

## EFFECT OF WOMEN EMPOWERMENT ON JOB PERFORMANCE OF UNIVERSITY TEACHERS

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### ABSTRACT

*Women empowerment is a growing area of educational research in Pakistan. This research study took a multi-dimensional approach to examine the job performance of female university teachers with relationship of women empowerment. The main objective of study was to find out effect of women empowerment on job performance of university Teachers. The data of 300 female university teachers were collected through simple random sampling technique by survey method. The questionnaire used in this study was adapted for quantitative research. Data was analyzed through Statistical Package for social sciences (SPSS). The findings indicated a significant relationship between women empowerment on job performance of female university teachers. Additionally, there was a positive effect of women empowerment on job performance. This research is transform the current outlook by introducing fresh insights and technological innovations that enhance the prevailing narrative, ultimately setting a new benchmark for educational standards. This research will be anticipated to enhance women's working styles, leadership skills, and job performances in future.*

**Key Words:** Higher Education, Job Performance, University Teachers, Women Empowerment,

### INTRODUCTION

Job performance is about how effectively a person carries out the tasks and responsibilities linked to their role. Criteria such as productivity, quality of work, meeting deadlines, and adherence to company policies and procedures are often used to measure it (Ali et al., 2019). In the current context, job performance refers to a teacher's ability to fulfill their job responsibilities and adhere to the standards set by educational institutions (Puspitasari & Darwin, 2021). Job performance measures how well an employee fulfills their responsibilities and meets the expectations of their role. It is usually evaluated through factors such as productivity, the quality of work produced, timeliness, and adherence to company policies and standards. Good job performance is usually viewed as fulfilling or surpassing expectations, aiding in the accomplishment of organizational objectives, and showcasing the skills and competencies pertinent to the role (Fabio et al., 2020). Poor job performance can include missing deadlines, making mistakes, being unproductive, or not meeting expectations. Considering these benefits, organizations will develop and execute programs tailored for their employees to boost their engagement in the workplace (Puspitasari & Darwin, 2021). The concept of job performance has consistently been a focal point in research concerning worker comfort, offering a generally passive experience characterized by low to moderate activation (Granziera & Perera, 2019). In the context of the current study, authentic leadership is an interpersonal process focused on empowerment and development. It conceptualizes leadership as a pattern of behavior exhibited by leaders, rooted in their

positive psychological abilities and ethical standards, aimed at achieving the established goals for universities (Einola et al., 2021).

Empowering women means tackling systemic obstacles and equipping them with the resources and encouragement needed to achieve their fullest potential. Empowerment means promoting the sharing of information through both formal and informal avenues, motivating employees to engage in decision-making, and enhancing their self-assurance (Saha, 2023). Empowering women means tackling systemic obstacles and equipping them with the resources and support they need to achieve their fullest potential. Empowerment focuses on both formal and informal sharing of information, encouraging employee involvement in decision-making, boosting self-confidence among employees, and ultimately results in positive outcomes like significant job satisfaction, improved performance, and increased productivity (Valdez et al., 2022). This leads to positive work environments that boost employee satisfaction, improve job performance, and increase overall productivity (Valdez et al., 2022). This involves making sure that everyone has the same access to education, healthcare, economic resources, and job opportunities. It also includes advocating for women's leadership positions, motivating their involvement in decision-making processes, and cultivating a supportive and inclusive atmosphere that acknowledges and appreciates their contributions (Hadjatu et al., 2024).

### **Problem Statement**

Education plays a crucial role in human existence, and the advancement of society relies heavily on a robust educational framework. The effectiveness of this system depends significantly on the involvement, commitment, and input of academic personnel, especially those who are female. Supporting women in academia is essential for unlocking the potential of university students, as it marks their first steps into the professional world and can improve the overall performance of female staff. Despite numerous initiatives aimed at enhancing the effectiveness of teaching faculty, the empowerment of women at the university level has become a significant issue, as they have been noted to exhibit lower job performance in comparison to their colleagues.

### **LITERATURE REVIEW**

The term "performance" originates from the phrases "job performance" or "actual performance," which describe the actions of an individual in a work setting. Work performance, often referred to as "performance," encompasses both the quantity and quality of work that an employee delivers in their role (Haruna & Pongri, 2024). Educators suggest that performance can be viewed as the actions or interactions of workers. Performance management encompasses all actions taken to enhance the overall performance of a business or organization, along with the performance of individual employees and work groups (Mariam et al., 2023). Job performance reflects an individual's capacity to work effectively while pursuing their objectives, recognizing, and meeting the standards set by the organization. In the current context, job performance refers to a teacher's ability to fulfill their job responsibilities and adhere to the standards set by educational institutions (Aung et al., 2023).

Task performance is defined as the effectiveness with which job holders carry out responsibilities that support the organization's technical foundation (Aksoy & Çicek, 2021). The two-factor theory of job performance suggests that most jobs consist of both task performance and contextual performance (Anyadiegwu et al., 2023). Typically, behavior

related to task performance is recognized as an essential aspect of employment. Job descriptions often specify that employees are required to perform certain tasks (Thant, 2023). Although it's challenging to draw a clear line between contextual performance and task performance, task performance refers to specific actions that are focused on completing tasks within an organization. In contrast, contextual performance mainly includes efforts that seek to improve task performance (Motowidlo, 1997; Cleveland et al., 2019). Contextual performance, even if not clearly outlined as a job requirement, describes a process of social change marked by voluntary actions that contribute positively to the organization (Karabay et al. 2020).

Education allows us to acquire knowledge and skills, as well as values, habits, beliefs, and attitudes; it also opens doors to endless learning opportunities. People come together to promote the progress of society through education (Yousuf, 2019). Higher education plays a crucial role in increasing women's income levels by positively influencing their self-esteem, independence, and confidence. Most importantly, it empowers women to break free from traditional gender norms (Asghar, 2018). Decision-making is defined as the involvement of educators in critical decisions that have a direct impact on their work (Abu Samah et al., 2021). Engagement in decision-making, often referred to as the extent of employee expression, is viewed as a key element of empowerment according to various scholars (Dahiru & Gbolahan, 2022). Professional development encompasses the resources that schools offer to teachers, enabling them to continuously enhance their professional skills, particularly in teaching. Through these professional development activities, individuals can enhance their skills and gain deeper insights into their work (Abu Samah et al., 2021). Status reflects the level of respect and affection teachers receive from their colleagues, which is influenced by their expertise in their subject matter (Yusoff et al., 2020). Self-efficacy refers to the belief that teachers possess the necessary skills and abilities to facilitate student learning, design effective programs, and influence the learning process of their students (Lefteri et al., 2021). Autonomy is about how teachers feel they can manage specific aspects of their profession, as noted by (Kreijns et al., 2023). The term "impact" refers to teachers' understanding of their influence on school life. Individuals ought to have confidence in their skills and understand their worth to the organization, as this awareness will aid in gaining recognition for their achievements, as noted by (Yusoff et al., 2020).

### **Theoretical Framework:**

This study's theoretical framework integrates multiple theories to examine the effects of women empowerment on the job performance of university teachers.

**i. Women Empowerment Theory:** Women empowerment is about giving women the ability to take charge of their lives and make informed choices. Women who feel empowered tend to exhibit greater motivation, confidence, and proactivity in their work, leading to a positive influence on their job performance (Joseph, 2020).

**ii. Job Performance Theory:** Job Performance Theory explores the various elements that influence how well individuals perform in their jobs. It suggests that job performance is influenced by a combination of personality traits and work engagement. The combination of these elements affects both task performance and contextual performance in an organization. (Goodman and Svyantak, 1999; Koopmans et al., 2019).

### **Objectives**

1. To identify the relationship between women empowerment and job performance.
2. To find out the effect of women empowerment on job performance.

### METHODOLOGY

The research design of this study was correlational based on a quantitative approach. Women empowerment was administered as an independent variable whereas, job performance was directed as the dependent variable. The target population was female university teachers and 350 participants were selected as a sample through a simple random sampling technique. Standardized questionnaires were adopted. The survey method was applied to collect the primary data by using five points Likert scale. SPSS was used to analyze the hypothesis; it used descriptive and inferential statistics. Research design encompasses the approach and procedures that guide decisions from broad conventions to specific methods for data collection and analysis. This study utilized a quantitative approach grounded in a correlational research design. In this research, the population consisted of female teachers from public universities in Lahore, Punjab, Pakistan. A total of 350 questionnaires were distributed, and a sample of 300 respondents was collected using a simple random sampling technique. A structured questionnaire was administered for this study. The concept of women empowerment was derived from (Aibod et al., 2020), (George et al., 2020), and (Short & Rinehart,1992). The questionnaire utilized to evaluate teacher job performance was taken from (Koopmans et al., 2019) and (Goodman and Svyantak,1999). A five-point Likert scale (Likert, 2017; Rensis, 1932) was utilized for the questionnaire. A five-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) was utilized to create a data collection tool. This study's primary data was collected from respondents through a survey method. Determining a questionnaire's reliability means assessing how consistent it is over time. This study assessed the reliability of the questionnaire, which exceeded 0.7, by utilizing the Cronbach's Alpha Coefficient. Furthermore, this study utilized the face validity and content of the questionnaire. The primary data was coded and entered into sheets using Statistical Package for Social Sciences (SPSS). The gathered data was examined in relation to the research questions. Consequently, both descriptive statistics (Mean, Standard Deviation, and Factor loading) and inferential statistics (Pearson Correlation, Multiple Regression Analysis) were utilized.

### DATA ANALYSIS

**Table 1: Descriptive Analysis about Women Empowerment and Job Performance**

<i>Dimensions</i>	<i>M</i>	<i>SD</i>
Decision Making	3.92	.38
Professional Growth	3.83	.52
Status	3.98	.48
Self-Efficacy	4.05	.45
Autonomy	3.68	.61
Impact	3.87	.44
<b>Women Empowerment</b>	<b>3.88</b>	<b>0.48</b>
Task Performance	3.82	.58
Contextual Performance	3.74	.47
<b>Job Performance</b>	<b>3.78</b>	<b>0.52</b>

To assess the extent of female university educators regarding the aspect of Women Empowerment. The statistical results indicate that the average of the reports ranged 3.88 and

Job Performance 3.78. The participants were in agreement on all the reports concerning Women Empowerment and Job Performance respectively.

**Table 2: Pearson Correlation between Women Empowerment on Job Performance**

Variables	1	2	3	4	5	6	7
Decision Making	1						
Professional Growth	.369**	1					
Status	.546**	.482**	1				
Self-Efficiency	.311**	.324**	.579**	1			
Autonomy	.195**	.361**	.262**	.321**	1		
Impact	.363**	.394**	.602**	.503**	.383**	1	
Job Performance	.452**	.269**	.495**	.462**	.445**	.622**	1

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

The Pearson Correlation was used to evaluate the relationship between the study's variables: Women Empowerment and Job Performance. The findings from the inferential statistics indicated a moderate and significant relationship between Women Empowerment and Job Performance, with r values of .452, .269, .495, .462, .445, and .622, respectively.

**Table 4.3: Relationship between Women Empowerment and Job Performance**

Variables	1	2	3
Women Empowerment	.698**	1	.610**
Job Performance	.466**	.610**	1

*Level of Correlation is significant at 0.01 (2-tailed).*

To evaluate the correlation among the study variables (Job performance and Women Empowerment), Pearson Correlation was utilized. The findings from the inferential statistics indicated significant relationship between job performance and women empowerment, with r values of .466 and .610, respectively.

**Table 4.4: Standard Multiple Regression Analysis for Women Empowerment on Job Performance.**

DV	Constructs	S.Er	Beta	t	Sig.
Job Performance	(Constant)				
	Decision Making	.064	.227	4.459	.00*
	Professional Growth	.050	.167	-3.267	.00*
	Status	.063	.122	1.931	.04*
	Self-Efficacy	.052	.126	2.460	.01*
	Autonomy	.039	.244	5.075	.00*
	Impact	.064	.362	6.512	.00*

*Dependent Variable: AVJP*



Analyzing the impact of women's empowerment on job performance. The results of the Regression Analysis indicated a moderately significant effect of Women Empowerment on the Job Performance of female university teachers, with beta values of .227, .167, .122, .126, .244, and .362 respectively.

**Table 4.5: To find out effect of Women Empowerment on Job Performance.**

<i>Constructs</i>	<i>Std. Er</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
Job Performance				.00*
Women Empowerment	.096	.514	8.236	.00*

*Dependent Variable: AVJP*

To examine how Women Empowerment influence Job Performance. The results of the Regression Analysis indicated a significant effect of Women Empowerment on the Job Performance of female university teachers, with beta values of .514.

### **Conclusions**

This study aimed to explore the impact of women empowerment on the job performance of female university teachers. An essential aspect of an employee's ability to effectively carry out their duties and meet job expectations is their job performance. We evaluate it using metrics such as work output, deliverable quality, timeliness, and adherence to corporate policies and guidelines.

The findings indicated a positive relationship between women empowerment, which in turn positively influenced the job performance of female university teachers. Additionally, a positive effect of women empowerment on job performance was noted. Furthermore, women empowerment had a positive impact on job performance at the university level. At the same time, women empowerment has more significant relationship with job performance. They are expected to impact various facts of job performance among female university educators. This investigation offered a thorough insight into how women empowerment influences the connection between leadership and the job performance of female university teachers. Through the exploration of these relationships, researchers and practitioners uncovered valuable insights on improving job performance for female university teachers by implementing effective empowerment strategies.

### **Discussion and Recommendations**

The research findings are advantageous for all leaders in the educational institution who operate under his or her guidance and management. It provides a clear overview of the impact of empowering women by encouraging their participation in societal growth and effectiveness through responsible involvement in the education sector. The results emphasize enhancing the impact of women empowerment on job performance. Empowerment is highlighted as a crucial factor in comprehending the influence of gender on job performance. Women's empowerment serves as a crucial link to the work performance. Empowering women means ensuring they have better access to resources, opportunities, and the ability to make decisions in different areas of life, including education, employment, and leadership positions. When women gain empowerment, they often find themselves with increased job satisfaction, motivation, and self-efficacy, which can result in improved job performance. The results emphasize the importance of empowering female faculty members and enabling them to play impactful roles in higher education institutions and society. As the saying goes, one woman can influence the behavior of an entire generation. This research suggests that further studies could be carried out in other areas related to this topic.

- Examine how empowering women psychologically can enhance the quality of higher education at the university level.
- Examine how empowering women influences innovation and creativity in the workplace.
- Examine the connection between transformational leadership style and women's empowerment in relation to job performance and satisfaction at the higher education level.

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