

Impact of Job Satisfaction on Job Performance at different Career Positions: A Case Study of University Teachers in Skardu, Pakistan

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Job satisfaction is a paramount in any organization, influencing employees' morale, efficiency, and productivity. The objective of this study is to investigate the impact of job satisfaction on job performance among different career positions. The study was conducted involving 100 faculty members belonging to different departments and working at different positions at the University of Baltistan, Skardu Gilgit Baltistan. Data were collected using structured questionnaires and analyzed using statistical software such as SPSS and STATA. The logistic regression is used to check the impact of job satisfaction and job performance. The results of logistic regression showed a positive and significant relationship between job satisfaction and its various dimensions with job performance at different career positions. This means that job satisfaction through gratification in terms of job responsibility and tasks, pay, promotion/fringe benefits, work environment, supervision, co-workers, and technology has the ability to increase teacher's performance irrespective of their career position at the university. Because, when they feel fulfilled and appreciated in their roles, they are more likely to be engaged, motivated, and productive. The study findings suggest that the respective institute should focus on improving these dimensions of job satisfaction. Further research is recommended to investigate the long-term impact of job satisfaction on job performance and the productivity of an organization.

1. Introduction

Human resources are the assets of any organization or company, assisting the organization in meeting its objectives through their knowledge, skills, talent and efforts. Keeping this importance in consideration, organizations for its successful operation need to manage the quality of human resources accordingly. This can be done by recruiting the most competent and suitable applicants for a position and then rewarding them based on their qualifications, talent, and other factors. However, after joining, these facilities and awards can better determine their success within the organization. (Wulandari et al., 2023).

In this perspective, job satisfaction and job performance are crucial factors influencing the effectiveness and efficiency of employees in any organization. Job satisfaction refers to a collection of positive feelings that employees have about their jobs, and it has a cascade of effects on various aspects of an organization (Khahro et al., 2016). It is a comprehensive terminology encompassing multiple dimensions, including satisfaction with work tasks, technology utilization, opportunities for promotion, compensation, the quality of the work environment, support from supervisors, workload management, and relationships with colleagues (Khan, 2011).

According to Mahalawat et al. (2019), employee satisfaction indicates how satisfied an employee is with his or her job and working conditions. Everyone, from managers to retention agents to HR, needs to understand employee engagement and loyalty to determine how committed the workforce is to the organization and whether employees are satisfied with staying with them (Memon et al., 2023).

Performance has become a hot topic among decision-makers, they are constantly highlighting how their staff or employees perform. The term “performance” refers to a person’s work or accomplishments (Kustinah et al., 2018). Employees perform better when they are confident in their ability to complete work-related tasks. As a result, they have less uncertainty about themselves and their work, which improves job performance (Chiang et al., 2012).

Job satisfaction is greatly linked with employee performance. Satisfied employees are valuable assets because they perform better and contribute positively to an organization's goals and success, whereas dissatisfied employees are often seen as burdens (Shmailan, 2016). Fair promotions, reasonable pay, meaningful work, and good working conditions all contribute to high employee performance (Balasundaram & Brabete, 2010). Additionally, Sonnentag et al., (2008) found that high performance leads to job satisfaction, feelings of self-efficacy, and mastery, with high-performing employees more likely to be promoted, awarded, and recognized, thus enjoying better career advancement. Similarly, according to Pugno and Depedri (2009), job performance boosts self-esteem, further enhancing job satisfaction.

In today's competitive academic model, the performance of university teachers holds significant importance in ensuring the quality of education and research. They play a crucial role in shaping the future of society by educating and inspiring the next generation. However, teaching is a challenging profession that demands high levels of commitment, hard work, and dedication. The quality of education provided to students largely depends on the effectiveness of teachers in their job roles. Therefore, it is important to understand the factors that influence the performance of teachers (Kilag et al., 2023).

Their job satisfaction is one of the key factors in the development and evolution of academia and institutional framework by affecting their work performance. Because, factors affecting teachers' satisfaction at the workplace play an important role in a successful educational system. One key determinant influencing the performance of faculty members is their level of job satisfaction (Jyoti, 2009).

This study aims to investigate the impact of job satisfaction on job performance among university teachers in Skardu, Pakistan, with a particular focus on different career positions. Through a comprehensive analysis, the study seeks to illuminate the multifaceted dimensions of job satisfaction, ranging from the intrinsic aspects of work to the influence of technology, promotion opportunities, pay structures, work environment, supervisory relationships, workload dynamics, and camaraderie among colleagues.

These dimensions explain how satisfied employees are with their work, using technology, chances for promotion, salary, work environment, supervisors, workload, and relationship with their colleagues. By studying all these dimensions, the research hopes to find out if job satisfaction affects how well teachers do their jobs at different levels in the university. Furthermore, it will examine how job satisfaction levels vary among career positions such as lecturer, assistant professor, associate professor, and professor, and the implications of these variations on job performance. Its main objectives are stated below.

- to evaluate the level of job satisfaction and job performance among university teachers at different career positions in Skardu, Gilgit Baltistan.
- to examine the impact of job satisfaction on the job performance of university teachers at different career positions.
- to identify the most influential dimensions of job satisfaction affecting job performance at different career positions.

To check the relationship between job satisfaction and job performance following hypotheses have been constructed.

- H_{A1} : There is a significant relationship between job satisfaction and job performance among university teachers at different career positions in Skardu, Gilgit Baltistan.
- H_{A2} : There is a significant difference among dimensions of job satisfaction and job performance at different career positions.

Previous research has focused on the performance of individuals to work efficiently and for organizations to take the best from their employees. The present research contributes to the existing literature considering the impact of job satisfaction on job performance in the context of academic institutions at different career positions, particularly in the region of Skardu, Gilgit Baltistan. This study is also unique in terms of population and location. In addition, this study will use multiple dimensions of job satisfaction which are not used in the previous studies. The findings of the study can aid in the development of interventions and policies aimed at enhancing the working conditions and satisfaction levels of university teachers at different career positions, ultimately leading to improved educational outcomes. By investigating this relationship, the study seeks to provide insights into factors that contribute to the effectiveness and productivity of university teachers in Skardu, Gilgit Baltistan. The study will also be helpful for the forthcoming researchers to get recommendations for planning their research.

2. Literature Review

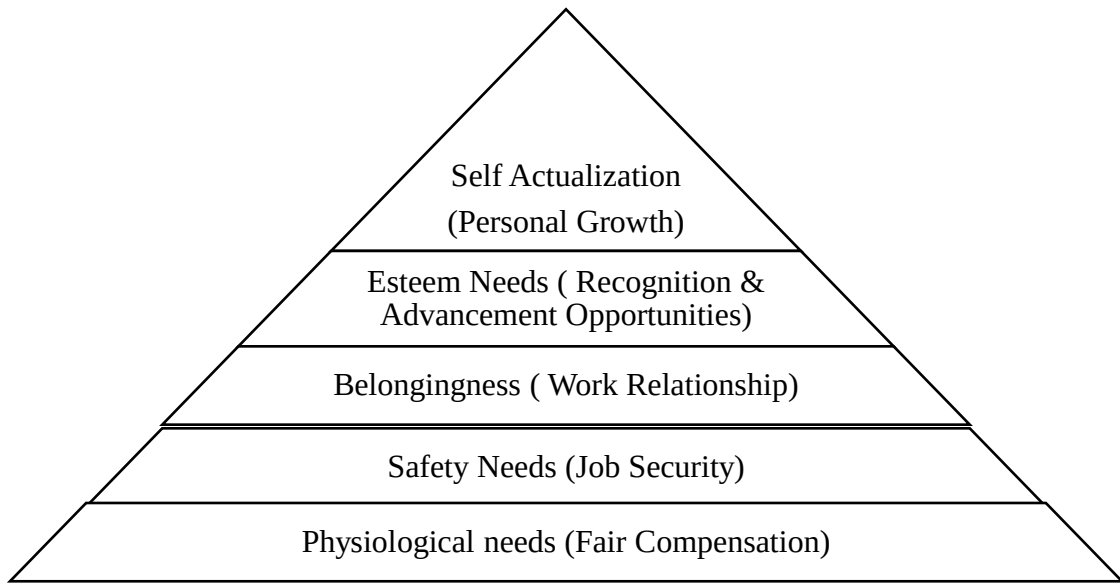
Organizations focus on human resources to improve performance as a result of high global competition and a dynamic business environment. In today's competitive environment, employee performance and job satisfaction are critical to the achievement of an organization's goals. Job satisfaction is an organization's unnoticed success. Employee performance and job satisfaction are powerful tools that help continuously develop and improve organizational performance to achieve strategic objectives. Job satisfaction is critical to the overall productivity of any given industry and for both the employer and the employee (Memon et al., 2023).

2.1 Theoretical Literature Review

The study mainly focused on Maslow's theory of motivation, and Equity theory.

2.1.1 Maslow's Theory of Motivation/Satisfaction (1943)

Maslow's Hierarchy of Needs theory, proposed by Maslow (1943) provides a framework for understanding how job satisfaction and job performance are interlinked with the fulfillment of various needs within the workplace. At its core, the theory suggests that individuals are motivated to progress through different levels of needs, from basic physiological requirements to higher-order needs like self-actualization. In the context of employment, satisfaction, and performance are influenced by factors such as fair compensation meeting physiological needs, job security fulfilling safety needs, supportive work relationships addressing belongingness and love needs, recognition and advancement opportunities satisfying esteem needs, and opportunities for personal growth and autonomy fulfilling self-actualization needs. Employers can optimize job satisfaction and performance by recognizing and catering to these needs, thereby creating an environment conducive to employee well-being, engagement, and productivity (Khan, 2011).

Figure No 1: Maslow's Theory of Motivation/Satisfaction

Source: Authors 'compilation from different studies

2.1.2 Equity Theory (Adams) (1963)

Equity theory, proposed by Adams (1963), suggests that individuals compare their inputs (e.g., effort, skills) and outputs (e.g., salary, recognition) to those of others in similar positions to assess fairness in the workplace. When individuals perceive an imbalance between their inputs and outputs compared to others, feelings of inequity arise, leading to decreased job satisfaction and potentially affecting job performance. If individuals perceive that they are under-rewarded relative to their contributions compared to their peers (underpayment inequity), they may experience dissatisfaction and reduced motivation. Conversely, if they perceive over-reward compared to others (overpayment inequity), guilt or discomfort may arise, also impacting satisfaction and performance. Organizations aiming to enhance job satisfaction and performance should strive to create an equitable work environment where employees feel their contributions are fairly recognized and rewarded, thus fostering motivation and engagement (Khan, 2011).

2.2 Empirical Literature Review

Job satisfaction is an important instrument for improving performance and enhancing productive capacity. Pushpakumari (2008) analyzed the impact of job satisfaction on job performance. The result revealed that older and more experienced employees tend to exhibit higher job satisfaction levels as compared to their younger and less experienced employees. Furthermore, job satisfaction is linked to reduced employee turnover, with financial benefits playing a crucial role in satisfying, retaining, and attracting employees. Additionally, satisfied employees demonstrate greater commitment to their jobs.

Anwar et al., (2017) investigated the impact of HRM practices on job satisfaction, from private universities in Pakistan by using a questionnaire. The study found that HRM practices such as recruitment & selection, compensation & pay package, training & development, and reward & motivation significantly impact job satisfaction. However, the working environment showed relatively lower significance in influencing employee job satisfaction. Additionally, in Peshawar, Inayat et al., (2021) investigated the effect of job satisfaction on the performance of employees working in private sector organizations. The study found that the type of occupation has a significant correlation with job satisfaction. Similarly, the positive relationship between job satisfaction on the performance of employees was also confirmed. Accordingly, the satisfied employees were better in performance as compared to dissatisfied employees, therefore contributing a significant role in the uplifting of their organizations.

Moreover, Rashid et al. (2022) analyzed the impact of work-life balance, workload, and supervisory support on teachers' job performance with the mediating role of stress in Pakistani private-sector educational institutions. Data was collected through a questionnaire; 300 questionnaires were distributed among the faculty members of private educational institutions in Islamabad. The results revealed that there is a positive impact of work-life balance and supervisory support on teachers' performance. Whereas, stress mediated the relationship between work-life balance and job performance. Workload has a significant effect on a teacher's performance. The study also concluded that stress played a positive and significant role as a mediator between workload and job performance as well as work-life balance and job performance.

Different studies conducted on organizations showed a positive significant impact of job satisfaction on job performance. As Herawati et al., (2023) investigated the effect of workload, coworker, and supervisor support on job satisfaction and work performance at PT. REA Kaltim Plantations. The study demonstrated that workload significantly affect employee performance and job satisfaction. Supervisor support positively influences job satisfaction, while coworker support boosts job performance and job satisfaction. Overall, job satisfaction is crucial for enhancing performance. In conclusion, the study emphasized the impact of workload on employee outcomes.

Chi et al. (2023) examined the moderating effects of financial and non-financial rewards on transformational leadership, job performance, and job satisfaction. The data were collected randomly from 331 employees of private enterprises in Vietnam. The results demonstrated the significant impact of transformational leadership on job satisfaction, which subsequently correlates strongly with job performance. Particularly, financial and non-financial rewards were found to have no moderating effect on the connection between job satisfaction and job performance. However, it was observed that financial rewards negatively moderated the relationship between transformational leadership and job performance.

Furthermore, Ali et al., (2024) examined the effects of development and training, work-life quality, self-efficacy, safety, and job satisfaction on employee performance. The data was collected randomly through a questionnaire from 135 employees at Al-Saeed Company, a leading Yemeni enterprise in contracting and construction. Analysis of the data was conducted using PLS software. The results revealed that development and training, work-life quality, safety measures, and job satisfaction did not significantly impact employee performance, while self-efficacy positively influenced employee performance.

Saharso et al., (2024) analyzed the influence of transformational leadership style, work environment, job satisfaction, and work discipline on the performance of employees of PT Indomarco Prismaatama Bogor 1 Branch. The study collected random data from a total of 119 employees. The results of the study indicated there is a positive and significant influence on performance. Similarly, in Jakarta Indonesia, Rachman et al., (2024) examined the influence of motivation, work discipline, and work environment on employee performance through job satisfaction as an intervening variable. The study found that motivation, work discipline, and the work environment have a positive and significant effect on job satisfaction and job performance.

This research aims to explore the impact of job satisfaction on job performance among university teachers in different career positions (HOD/Director, Professor, Assistant Professor Senior Lecturer, and Lecturer) in the specified region of Skardu. The study identifies multi-dimensions of job satisfaction (job responsibility and tasks, pay, promotion/fringe benefits, work environment, supervision, co-workers, and technology) and constructed the index of job performance; which was neither studied nor conducted before in the region Skardu. The study is unique in terms of population, area, and the dimensions of job satisfaction which influence job performance. By investigating this relationship, the study seeks to provide insights into factors that contribute to the effectiveness and productivity of university teachers in Skardu, Gilgit Baltistan.

3. Methodology

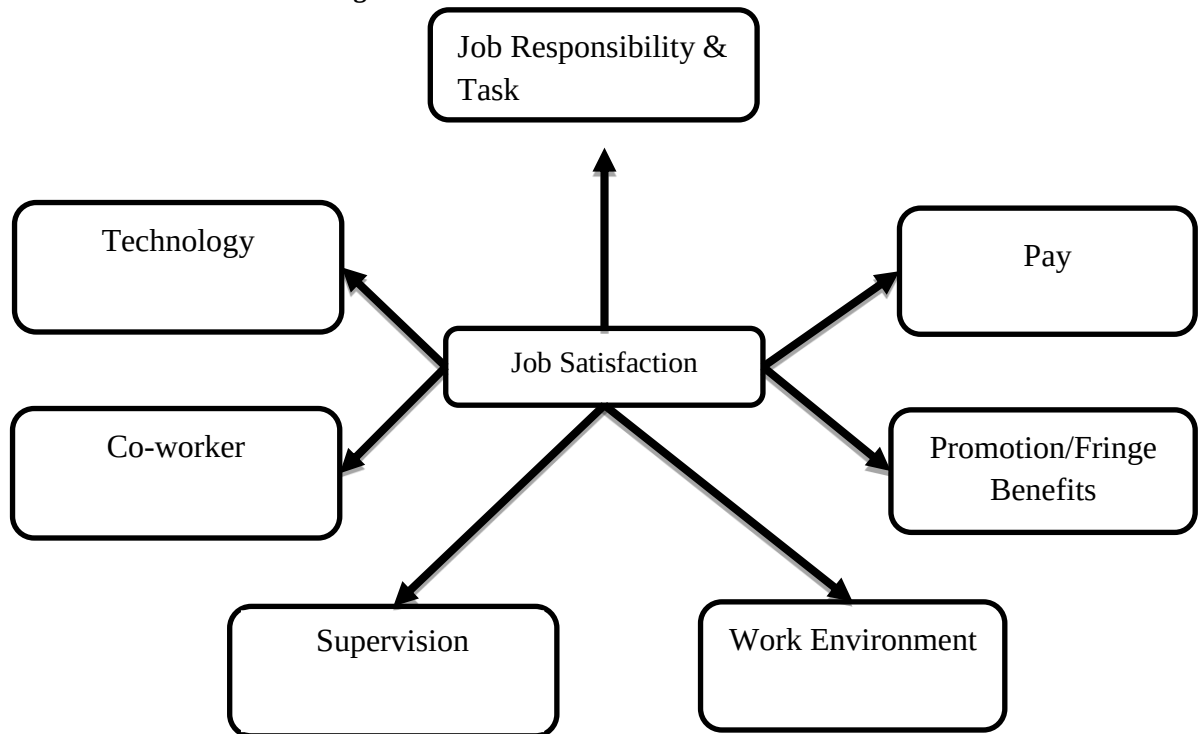
3.1 Conceptual Framework

Job satisfaction and job performance are two crucial aspects of organizational behavior that significantly impact the success and effectiveness of employees and organizations alike. Job satisfaction refers to an individual's overall emotional response to their job, encompassing various facets such as work, pay, promotions or fringe benefits, supervision, co-workers, technology, workload, and work environment. On the other hand, job performance refers to which employees effectively fulfill their job responsibilities and contribute to organizational goals. Understanding the relationship between different dimensions of job satisfaction and job performance is essential for organizations aiming to enhance employee productivity, retention, and overall organizational success. The focus of

the study is to find the relationship between job satisfaction and job performance. The comprehensive picture of these variables and linkages is given in Figures 3.1 and 3.2.

In Figure 3.1, "job satisfaction" occupies a central position, highlighting its pivotal role in the conceptual framework. Surrounding it are various dimensions of job satisfaction, including work, pay, work environment, promotion/fringe benefits, supervision, co-worker relationships, technology, and workload. The arrows in the figure denote how job satisfaction can be measured through these different dimensions, illustrating the multifaceted nature of the construct and its influence on various aspects of the work experience.

Figure No 1: Dimensions of Job Satisfaction



Sources: Authors' compilation from different studies

Job satisfaction is a complex emotional state resulting from one's job or job-related experiences. Figure 1, encompasses several dimensions of job satisfaction which are job responsibility and tasks, pay, promotion/fringe benefit, work environment, supervision, co-workers, and technology each influencing job performance in distinct ways. Further, these dimensions stimulate intrinsic, extrinsic, and social satisfaction.

Intrinsic satisfaction stems from the nature of the job itself, including the tasks, responsibilities, and challenges it presents. When employees find their work inherently enjoyable and meaningful, they experience a higher level of intrinsic satisfaction.

Performance is directly influenced by an individual's specific tasks or work goals. These goals are shaped by the person's values, knowledge, and beliefs, as well as their understanding of the situation they are in (Locke, 1970). This leads to increased motivation, creativity, and engagement, which directly enhances their job performance. Essentially, when employees are fulfilled by the work they do, they are more likely to excel in their roles.

Extrinsic satisfaction involves external factors such as salary, benefits, job security, and working conditions. These elements significantly impact overall job satisfaction.

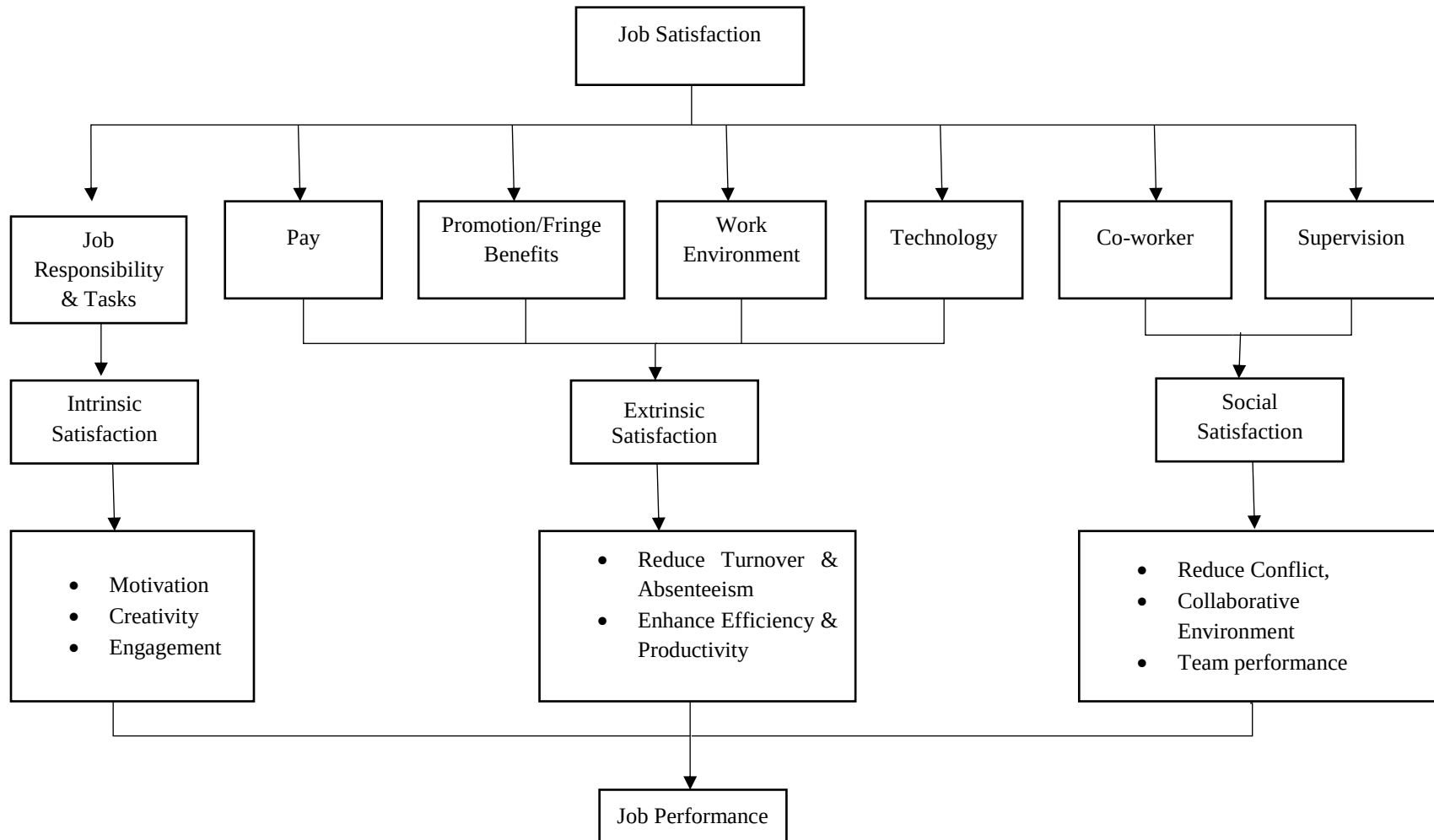
According to Keltu (2024), there is a strong positive relationship between training and development, academic career growth, teamwork, counseling, and job satisfaction. This means that when a university effectively implements practices like rewarding employees, planning for future leadership, supporting academic career development, and encouraging teamwork, employee performance improves proportionally. When employees are satisfied with their compensation and work environment, they are less likely to be preoccupied with concerns about their job stability or financial rewards. Employee performance is influenced by organizational culture, with work discipline playing a significant role. Both employee performance and job satisfaction are affected by these factors. Job satisfaction links company culture to employee performance, and workplace discipline impacts employee performance through its effect on job satisfaction (Hadi et al., 2024). This sense of security and contentment reduces turnover and absenteeism, allowing employees to focus more effectively on their tasks and, in turn, perform better.

Social satisfaction is related to the quality of interactions and relationships within the workplace. Positive relationships with colleagues and supervisors contribute to a supportive and collaborative work environment. Talukdar et al. (2018) found that supervisor support is crucial for achieving a good work-life balance, which in turn positively affects job satisfaction. When supervisors are supportive, employees feel more balanced between their work and personal lives, leading to greater satisfaction with their jobs. According to Jalagat (2016), teamwork is essential for achieving good results.

Employees should be encouraged to collaborate rather than work alone, as working together helps the group or organization reach its goals and succeed. When employees feel socially satisfied, they are more likely to engage in effective teamwork, resolve conflicts, and foster a positive workplace culture. These factors enhance both individual and team performance. Access to modern technology improves efficiency and productivity. In summary, job satisfaction, driven by intrinsic, extrinsic, and social factors, has a profound impact on job performance. High levels of satisfaction in each dimension contribute to better job performance.

Figure No 2: Relationship between Job Satisfaction and Job Performance

Sources: Authors' compilation from different studies



3.2 Econometric Model

Higher levels of job satisfaction in dimensions not only contribute to greater overall job satisfaction but also positively impact job performance. So the econometric model for estimation is as follows:

$$JP_i = \beta_0 + \beta_1 JS_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(1)}$$

$$JP_i = \beta_0 + \beta_1 WRT_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(2)}$$

$$JP_i = \beta_0 + \beta_1 P_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(3)}$$

$$JP_i = \beta_0 + \beta_1 PFB_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(4)}$$

$$JP_i = \beta_0 + \beta_1 WE_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(5)}$$

$$JP_i = \beta_0 + \beta_1 SP_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(6)}$$

$$JP_i = \beta_0 + \beta_1 CW_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(7)}$$

$$JP_i = \beta_0 + \beta_1 TECH_i + \beta_2 CP_i + \beta_3 (JS * CL)_i + \beta_4 A_i + \beta_5 G_i + \beta_6 MS_i + \beta_7 Exp_i + \beta_8 Edu_i + \epsilon_i \quad \text{eq(8)}$$

Where

JP= Job Performance

JS= Job Satisfaction [measured by work responsibility and tasks (WRT), pay (P), promotion or fringe benefits (PFB), work environment (WE), supervision (SP), co-worker (CW), and technology (TECH)]

CP= Career Position (HOD/Director, Professor, Assistant Professor, Senior Lecturer, Lecturer)

(JS*CL) = Interactive term

Other Variables (A represent “Age”, G “Gender”, MS “Marital Status”, Exp “Experience”, and Edu “Education”)

β_0 = Intercept Term

β_1, β_i = Estimators

ϵ_i = Error Term

3.3 Estimation Technique

The estimation techniques used to check the impact of job satisfaction on job performance are descriptive statistics, and the logistic regression technique.

4. Data

This study has used a questionnaire to collect data. The questionnaire is divided into five sections. The first section consists of personal information, the second section contains information related to education profile, the third section explores general information about the job, the fourth section contains information related to job performance, and the last section consists of job satisfaction.

4.1 Survey Description and Sample Criterion

Before conducting the final survey, three rounds of the pilot survey were conducted to know about the instrument of the questionnaire by the participants. In the first round, questionnaires were distributed among friends or class fellows to get their suggestions. In the second round, questionnaires were distributed among teachers, after making changes in the last round the data was collected from the university teachers in the region of Skardu.

For the analysis, primary data was collected from the Skardu, Pakistan. The closed-ended structured questionnaire was developed for the collection of data. The population of the study comprises of those university teachers who belong to Skardu. In the year 2024, data was collected randomly. The sample size was 100 university teachers.

4.2 Description of the Variables

In this study, the impact of job satisfaction on job performance is analyzed by seven dimensions of job satisfaction. The questions regarding variables such as job responsibility and tasks, pay, promotion or fringe benefits, supervision, co-workers, work environment, and technology were asked in the questionnaire with different scales.

Table No1: List of Variables

Name of the Variable	Variable Notation	Variable Description
Job Performance	JP	Asked the question regarding performance 1 represented strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.
Career Position	CP	Asked the questions related to career position which includes HOD/Director, Professor, Assistant Professor, Senior lecturer, Lecturer
Job Satisfaction Dimensions (JS)		
Work Responsibility & Tasks	WRT	Asked the question regarding satisfaction from these dimensions 1 representing strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.
Pay	P	
Promotion or Fringe benefits	PFB	
Supervision	SP	

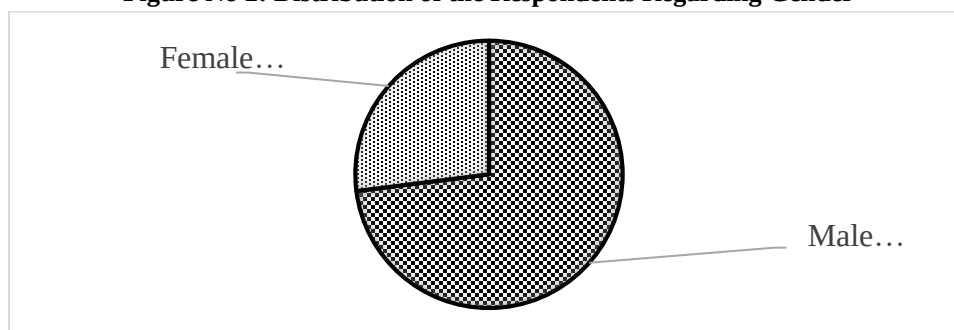
Work Environment	WE	
Co-worker	CO	
Technology	TECH	
Control variables		
Age	A	Asked question related to these variable in years like total years of job experience or age in year and the highest degree the respondent holds and belongs to which gender
Gender	G	
Marital Status	MS	
Experience	Exp	
Education	Edu	

5. Results and Discussion

5.1 Results Based on Descriptive Analysis

In the descriptive statistics data is analyzed by using the frequency distribution of respondents regarding the demographic characteristics, age, marital status, economic status, education, family type, family size, and area. Figure 5.1 illustrates that 73% of university teachers were male and 27% of university teachers were female. It is interesting to highlight that the majority of respondents were male.

Figure No 2: Distribution of the Respondents Regarding Gender



Source: Authors' calculation

The demographic characteristics of the respondents in terms of age, marital status, economic status, family type, area, family size, and type of education are summarized in Table 5.2. Table 5.2 indicates that the minimum age of the teachers was 22 years and the maximum age of the teachers was 48 years. Findings show that 27% of the teachers belonged to the less than 30 age group, 49% were between the age interval 30-40 years, and the remaining 24% lie in the 40-50-year age bracket. It infers that the majority of the respondents were young. Moreover, 16% of teachers were single, 83% were married, and 1% were widowed, Findings of this study reported that the majority of the teachers were married.

Moreover, in the case of the economic status of the teachers 5% of teachers belonged to the upper class, 91% to the middle class, and only 4% belonged to the lower class. Statistics also show the type of education of the teachers. Further statistics show that 28% of teachers were living in a nuclear family, 54% of teachers were living in a joint family, 12% were living in a single-parent family type and 6% were living in the extended family type. Hence, most of the respondents were living in the joint family system.

Table No 2: The Demographic Characteristics of the Teacher

Demography	Category	Frequency	Percentage(%)
Age	<30	27	27
	30-40	49	49
	40-50	24	24
Marital Status	Single	16	16
	Married	83	83
	Widowed	1	1
	Divorced	0	0
Economic Status	Upper Class	5	5
	Middle Class	91	91
	Lower Class	4	4
Family Type	Nuclear	28	28
	Joint	54	54
	Single-Parent Family	12	12
	Extended	6	6
Area	Rural	37	37
	Urban	63	63
Family Size	1-10	75	75
	10-20	21	21
	20-30	4	4
Type of Education	Social Science	61	61
	Engineering	5	5
	Medical Science	2	2
	Humanities	9	9
	Natural Science	21	21
	Other	2	2

Source: Author's calculation.

The table 2 also indicates that 37% of teachers live in rural areas and 63% live in urban areas. Further results reveal that the family size of the teachers, 75% of the respondents belong to a small family size which contains 1-10 members. 21% of the respondents belong to a family size containing 10-20 members and 4% of the respondents have a family size of 20-30 members. For the socio-economic development of the country, education is a key determinant. Results on education show that 61% of the teachers belong to social sciences, 5% to engineering, 2% to

medical science type of education, 9% of the teachers belong to Humanities, 21% teachers belong to natural science and the remaining 2% belong to other type of education.

Table No 3: Statistical Insights about Employees Job Information

Demography	Category	Frequency	Percentage
Highest level of Education	BBA	1	1
	BS	4	4
	MA/MSc	24	24
	MPhil/MS	58	58
	PhD	13	13
Diploma/ Certificate	Yes	30	30.30
	No	69	69.7
Current Job Rank	BPS	57	61.29
	TTS	7	7.53
	On Contract	28	30.11
	Other	1	1.08
Supervised Research Students	BS	18	72
	MPhil/MS	4	16
	PhD	3	12
Research Publication	First Author	39	56.5
	First co-author	30	43.4
Courses taught in each Semester	1-4	89	89
	4-7	9	9
	7-10	2	2
Use of Library resources	Yes	62	62
	No	38	38
Departmental Activity other than teaching	Yes	60	60
	No	40	40
Experience	<5	44	44
	5-15	44	44
	15-25	11	11
	25-35	1	1

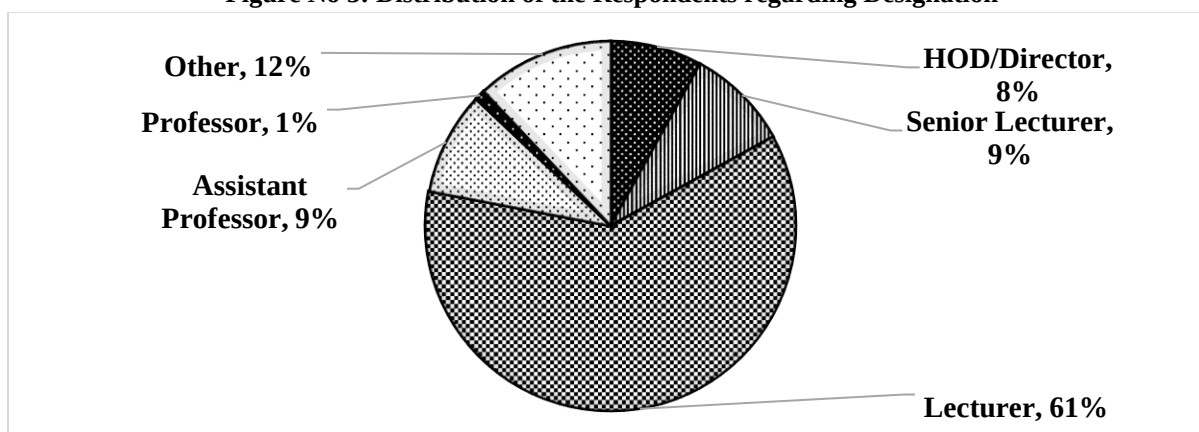
Source: Author's calculation.

The general information about the job of the respondents like education, certificate, rank, publication, courses, library resources, departmental activity and experience are mentioned in Table 3 shows the descriptive statistics about the job of university teachers. In the case of the highest level of education only out of 100, 13% had PhD level education and 58% had MPhil/MS. Whereas 30% of teachers had diplomas/certificates and 69% of teachers had no additional diplomas/certificates. Moreover, job rank is important for maintaining that university structure. This helps make the system transparent which in turn has an impact on working performance. According to the finding of 100%, 57% of teachers were ranked as BPS, 7% in TTS and 28% were

contract-based teachers with the specified duration of the contract. It is interesting to highlight that most teachers were ranked BPS. Furthermore, the university teachers on average supervised the 25 students. Among them, 18 were BS students, 4 were MPhil/MS students and 3 were PhD students.

The table also shows that the teachers in the University of Baltistan, Skardu on average had 39 publications as first authors and 30 publications as first co-authors. Further result reveals on average 89% taught 1-4 courses in each semester, 9% taught courses 4-7, and the remaining 2% taught between 7 to 10 in each semester. The efficient utilization of library resources enhances the knowledge and expertise over the subject. So, the results reveal that 62% of university teachers make use of library resources while 38% do not use library resources. Table 5.3 also indicated that 60% of teachers took part in departmental activities other than teaching and 40% did not take part. Moreover, in the case of work experience, 44% of the respondents had experience of less than 5 years, 44% of the teachers had 5-15 years' experience, 11% of the teachers had 15-25 years and the remaining 1% respondents had 25-35 years of working experience.

Figure No 3: Distribution of the Respondents regarding Designation



Source: Authors' calculation

Figure 3 illustrates the distribution of respondents concerning their designation i.e. out of 100 respondents, 8 were HOD/Director of departments at the university, 9 teachers were senior lecturers, 61 were lecturers, only 1 were professor, 9 were assistant professor and 12 were in other designations despite these.

5.2 Results based on Ordered Logistic Regression

Job Satisfaction of the teachers has a vital role in job performance. This study determines job satisfaction via seven dimensions such as job responsibility and tasks, pay, Promotion/fringe benefit, work environment, supervision, co-workers, and technology. Logistic regression is used to test the job performance of the university teachers. Job performance is treated as a categorical variable having five categories with 1 signifying the least level of job performance and 5 the highest for job performance ordered logit model is used for regression.

According to the results of the ordered logistic regression, age, gender, marital status, education, and experience have a significant impact on the job performance of the teachers. In model 1 the statistics show that a one unit increase in job satisfaction leads to a 4.8141 unit increase in job performance. According to Oshagbemi (1997), faculty members who are satisfied with their jobs tend to be more productive, which in turn benefits the academic success of the institution. One unit increase in the career position of the respondent leads to a job performance increase of 1.2940 units. According to Wahyuni (2021), providing education and training, offering career development opportunities, and ensuring job satisfaction all significantly improve employee performance. 1 unit increase in the age, gender, marital status, experience, and education of the teacher leads to 1.2005, 0.3862, 0.1667, 0.9170, and 0.8974 units increase in job performance respectively. Further statistics show that a 1 unit increase in an interactive term (JSCL) leads to a 0.7275 unit increase in job performance.

Model 2 represented that one unit increase in job responsibility and tasks leads to 3.7605-unit increased job performance. When employees are given more responsibilities, they understand their jobs better and know exactly what they need to do, this clarity and understanding can significantly boost their performance and effectiveness at work which helps them perform better (Locke & Latham, 1990). Moreover, one unit increase in JSCL leads to a 0.9214 unit increase in job performance. All the demographic variables are positive, and significant means increases in age, gender, marital status, experience, and education lead to an increase in job performance.

The estimation of model 3 indicates that one unit increase in pay leads to a job performance increase of 1.6685 units. When employees are paid well, they tend to be more satisfied with their jobs. This increased satisfaction then leads to better job performance (Saeed et al., 2023). 1 unit increase in JSCL leads to job performance increase by 1.1004 units.

Similarly, promotion/fringe benefits, age, gender, marital status, experience, and education have a significant impact on job performance. According to Arokiasamy et al. (2013), there is a strong link between pay, promotions, and fringe benefits with job satisfaction. This increased satisfaction, in turn, leads to better job performance. So, the results of model 4 indicated that one one-unit increase in promotion/fringe benefits leads to a job performance increase of 12.6832 units, and one unit increase in JSCL leads to a job performance increase of 0.5564 units. One unit increase in education and experience leads to a 0.8402 and 1.0220 unit increase in job performance respectively.

The estimated results of model 5 show that a 1 unit increase in the work environment leads to a job performance increase of 1.5163 units. A good working environment boosts employees' motivation and satisfaction, which are essential for improving organizational performance (Widodo, 2014). 1 unit increase in JSCL leads to a job performance increase of 1.1675 units. 1 unit increase in gender leads to an increase in job performance by 0.4693 units and 1 unit increase in age leads to job performance increase by 1.1736 units. 1 unit increase in marital status leads to job performance by 0.2374 units.



In the case of supervision, model 6 shows that a 1 unit increase in Supervision leads to a 2.7407 unit increase in job performance. Supervisors can help to reduce employee stress by supporting their efforts to balance work and personal responsibilities, which in turn boosts productivity. Employees who feel supported by their coworkers enjoy their jobs more and perform better. They also feel comfortable asking coworkers for help with tasks they are unsure about, reducing the chance of mistakes (Herawati et al., 2023). And 1 unit increase in JSCL leads to an increase in job performance by 0.8306 units. 1 unit increase in gender leads to a 0.4956 unit increase in job performance and 1 unit increase in education leads to a 0.9001 unit increase in job performance.



Table

Dependent Variable: Job performance

No 4:

Variables	Estimated Coefficients							
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
	JSI	JRT	PAY	PFB	WE	SP	CW	TECH
JS	4.8141 (0.0114) ^{***}	3.7605 (0.0067) ^{***}	1.6685 (0.0025) ^{***}	12.6832 (0.0276) ^{***}	1.5163 (0.0023) ^{***}	2.7407 (0.0029) ^{***}	2.0371 (0.0025) ^{***}	0.8861 (0.0014) ^{***}
Career Position	1.2940 (0.0015) ^{***}	0.9305 (0.0008) ^{***}	0.8683 (0.0008) ^{***}	2.1865 (0.0027) ^{***}	0.7798 (0.0006) ^{***}	1.1145 (0.0010) ^{***}	0.9713 (0.0009) ^{***}	0.6980 (0.0005) ^{***}
Age	1.2005 (0.0003) ^{***}	1.2264 (0.0003) ^{***}	1.1754 (0.0003) ^{***}	1.1496 (0.0003) ^{***}	1.1736 (0.0003) ^{***}	1.2046 (0.0003) ^{***}	1.2041 (0.0003) ^{***}	1.1858 (0.0003) ^{***}
JSCL	0.7275 (0.0007) ^{***}	0.9214 (0.0006) ^{***}	1.1004 (0.0008) ^{***}	0.5564 (0.0005) ^{***}	1.1675 (0.0007) ^{***}	0.8306 (0.0005) ^{***}	1.0024 (0.0007) ^{***}	1.3508 (0.0006) ^{***}
Experience	0.9170 (0.0002) ^{***}	0.9052 (0.0002) ^{***}	0.9372 (0.0002) ^{***}	1.0220 (0.0002) ^{***}	0.9486 (0.0002) ^{***}	0.9557 (0.0002) ^{***}	0.9559 (0.0002) ^{***}	0.9547 (0.0002) ^{***}
Gender	0.3862 (0.0008) ^{***}	0.3943 (0.0008) ^{***}	0.4433 (0.0009) ^{***}	0.2587 (0.0006) ^{***}	0.4693 (0.0009) ^{***}	0.4956 (0.0010) ^{***}	0.3932 (0.0008) ^{***}	0.5057 (0.0010) ^{***}
Marital Status	0.1667 (0.0006) ^{***}	0.3521 (0.0012) ^{***}	0.2341 (0.0008) ^{***}	0.2654 (0.0009) ^{***}	0.2374 (0.0008) ^{***}	0.2647 (0.0008) ^{***}	0.1910 (0.0006) ^{***}	0.2777 (0.0009) ^{***}
Education	0.8974 (0.0005) ^{***}	0.9950 (0.0005) ^{***}	0.8495 (0.0004) ^{***}	0.8402 (0.0005) ^{***}	0.8825 (0.0005) ^{***}	0.9001 (0.0005) ^{***}	0.8535 (0.0005) ^{***}	0.8857 (0.0005) ^{***}
Prob>chi 2	0.0000							
Number of Obs.	83							

Result based on Ordered Logistics Regression

Source: Authors' own calculation



Note: The significance level of the estimate is: ***, **, and * represent 1, 5, and 10 percent significant levels, respectively

Moreover, above table demonstrated that a 1 unit increase in co-workers leads to a 2.0371 unit increase in job performance. Digital technology has greatly improved how people coordinate and communicate, which in turn boosts knowledge sharing and decision-making. This helps organizations perform better overall (Deng et al., 2023). 1 unit increase in JSCL leads to a 1.004 increase in job performance. 1 unit increase in experience leads to a 0.9559 increase in job performance. Results of model 8 also stated that a 1 unit increase in technology increases job performance by 0.8861 and a 1 unit increase in JSCL leads to a 1.3508 unit increase in job performance. All the models illustrated that there is a significant and positive relation between all the variables with job performance.

5. Conclusion

The study findings reveal that the majority of UOB teachers were male and belonged to the 30 to 40 age intervals. The majority of the teachers lived in urban areas of district Skardu. The study concluded that job satisfaction has a positive impact on increasing the job performance of teachers. The results also indicate that demographic characteristics have a significant relation with the job satisfaction and performance of teachers. The logistic regression results also showed a positive and significant relationship between job satisfaction and job performance which means both are positively related as an increase in job satisfaction leads to an increase in job performance. In conclusion, this study underscores the significant impact of job satisfaction on job performance across different career positions. By recognizing and addressing the unique factors that contribute to job satisfaction at various career positions, institutes can enhance overall employee performance and productivity.

5.1 Policy Recommendations

Based on the study's findings, the following are some recommendations.

- University of Baltistan, Skardu must ensure creating a good working atmosphere full of happiness as much as possible because happiness is found as a mutual factor that positively affects satisfaction and performance.
- Establish robust recognition and reward systems to acknowledge and celebrate the achievements and contributions of faculty and staff, fostering a sense of value and motivation.
- Create a supportive work environment that promotes work-life balance, offering flexible work arrangements and mental health resources to boost overall job satisfaction.
- Develop continuous feedback mechanisms that allow employees to voice their concerns and suggestions, ensuring that their needs are heard and addressed promptly.

5.2 Limitations

It is also important to acknowledge the study's limitations, such as a small sample size and a limited geographic focus. Future research could explore the impact of job satisfaction on job



performance across different industries and cultural contexts to provide a more comprehensive understanding. Longitudinal studies could also be conducted to examine changes in the relationship over time.

6. Reference

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