<b>Variables</b>	<b>No. of Items</b>	<b>Cronbach's Alpha</b>
------------------	---------------------	-------------------------

<b>Job Performance</b>	4	0.983
<b>Work Place Environment</b>	5	0.985
<b>Reward / Incentives</b>	3	0.988
<b>In- Service Training</b>	5	0.985
<b>Work Load Stress</b>	4	0.990
<b>Total</b>	<b>21</b>	<b>0.989</b>

The values of Cronbach’s alpha against each variable represent the reliability of each of the element of the questionnaire. Job Performance is a dependent variable having four items with minimum figure of reliability of about 0.983. The first independent variable is Workplace Environment that included five items and indicated the reliability having value of 0.985 of Cronbach’s Alpha. The second independent variable is Reward / Incentives which includes three items it has the reliability value of 0.988. The reliability value of the third variable i.e. In-Service Training is 0.985. The fourth variable is Work Load Stress which includes four items and it has the reliability value of 0.990. The overall reliability of the research instrument containing twenty-one (21) items is 0.989 (98%) percent which is a good sign for scale reliability.

#### 4. RESULTS AND DISCUSSION

##### Results

##### Descriptive Analysis

*Percentage response rate (N=197)*

Items	SD	D	N	A	SA	Mean	St. Dev
<b>My performance is better if my institution organizes training.</b>	5	2	57	90	44	3.8579	0.85123
<b>My performance is better than the teachers with similar qualifications in other institutions.</b>	1	9	37	63	87	4.1675	0.89063
<b>Lack of facilities affects the performance of teachers.</b>	5	1	57	91	43	3.8579	0.85123
<b>I am satisfied with the standard of performance reviews and appraisals of my work.</b>	1	9	37	63	87	4.1675	0.89063

#### 1. Frequency Distribution and Descriptive Statistics with respect to “Job Performance”



The findings from the above table reveal the results of data collected by applying frequency distribution and descriptive statistics with respect to “Job Performance”. The indication of the responses of the respondents if they are positive or negative have been indicated by the mean value which is given in table. The mean values against four items of job performance are 3.8579, 4.1675, 3.8579 and 4.1675 respectively, and their standard deviation is 0.85123, 0.89063, 0.85123, and 0.89063 respectively

## 2. Frequency Distribution and Descriptive Statistics with respect to “Work Place Environment”

The findings from the above table reveal the results of data collected by applying frequency

<i>Percentage response rate (N=197)</i>							
Items							
	SD	D	N	A	SA	Mean	St. Dev
<b>University building affects the learning speed of teachers.</b>	3	9	34	63	88	4.1675	0.89063
<b>The quality of your work environment including space, lighting have positive impact on your job performance</b>	5	2	55	91	44	3.8579	0.85123
<b>I am encouraged to give honest feedback to my supervisor.</b>	4	9	33	63	88	4.1675	0.89063
<b>The culture and emotional climate of the university is generally positive and supportive.</b>	5	3	54	91	44	3.8579	0.85123
<b>The administrative team provides an environment in which I feel safe and secure.</b>	2	9	35	60	91	4.1827	0.89620

distribution and descriptive statistics with respect to “Workplace Environment”. The indication of the responses of the respondents if they are positive or negative have been indicated by the mean value which is given in table. The mean values against five items of job performance are 4.1675,3.8579, 4.1675, 3.8579 and 4.1827 respectively, and their standard deviation is 0.89063, 0.85123, 0.89063, 0.85123 and 0.89620 respectively.

## 3. Frequency Distribution and Descriptive Statistics with respect to “Reward/Incentives”

<i>Percentage response rate (N=197)</i>							
Items							
	SD	D	N	A	SA	Mean	St. Dev
<b>My salary adequately meets financial needs of my family.</b>	5	9	37	89	57	4.1827	0.89620
<b>The academic staff of my university is rewarded on showing good performance.</b>	5	3	51	84	54	3.9543	0.88233

<b>I am motivated by the provision of non-cash-based incentives</b>	6	9	34	68	80	4.1624	0.87132
---	---	---	----	----	----	--------	---------

The findings from the above table reveal the results of data collected by applying frequency distribution and descriptive statistics with respect to “Reward/Incentives”. The indication of the responses of the respondents if they are positive or negative have been indicated by the mean value which is given in table. The mean values against three items of job performance are 4.1827, 3.9543 and 4.1624 respectively, and their standard deviation is 0.89620, 0.88233 and 0.87132 respectively

#### 4. Frequency Distribution and Descriptive Statistics with respect to “In-Service Training”

<i>Percentage response rate (N=197)</i>							
Items	SD	D	N	A	SA	Mean	St. Dev
<b>Our university conducts extensive training programs which can be helpful for me to perform better.</b>	1	9	34	73	80	4.1472	0.89523
<b>My career path is more in shape due to my participation in the training program</b>	5	2	51	84	55	3.9543	0.88233
<b>I believe that my set targets and objective are attained and identified by the university through training program.</b>	1	9	34	73	80	4.1472	0.86523
<b>Training has helped me in improving my overall required skills for work.</b>	5	2	51	84	55	3.9543	0.88233
<b>In our university, training motivates teachers to be more committed towards their job.</b>	5	2	57	91	42	3.8579	0.85123

The findings from the above table reveal the results of data collected by applying frequency distribution and descriptive statistics with respect to “In-Service Training”. The indication of the responses of the respondents if they are positive or negative have been indicated by the mean value which is given in table. The mean values against five items of job performance are 4.1472, 3.9543, 4.1472, 3.9543 and 3.8579 respectively, and their standard deviation is 0.89523, 0.88233, 0.86523, 0.88233 and 0.85123, respectively.

#### 5. Frequency Distribution and Descriptive Statistics with respect to “Work Load Stress”

<i>Percentage response rate (N=197)</i>							
Items	SD	D	N	A	SA	Mean	St. Dev

The extra co-curricular work load increases the performance of university teachers.	41	91	57	3	5	3.8579	0.85123
Over- crowded classes decrease stress for university teachers.	56	85	50	1	5	3.9492	0.87916
More emphasis on documentation cannot affect actual teaching	41	91	57	3	5	3.8579	0.85123
The quality of IT work for your support doesn't affect your job performance.	88	63	36	9	1	4.1675	0.89063

The findings from the above table reveal the results of data collected by applying frequency distribution and descriptive statistics with respect to "Work Load Stress". The indication of the responses of the respondents if they are positive or negative have been indicated by the mean value which is given in table. The mean values against four items of job performance are 3.8579, 3.9492, 3.8579 and 4.1675 respectively, and their standard deviation is 0.85123, 0.87916, 0.85123 and 0.89063, respectively.

#### Inferential Statistics:

#### Correlation Matrix of Job Performance, Workplace Environment, Reward/Incentives, In-Service Training and Workload Stress

#### Correlations

		JP	WPE	RI	IST	WLS
<b>JP</b>	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	197				
<b>WPE</b>	Pearson Correlation	.591(**)	1			
	Sig. (2-tailed)	.000				
	N	197	197			
<b>RI</b>	Pearson Correlation	.463(**)	.580(**)	1		
	Sig. (2-tailed)	.000	.000			
	N	197	197	197		
<b>IST</b>	Pearson Correlation	.363(**)	.335(**)	.738(**)	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	197	197	197	197	
<b>WLS</b>	Pearson Correlation	-.548(**)	-.603(**)	-.473(**)	-.575(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	197	197	197	197	197

\*\* Correlation is significant at the 0.01 level (2-tailed).

The results demonstrate that significant correlation exists among all variables by summarizing the values of Pearson's correlation coefficient. The results indicate that at 5% level of significance Job Performance is positively correlated with Work Place Environment as the value of the correlation

coefficient 0.591. Reward/Incentives is also positively linked with Job Performance and has statistically significant correlation coefficient 0.463 at 5% level of significance. In-Service Training is also positively linked with Job Performance and has statistically significant correlation coefficient 0.363 at 5% level of significance. The value of Pearson Correlation Coefficient is -0.548 which shows that Work Load Stress and Job Performance are negatively correlated. Their relationship is significant at 5% level of significance. Finally, we can say that Job Performance is positively and significantly correlated with Work Place Environment, Reward/Incentives, In-Service Training whereas negatively correlated with Work Load Stress.

### Regression Analysis

**Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic**

Constant	WPE	RI	IST	WLS	R-Square	F-Statistics
<b>0.131</b>	0.416	0.358	0.286	(-) 0.357	0.640	31.508
<b>(0.213)</b>	(0.124)	(0.256)	(0.306)	(0.104)		
<b>[0.509]</b>	[6.645]	[8.982]	[9.616]	[2.674]		
<i>0.211</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>		<i>0.000</i>

*Object sighted in table: WPE= Workplace Environment, RI=Reward/Incentives, IST=In-Service Training, WLS=Work Load Stress*

There is significant ( $p < 0.05$ ) association with Job Performance. Work place environment is the first independent variable in this study and its co-efficient for regression value is 0.416 and have a significant effect on job performance as p-value is 0.00 ( $< 0.05$ ). The information about the collected data is provided by standard error and T values are 0.124 and 6.645 respectively. The main results confirm our study hypothesis (H1) that Workplace Environment has a positive impact on Job Performance. Reward/ Incentives is an independent variable in this study and its co-efficient for regression value is 0.358 and have a significant effect on job performance as p-value is 0.00 ( $< 0.05$ ). The information about the collected data is provided by standard error and T values are 0.256 and 8.982 respectively. The main results confirm our study hypothesis (H2) that Reward/Incentives has a positive impact on Job Performance. In-Service Training is an independent variable in this study and its co-efficient for regression value 0.286 and have a significant effect on job performance as p-value is 0.00 ( $< 0.05$ ). The information about the collected data is provided by standard error and T values are 0.306 and 9.616 respectively. The main results confirm our study hypothesis (H3) that In-Service Training has a positive impact on Job Performance. Workload Stress is an independent variable in our study, and its co-efficient for regression value is (-) 0.357 and have a negative significant effect on job performance as p-value is 0.00 ( $< 0.05$ ). The information about the collected data is provided by standard error and T values which are 0.104 and 2.674 respectively. The main results confirm our study hypothesis (H4) that Workload Stress has negative impact on Job Performance.

## Discussion

The purpose of this study was to identify the factors affecting the performance of university teacher's job performance. The impact of these factors on employees/university teachers' performance have been supported by many research studies. Becker (1981) and Humphries (2005) identified lighting, ventilation rates, access to natural light and acoustic environment as major contributing factors and highly significant to employee's productivity and workspace satisfaction. This study also confirms workplace environment to be the most critical factor that affect teacher's performance and how university building affects the learning speed of teachers and the quality of their work environment. Evans & Johnson (2000) discussed the impact of an open office plan which has a negative relationship with employee's performance. The noise and distractions at an open office with no privacy and high level of distraction and disturbance increases stress among individuals which ultimately affect their performance. Fleming & Larder (1999) stressed on effective communication that good interpersonal and communication skills avoid confusion and frees up wasted time that would have been otherwise spent on explanation or argument. The performance of workers can be increased and positive attitude towards work can developed through effective communication by reducing anxiety level and making it more enjoyable. The present research also suggests the importance of culture and emotional climate of the university which states that the performance of university teachers increases if the environment is positive and supportive, and if the administrative team provides an environment in which they feel safe and secure.

Oosthuizen (2001) and La Motta (1995) stressed the performance evaluation and reward as the contributing factors that affect as a binding force in any performance evaluation program of an organization. According to Andrew (2004) Reward and recognition encourages employees in an organization to have a high level of commitment. The current study also validate that the performance of employees is affected by reward/ incentives. If salaries of teachers adequately meets financial needs of their family and the academic staff of their university is rewarded on showing good performance, it increases performance of teachers. The performance of teachers is motivated by the provision of non-cash-based incentives. It is also suggested by Ali and Ahmed (2009) who studied the relationship between reward/recognition and motivation/satisfaction. Therefore, the results showed that the satisfaction and motivation level is affected by the reward and recognition. Any change is reward and recognition results in change of employee's motivation and satisfaction level.

Pintrich & Schunk (2002) examined the importance of in-service training. In- Service training of the teachers can improve their role and capacity to meet the organizational needs in terms of skills and knowledge. This study also confirms the effect of in-service training of employees on their performance. The extensive training programs conducted by the universities are helpful for university teachers to perform better, their career path is more in shape due to their participation in theses training programs. Most of the teachers believe their set targets and objectives are attained and identified by the university through training. Therefore, training helps university teachers in improving their overall required skills for work and training programs in their universities motivates them to be more committed towards their job.

Sauter and Murphy (1999) explained the concept of occupational stress when the employee's capabilities and potential is completely incompatible with the requirement of his job at hand.



Cox (2006) examined the impact of workload stress on employee's performance. This was a comparative study where the researcher made direct comparisons between sudden increase and decrease in workload situations. Stress is the cause of poor mental health and high risk for coronary heart disease (Hurrell, 1985; Ostroff, 1993). Long working hours have been found to be linked with coronary heart disease (Breslow & Buell, 1960). Role ambiguity has been linked with job dissatisfaction, tension, depression, increased blood pressure and pulse rate (Kumari and Shrama 1990). Mandler (1979) Orpen (1991) identified that the performance of employees is adversely affected by the pressures of workload at workplace. The present study identifies the negative relationship of workload stress and job performance. This study reveals that the extra-curricular work load decreases the performance of university teachers and over-crowded classes increase stress for university teachers. The research also shows that more emphasis on documentation and quality of IT work for their support can also affect their job performance.

After collecting and analyzing data, it is clearly evident that all 4 factors including workplace environment, reward/incentives, in-service training and workload stress have a key role to play in influencing the job performance of university teachers. Its results show that workplace environment, reward/incentives, in-service training have a positive relationship with job performance of university teachers whereas workload stress has a negative relationship with dependent variable i.e., job performance. Therefore, all these factors are considered the most critical factors affecting university teachers' performance

## 5. CONCLUSION

The present study investigates the factors affecting on the performance of university teachers in public and private universities of Islamabad and Rawalpindi. The study findings support already existing studies to identify factors affecting university teachers' performance. The results of this study reveal that the university teachers are well aware of the factors affecting their job performance. Most of the university teachers think that their university building as well as behavior of university management affects the performance of teachers, the quality of their work environment has a positive impact on their job performance, the culture and emotional climate of the university is generally positive and supportive, and the administrative team provides an environment in which they feel safe and secure. They also consider rewards incentives and in-service training have significant effect on their performance whereas extra co-curricular work load decreases the performance of university teachers, over-crowded classes increase stress for university teachers, more emphasis on documentation can affect actual teaching, and the quality of IT work for their support also affects their job performance.

## References:

1. Addae H.M., Parbooteah K.P. and Velinor N., *Role stressors and organizational commitment: Public sector employment in St. Lucia*, International Journal of Manpower, 26(6), 567-582 (2008)
2. Ali, R., & Ahmed, M. S. (2009). *The impact of reward and recognition programs on employee's motivation and satisfaction: an empirical study*. International Review of Business Research Papers, 5(4), 270-279.

3. Becker, F. O. (1981). *Workspace creating environments in organisation*. New York: Praeger.
4. Breslow, L., and Buell, P. 1960. *Mortality of coronary heart disease and physical activity of work in California*. Journal of Chronic disorders, 11, 615-626.
5. Bruce. (2008). *How much can noise affect your worker's productivity*. Retrieved February 29, 2012 from <http://www.office-sound-masking.com/2008/02/29>.
6. Campbell, J. P., McCloy, R. A., Oppler, S. H., and Sager, C. E. (1993), *A Theory of Performance*. In N. Schmitt & W. C. Borman (Eds.), *Personnel Selection in Organizations* (Pp. 35-70). San Francisco: Jossey-Bass
7. Challenger, J.A. (2000). *24 Trends reshaping the workplace*. The Futurist, 35-41.
8. Cox-Fuenzalida, L.E. (in press). *Effect of workload history on task performance*. Human Factors.
9. Dilani, A. (2004). *Design and health III: Health promotion through environmental design*. Stockholm, Sweden: International Academy for Design and Health.
10. Engel, G.L. 1971. *Sudden and rapid death during psychological stress*. Annals of Internal Medicine, 74, 771-782.
11. Evans, G.W., & Johnson, D. (2000). Stress and open-office noise. Journal of Applied Psychology, 85(5), 779-783
12. Ferris, G.R., Bergin, T.G., and S. Wayne. 1988. *Personal Characteristics, Job Performance and Absenteeism of Public-School Teachers*. Journal of Applied Social Psychology, 18(7): 552-563.
13. Harris, D., & Sass, T. (2001). The Effects of Teacher Training on Teacher Value Added. Journal of Teacher Education, 51, 164-169
14. Holmes, T.H., & Masuda, M. 1974. *'Life changes and illness susceptibility'*. In B.S. Dohrenwen & B.P. Dohrenwend (Eds.), *Stressful life events: Their nature and effects*. New York John Wiley.
15. Humphries, M. (2005). *Quantifying occupant comfort: Are combined indices of the indoor environment practicable?* Building Research and Information, 33(4), 317-325.
16. Huges, J. (2007) *Office design is pivotal to employee productivity*. Sandiego source the daily Transcript.
17. Jahangir, F.S. 1988. *Student Evaluation of Their Teachers' Performance*. Pakistan Psychological Studies, 6, 27-30.
18. Jasmine, R. 1987. *A comparative study of private and public sector bluecollar employees on job related stress*. Unpublished M.Phil. dissertation, Calicut University, Calicut.
19. Kahn, R.L., Wolfe, D.M., Quinn, R.R., Snoeck, J.D., & Rosenthal, R.A. 1964. *Organizational stress: Studies in role conflict and ambiguity*. New York: Wiley.
20. Khan, R. (2003). Effectiveness of PEP-ILE Programme in Tehsil Sawabi, Islamabad: AIOU.
21. Kumari, K., & Sharma, S. 1990. *Global versus health-specific social support and match preferred and perceived social support levels in relationship to compliance and blood pressure of hyper-tensives*. Journal of Applied Psychology, 20, 13, 1103-1111
22. Lambert, E. G., Hogan, N. L. and Barton, S. M. (2001) *The impact of job satisfaction on turnover intent: a test of structural measurement model using a national sample of workers*. Social Science Journal, Vol. 38, pp. 233-251.

23. Margolis, B.L., Kroes, W.M., & Quinn, R.P. (1975) *Job Stress: An unlisted occupational hazard*. Journal of Occupational Medicine, 16, 659-661.
24. Mandler, G. 1979. 'Thought processes, consciousness, and stress'. In V. Hmliton & D.M. Warburton (Eds). *Human stress and cognition, An information processing approach*. New York: Wiley.
25. Mahmood, K. (1999). *Effectiveness of in-service training imparted through teacher training project* (M.Phil. Thesis), Allama Iqbal Open University, Islamabad. Pp 31,49.
26. Meyer, M., & Kirsten, M. (2005). *Introduction to Human Resource Management*. Claremont: New Africa Books (Ptv)Ltd.
27. Milton, D.K., Glencross, P.M. & Walters, M.D. (2000). *Risk of sick leave associated with outdoor air supply rate, humidification and occupant complaints*. Indoor Air. 10(4), 212-221.
28. Moloney, Claire. (2011). *Workplace productivity and LEED building*. Retrieved February 29, 2012 from <http://www.green-building.com/content>
29. Motowidlo, S. J., and Van Scotter, J. R. (1994), *Evidence that Task Performance Should be distinguished from Contextual Performance*, Journal of Applied Psychology, 79, 475-480.
30. Oosthuizen, T. F .J. (2001). *Motivation influencing worker performance in a technical division of Telkom SA*. Acta Commercial, 1, 19-30.
31. Pestonjee, D.M. 1987. *A study of role stress in relation to Type-A and anger*. Working paper, No 670. Indian Institute of Management: Ahmedabad.
32. Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
33. Rahe, R.H., & Arthur, R.J. 1967. *A longitudinal study of life change and illness patterns*. Journal of Psychological Research, 70, 355.
34. Robinson, P., & Inkson, K. 1994. *Stress effects on the health of chief executives of business organizations*. Stress Medicine, 10, 1, 27-34.
35. Samupwa, M. (2008). *Teacher Training and Work Behaviour*. International Journal of Human Resources, 65, 88-98.
36. Samad, S. (2011), *The Effects of Job Satisfaction on Organizational Commitment and Job Performance Relationship: a Case of Managers in Malaysia 's Manufacturing Companies*, European Journal of Social Sciences, 602-611.
37. Singh, G.P. 1987. *Organizational climate as a moderator of role stress job satisfaction relationship in case of different job categories of computer professionals*. Doctoral Dissertation, Gujarat University, Ahmedabad.
38. Smith, J.K., and Smith, L.G. (1994) *Education today the foundations of a profession*. St. Martin's press, Inc.
39. Taiwo, A. S. (2009) *The influence of work environment on workers' productivity: a case of selected oil and gas industry in Lagos, Nigeria*, African Journal of Business Management, Vol. 4, pp. 299-307.
40. Terricone, P., & Luca, I. (2002). *Employees, teamwork and social interdependence: A formula for successful business? Team Performance Management*, An International Journal, 8(3/4), 54-55.
41. Weissman Robert (2001), *Global Management by Stress*, Multinational Monitor, Jul/Aug 2001, Vol. 22, Issue 7/8.