

## Relationship of Job Satisfaction with the Performance of University Faculty in Azad Jammu & Kashmir

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### Abstract

Job satisfaction has a direct link with the performance of workers in an institution. Satisfied teachers with their job responsibilities perform better in their educational institutions. The purpose of this study was to determine the relationship between university faculty performance in Azad Jammu & Kashmir and job satisfaction. The correlation design was used in this quantitative investigation. Using a random sampling procedure, 541 academic staff members from Azad Jammu & Kashmir's five public universities were chosen. To obtain data, a self-structured questionnaire was employed. The findings of the study showed that there is a positive correlation between job satisfaction and performance among university faculty, although the relationship is relatively weak.

**Keywords:** Job satisfaction, performance, university faculty

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## **Introduction**

The importance of job satisfaction among employees of organizations and institutes can be traced back to the second half of the twentieth century when Maslow's theory was first published in 1956. Since then, researchers have given the issues a lot of thought and conducted many empirical studies. The emphasis on morale and improving working conditions for workers of companies and organizations seeking to increase productivity has increased as a result of the movements toward human relationships.

Job satisfaction is described by Anderson (2001) and Robbins (2005) as a series of feelings that a person has about his or her job. A person who is happy with his or her work has positive feelings about it, while a person who is unhappy with his or her job has negative feelings about it. According to Sonmezer and Eryaman (2008) work satisfaction is the amount of a person's feelings about a job.

Hewstone and Stroebe (2001) defined employment satisfaction as an encouraging response to a job that results by comparing actual outcomes to the desired outcomes. Job satisfaction is often linked to the responsibilities that are required to produce the desired results. Job satisfaction, according to Saiyadain (2007) is the ultimate sense of feeling that one has after completing a mission. As a result, job satisfaction is described as the achievement of objectives as well as the positive feelings experienced after receiving something.

University faculty is not only the representative of the specific institution but also a representative of the community and the country in which he is living. The hallmark of any effective system is a high-quality teaching staff. A primary requirement for any educational institution is to attract and maintain high-quality teachers. Understanding the factors that influence the production of quality teachers is important and one of them is job satisfaction. Job satisfaction among teachers is a multifaceted and complex issue (Sharma & Jyoti, 2006).

## **Objective of the Study**

The objective of the study is to:

Identify the relationship of job satisfaction and professional aspirations with the performance of university faculty in Azad Jammu & Kashmir.

### **1. Significance of the study**

This study was designed to understand the relationship between job satisfaction with the performance of university faculty in Azad Jammu and

Kashmir. From the research perspective, this study is an extension to the prior studies done on this topic in other parts of the world, but new in Azad Jammu and Kashmir. The current study may be helpful for the university administration and policymakers to understand the current satisfaction level of the university faculty and their performance. This study could also be helpful for research students who want to understand the relationship between job satisfaction with the performance of university faculty and may develop a research guideline if similar studies are done in the future.

## **2. Delimitations of the Study**

The study was delimited to:

1. Five public sector universities (Muzaffarabad, Rawalakot, Bagh, Mirpur, and Kotli) of Azad Jammu and Kashmir.
2. Academic staff members working in the social science departments of five public universities in Azad Jammu & Kashmir.

## **Literature Review**

### **Job Satisfaction**

Szymon, Manuela, and Marina (2020) describe job satisfaction as a feeling of accomplishment and success among employees. Most people concur that there is a clear link between it and productivity as well as both personal and professional well-being.

### **Theories of job satisfaction**

#### **Maslow's Theory of Motivation/Satisfaction**

Maslow's hierarchy of needs is the most extensively discussed theory of motivation and happiness (Wehrich & Koontz, 1999). Abraham Maslow proposed a hierarchy of needs for motivation based on his clinical experiences and understanding of humanistic psychology. It loses its motivation when a certain number of conditions have been met. Therefore, to inspire and fulfill the individual, the subsequent higher degree of need must be enabled. Maslow (1943) distinguished five need hierarchy levels:

1. Physical needs: clothing, food, housing, and sex.
2. Safety needs: physical protection.
3. Social needs: form strong relationships with others.
4. Esteem/Achievement needs: recognition from others; and
5. Self-actualization needs accomplishment and self-fulfillment via personal development.

**Herzberg's Two-Factor Theory**

200 engineers and accountants participated in a motivational survey done by Herzberg. He collected data on two concerns using the critical incident method: a. When was the last time you felt particularly enthused about your work? What made you feel that way? b. When you felt awful about your job, what discouraged you from continuing with it? To categorize these positive and negative emotions, Herzberg proposed that work satisfiers (motivators) are concerned with the job material, whereas job dissatisfiers (hygiene factors) are concerned with the meaning of the job. Motivation comes in the form of achievement, recognition, the task itself, accountability, and growth. Rather than motivating/satisfying, the hygiene aspects "avoid dissatisfaction." Contextual factors include administration, company policy, supervision, compensation, interpersonal relationships, supervisors, and the working environment (Herzberg, Mausner, & Snyderman, 1959). Motivators and hygiene factors affect the performance of faculty in a positive way. Achievement and recognition of faculty in front of other faculty members mean a lot to the faculty. Recognition of someone's work produces the ability of achieve responsibility in the faculty's mind.

**Theory of Motivation - Achievement Theory**

Some people, according to McClelland and Boyatzis, (1982), have a great desire to win, thus they struggle for their own achievement rather than the advantages of success. They aspire to do better than they were doing before; therefore, they seek out the most challenging employment and appear like high achievers in their field (Shajahan & Shajahan, 2004). Because it focuses on the achievement motivation and is built on accomplishment, control, and association motives, this theory is referred to as the achievement theory. This theory has following characteristics; 1. Excellence: This is the desire to go above and beyond what is expected from an individual's job. 2. Influence: It is the urge to have an effect, to be dominant, and to have power over others (Shajahan & Shajahan, 2004). 3. Affiliation: This is related to the preference for fun and near interpersonal relationships (Shajahan & Shajahan, 2004). Many with a high level of association tend to work together rather than compete (Robbins, 2005). This theory can be beneficial both for faculty members and students at university level. When faculty members and students get feedback from university administration and staff then they want to take responsibility and accomplish their set goals.

### **Role of the University Faculty Member**

University faculty has a crucial role in society. In addition to teaching, they take on a range of responsibilities in society and impart their knowledge to students. The primary responsibilities of university academics in general have been outlined by the University of North Georgia. It is anticipated that university teachers will develop in each of these three areas as part of their regular professional life. The responsibilities and obligations of university faculty are defined differently by various nations and organizations. These are the key responsibilities held by university faculty members.

### **Teaching Role**

The position of teaching professionals in higher education (UNESCO, 1997) states that academic staff members are entitled to teach, research, publish, and take part in university governance.

### **Scholarship and Creative Activities**

The following are the definitions of scholarly and creative activities found in the NJIT (New Jersey Institute of Technology) Faculty Handbook:

1. To provide relevant services to the university, creative and innovative scholarly research, and effective instruction.
2. To create, uphold, and supervise excellence and competitive standards in the university curriculum, including preserving and routinely modifying the prerequisites and criteria for degree programs.
3. To offer advisory opinions on all issues pertaining to the nature of the educational setting and the caliber of the research and artistic endeavors carried out by university community members.

### **Service**

According to the NJIT (New Jersey Institute of Technology) Faculty Handbook, all teaching faculty members are expected to significantly contribute to their institutes and degree programs, their schools or colleges, the university as a whole, as well as to their specialized disciplines, in addition to teaching and research (NJIT, 2016). Community service that is pertinent is also appreciated. By taking part in service projects, faculty members are expected to put their skills and knowledge to use for the benefit of their departments, colleges, organizations, communities, and professions.

### **The Research Role**

The NJIT (New Jersey Institute of Technology) Faculty Handbook states that in addition to teaching and research, all teaching faculty members are

expected to make a substantial contribution to their institutes and degree programs, schools or colleges, the university overall, and their specialized disciplines (NJIT, 2016). Community service that is pertinent is also appreciated. By taking part in service projects, faculty members are expected to put their skills and knowledge to use for the benefit of their departments, colleges, organizations, communities, and professions.

### **Research Methodology**

This research was descriptive in nature. Education researchers use quantitative methods to look into causative processes or broadly applicable correlation trends in occurrences or behaviors. These methods often rely on statistical techniques that compute meaningful results by computing group or category means, and they have their roots in positivist epistemologies (Godwin, 2021).

### **Population of the Study**

The population of the current study consisted of all university faculty members working in the social sciences departments at the five public institutions in Azad Jammu and Kashmir (Bagh, Mirpur, Rawalakot, Kotli, and Muzaffarabad). There were 1080 academic staff members working in Azad Jammu & Kashmir's five public universities.

### **Sample of the study**

Using a simple random selection technique, 541 university faculty members were selected as a sample from the aforementioned population.

### **Research Instrument**

Questionnaires were based upon the literature review and the previous researches done on the relevant study. Two questionnaires were prepared under the guidance of educational experts in the relevant field.

### **Validity of the Instrument**

The research instruments were finalized with the guidance of the supervisor and presented to the educational experts in the relevant field for face and content validity. After getting feedback from the educational experts, some items were modified, and few were dropped.

### Reliability of the Instrument

To determine the coefficient of reliability Cronbach's Alpha was used through SPSS version 21.

#### *Cronbach's Alpha Reliability of Questionnaires*

##### *Job Satisfaction*

S. No.	Factors	No. of Items	Alpha Value
1.	Job security	3	.773
2.	Pay & allowances	4	.821
3.	Colleague relationship	2	.723
4.	University policies	3	.737
5.	Working environment	3	.737
6.	Physical environment	2	.723

##### *Performance of Teacher Scale*

S. No.	Factors	No. of Items	Alpha Value
1.	Research contribution	7	.823
2.	Teaching	2	.821
3.	Management services	2	.723
4.	Community services	2	.737
5.	Curriculum revision	2	.737

### Data Analysis and Interpretation

To find out the relationship between job satisfaction and performance Pearson-r was used. For the interpretation of correlation, five levels were adopted which as suggested by Evans (1996):

#### *Interpretation of correlation*

S.No.	Values	Interpretation
1.	.00 to .19	Very weak relationships
2.	.20 to .39	Weak relationships
3.	.40 to .59	Moderate relationships
4.	.60 to .79	Strong relationships
5.	.80 To 1.0	Very strong relationship

## Results

Table 1  
*Relationship of Job Security & performance of university faculty  
 (N=541)*

		Research contribution	Teaching services	Managerial services	Community services	Curriculum revision
Job security	r	-.214**	-.096*	-.059	.070	-.012
	p	.000	.026	.170	.106	.781

\*\* Correlation is significant at the 0.05.

The association between university professor job security and performance characteristics is displayed in Table No. 1. "Job is permanent, satisfied with the university's leave policy, and have the potential to execute the job responsibilities" are indicators of a secure job. Indicators of research contribution include the number of seminars attended, research articles published, and research projects granted within the previous five years. According to the table, there was a statistically significant although weak negative connection ( $r = -.214^{**}$ ,  $P < 0.05$ ) between university faculty members' research contribution and job stability. Additionally, it demonstrates a statistically insignificant but highly significant negative association ( $r = -.096^{*}$ ,  $P > 0.05$ ) between teaching and job security. "Teaching credit hours in own" is one of the teaching indicators.

Similarly, the table shows a statistically insignificant moderately negative connection ( $r = -.059$ ,  $P > 0.05$ ) between management services and job security. "Member of the departmental committees and contributions in departmental activities" is one indicator of management services. Additionally, the data demonstrates that there was a statistically not significant strong positive association ( $r = .070$ ,  $P > 0.05$ ) between community services offered by university faculty and job security. "Participation in community services programs and arrangement of awareness of programs related to different problems in community" is one indicator of community services. Additionally, the chart shows that there was a statistically insignificant, extremely weak negative association ( $r = -.012$ ,  $P > 0.05$ ) between curriculum change and job stability. The following are some signs that the curriculum needs to be revised.

Table No 2  
*Relationship of Pay & Allowances and performance of university faculty  
 (N=541)*

		Research contribution	Teaching	Managerial services	Community services	Curric ulum revisi on
Pay & Allowance	r	-.185**	.067	.003	-.086*	-.007
	p	.000	.117	.945	.004	.867

\*\* Correlation is significant at the 0.05.

The relationship between university faculty performance characteristics and pay and allowances is displayed in Table No. 2. Satisfaction with "existing salary, M.Phil. & Ph.D. allowances and compensation package for employee's death" is one of the pay and benefit indicators. The table demonstrates a statistically significant but extremely weak association ( $r = -.185^{**}$ ,  $P < 0.05$ ) between pay and allowances and research contribution. The number of seminars attended, the publication of research articles, and the grant of research projects over the last five years are all indicators of research contribution. Additionally, the table shows a statistically non-significant but high positive association ( $r = .067$ ,  $P > 0.05$ ) between compensation and allowances and teaching. "Teaching credit hours in own department and other departments of the university" is one of the teaching factors. Additionally, the table shows a statistically non-significant weak positive association ( $r = 0.03$ ,  $P > 0.05$ ) between compensation and allowances and the administrative services offered by the faculty in their department. "Member of the departmental committees and contributions in departmental activities" is one indicator of management services. Similarly, the table indicates a statistically significant negative connection ( $r = -.086^{*}$ ,  $P < 0.05$ ) between compensation and allowances and community services offered by university staff. "Participation in community services programs and arrangement of awareness of programs related to different problems in community" is one indicator of community services. Additionally, the table shows that there was a significant inverse relationship ( $r = -.007$ ,  $P > 0.05$ ) between compensation and allowances and curriculum revision.

Table 3  
*Relationship of Colleagues Relationship & Performance (N=541)*

		Research contribution	Teaching	Managerial services	Community services	Curriculum revision
Colleague Relationship	r	-.151**	-.221**	.193**	.219**	.014**
	p	.000	.000	.000	.000	.743

\*\* Correlation is significant at the 0.05.

The relationship between university faculty performance characteristics and their relationships with one another is displayed in Table No. 3. "Guidance of senior colleagues and enjoy a respectable relationship among faculty members" is one indicator of a strong working relationship. According to the table, there was a negative association ( $r = -.151^{**}$ ,  $P < 0.05$ ) between research contribution and colleague connection. The number of seminars attended, the publication of research articles, and the funding of research projects over the last five years are some of the markers of research contribution. Additionally, it shows that there was a negative association ( $r = -.221^{**}$ ,  $P < 0.05$ ) between teaching and colleague relationships. "Teaching credit hours in own department and other departments of the university" is one of the teaching indicators.

Additionally, the table demonstrates that there was a positive association ( $r = .193^{**}$ ,  $P < 0.05$ ) between managerial services and colleague relationships. "Member of the departmental committees and contributions in departmental activities" is one of the indications of management services. Additionally, the table demonstrates that the faculty's community services and colleague relationships had a positive association ( $r = .219^{**}$ ,  $P < 0.05$ ). "Participation in community services programs and arrangement of awareness of programs related to different problems in community" is one of the indicators of community services. It also demonstrates that there was a favorable link ( $r = .014^{**}$ ,  $P > 0.05$ ) between curriculum revision and colleague relationships. "Update the curriculum of program and incorporation of the changes in the curriculum" is one of the markers of curriculum revision.

Table 4  
*Relationship of University Policies & Performance (N=541)*

		Research contribution	teaching	Managerial services	Community services	Curriculum revision
University Policies	r	-.170**	.046	-.155**	-.207**	-.030
	p	.000	.290	.000	.000	.489

\*\* Correlation is significant at the 0.05.

The relationship between university policies and faculty performance characteristics is displayed in Table No. 4. Satisfaction with the "recruitment policy, retirement policy, and university Act & Statutes" is one way to measure the effectiveness of university policies. The table shows that there was a negative association ( $r=-.170^{**}$ ,  $P<0.05$ ) between research contribution and university policy. The number of seminars attended, the publication of research articles, and the funding of research projects over the last five years are all markers of research contribution. Additionally, it shows a statistically non-significant positive association ( $r=.046^{**}$ ,  $P>0.05$ ) between teaching and university policy. "Teaching credit hours in own department and other departments of the university" is one of the teaching indicators. Additionally, the table shows that there was a negative association ( $r=-.155^{**}$ ,  $P<0.05$ ) between management services and university policy. "Member of the departmental committees and contributions in departmental activities" is one of the indications of management services. Additionally, it shows that there was a negative association ( $r= -.207^{**}$ ,  $P<0.05$ ) between community services and university policies. "Participation in community services programs and arrangement of awareness of programs related to different problems in community" is one of the indicators of community services. Additionally, data demonstrates that there was a negative association ( $r=-.030$ ,  $P>0.05$ ) between curriculum revision and university policy. "Update the curriculum of program" is one of the markers of curriculum reform.

Table 5

*Relationship of Working Environment & Performance (N=541)*

		Research contribution	Teaching	Managerial services	Community services	Curriculum revision
Working Environment	r	-.103*	.067	.173**	.216**	-.015
	p	.016	.118	.000	.000	.720

\*\* Correlation is significant at the 0.05.

The relationship between university teacher performance characteristics and their working environment is displayed in Table No. 5. "Satisfaction with existing working environment, working hours of the university, and availability of physical facilities in the department" are some indicators of the working environment. The table shows that there was a negative association ( $r=-.103^*$ ,  $P > 0.05$ ) between research contribution and the university working environment. The number of seminars attended, the publication of research articles, and the funding of research projects over the last five years are all markers of research contribution.

The results also shows that teaching and the university working environment had a positive link ( $r=.067$ ,  $P > 0.05$ ). "Teaching credit hours in own department and other departments of the university" is one of the teaching indicators. Additionally, Table 4.16 demonstrates that there was a positive association ( $r=.173^{**}$ ,  $P<0.05$ ) between the managerial services and the working environment in universities. "Member of the departmental committees and contributions in departmental activities" is one of the indications of management services. The table also demonstrates that there was a favorable association ( $r=.216^{**}$ ,  $P<0.05$ ) between the faculty's community services and the working environment at the university.

"Participation in community services programs and arrangement of awareness of programs related to different problems in community" is one of the indicators of community services. Additionally, the table shows that there was a negative association ( $r= -.015$ ,  $P > 0.05$ ) between the university's working environment and curriculum change. "Update the curriculum of program and incorporation of the changes in the curriculum" is one of the markers of curriculum revision.

Table 6  
*Relationship of Physical Environment & Performance (N=541)*

		Research contribution	Teaching	Managerial services	Community services	Curriculum revision
Physical Environment	r	.229**	.050	.174**	.023	-.006
	p	.000	.242	.000	.588	.896

\*\* Correlation is significant at the 0.05.

The relationship between the physical environment and the performance variables of university professors is displayed in Table No. 6. "Satisfaction with availability of physical environment and contribution of physical environment towards faculty's health" is one of the physical environment's metrics. According to the table, there was a significant positive association ( $r=.229^{**}$ ,  $P<0.05$ ) between the physical environment and research contribution. The number of seminars attended, the publication of research articles, and the funding of research projects over the last five years are all markers of research contribution. Additionally, it shows that there was a positive association ( $r=.050$ ,  $P > 0.05$ ) between the physical environment and instruction.

"Teaching credit hours in own department and other departments of the university" is one of the teaching indicators. Additionally, the table shows that there was a positive association ( $r=.174^{**}$ ,  $P<0.05$ ) between the managerial services and the physical environment of the university.

"Member of the departmental committees and contributions in departmental activities" is one of the indications of management services. Additionally, it demonstrates that there was a positive link ( $r=.023$ ,  $P > 0.05$ ) between the university's physical environment and the community services offered by its faculty. "Participation in community services programs and arrangement of awareness of programs related to different problems in community" is one of the indicators of community services. Additionally, the table shows a slight link ( $r= -.006$ ,  $P > 0.05$ ) between the university's physical environment and curriculum change.

## **Discussions and Conclusions**

The contribution of university academics to research, their involvement in the community, their teaching, their management duties in the relevant department, and many other aspects all affect their performance. Administrators decided to switch to a performance-based compensation plan in the present era. Results of the current study revealed that pay & allowances have a negative relationship with the research contribution. The findings of the study are in line with the past study of Globler, Warnich, Carell, Elbert, & Hatfield, (2006), they recommended that basic need of any performance related reward system is to link workers' salaries directly with their performance. Relating rewards to performance refreshes workers to strengthen their competence. Performance-based reward system enables workers to a basic salary and the chance to get additional reward if their outputs exceed the set standard. Results of the study of Shilongo, (2013), also claimed that the relationship between performance and reward, no matter the form of pay, is some way, attached and complex. The effect of performance-based pay plans on employees and organizational performance cannot be easily detached from the broader context of management strategies, company's structures and workers system. Robbins (2005) claimed that the social sciences have suggested many philosophies to examine how expense raise that is related to performance might stimulate workers to add more energy and set that energy on the accomplishment of organizational performance goals.

The results of this study and a previous one by Judge, Piccolo, Podsakoff, Shaw, and Rich (2010) are consistent. According to the findings, there is a slight but favorable correlation between compensation and job satisfaction within individual studies. According to research, there is also a weak correlation between the typical salary in a sample and the typical degree of job or pay satisfaction. Building on these findings, future

study could elucidate what motivates humans and is so unlikely to be satisfied by experimenting with theoretical systems.

The current study revealed that there is a significant relationship exists between colleague relationship and their performance. There is also a significant relationship exist between teaching and colleague relationship. University faculty are satisfied with their colleague relationship and teaching. The colleagues 'behavior is very significant in creation of pleasant environment among the employees for the accomplishment of any organization. Study of Gaire, & Bahadur, (2016) argued that the faculties supposed current environment as very weak related to their expectation towards colleagues' behavior. The analysis also found the team support colleagues' behavior has important positive influence on job satisfaction, job commitment; job performance while lack of team support colleague's behavior has the undesirable impact. Therefore, the administration would always keep a deep interest in refining the pleasant relationship between the colleagues as well as managing level employees to increase the proficiency of the organizational as well as workers' performance.

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