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Factors Affecting Job Performance: A Case Study of Academic Staff in Pakistan

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Abstract

This study's fundamental purpose is to examine the personality factors of business school faculty members in job satisfaction and job performance. Results show the significant impact of multicultural faculty members' job performance in a diverse environment in the Business schools of Karachi. The data is collected through the multi questionnaires from the various teaching, non-teaching staff, and students of private business schools of Karachi in Pakistan. The data has been tested through the Jamovi-by-medmod, and the regression model is to scrutinize and find the effect dependent variables to mediation. Simultaneously, results are calculated by mediation estimates and path estimates through the medmod technic and regression test from data. It provides a comprehensive insight into various factors such as personality traits, self-efficiency, Psychological diversity climate, self-esteem, and human resource management practices. These are the primary evaluated factors that affect multicultural faculty members' job satisfaction and job performance. However, results show a positive relationship between diversity climate and job performance, which mediates by job satisfaction. Similarly, personality traits show a positive relationship with job performance that mediates by job satisfaction. Correspondingly, self-esteem spectacles are a positive inter-relationship with job performance which is mediated by job satisfaction.

Keywords: Job Performance, Job Specification, Multicultural, Medmod, Pakistan

JEL Classification Code: M5, M12, M14

1. Introduction

Most countries worldwide have been able to get significant economic growth due to their quality of education.

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Education helps individuals to become better and self-sufficient citizens. Therefore, any country's future depends on the standard of its education system, and the education system relies on the quality of academic faculty. If the quality of the academic staff is flawed, the educational system falls. Regina (2014) defined that the educational system can guide an individual towards obtaining knowledge, skills and capacities, positive thoughts, and skills needed to achieve success for living a purposeful life. Teachers are the pillars of the nation, who make the individuals' foundation strong. Further, Regina (2014) described that the universities' strong foundations are crucial in a higher level of the educational system and found that the latest knowledge, technology, and skills are required to prepare for leadership positions in every work of life equal and socially justifiable promotion.

Researchers tried to examine various factors that can improve higher education faculty members' job satisfaction in literature. Faisal et al. (2014) proposed that the teachers are more determined towards their students, helping them learn and molded them competent in various fields. The teaching profession is enormously challenging in higher education, where a high level of performance is required. Gkolia et al. (2014) explained that academic staff feels satisfied and committed to an organization. The staff can display a high

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level of capabilities and feel that they can manage hardships and perform challenging tasks.

In multicultural countries such as Pakistan, culture significantly influences individuals' personalities, beliefs, and values. Culture plays a crucial part in a person's life, and also in decisions or does anything, it reflects in it. In a multicultural environment, the various issues that researchers in this specific study focus on are to know the impact of individuals' characteristics and organization's Human Resource Management (HRM) practices on employee job satisfaction level, which further leads to job performance.

Pakistan is an emerging country and known as a growing hub of the youth population that increases the importance of teaching faculty. Previous researchers analyze the faculty members' role that assigning is a crucial part of graduate schools. These authors debated how improving employees' job satisfaction, and job performance can be enhanced through effective management. However, no one has explored the individuals' characteristics, such as self-esteem and self-efficacy perception within the multicultural environment framework, improving employee job satisfaction and job performance. This study's research gap examines the impact of personality traits, HRM practices (recruitments and selection, training and development, appraisal), psychological diversity, self-esteem, self-efficacy on job satisfaction and performance in the Business School Karachi, Pakistan. The results are calculated by mediation estimates and path estimates through the medmod module and regression test from data. It provides a comprehensive insight into those factors that affect multicultural faculty members' job satisfaction and job performance.

The remaining part of the study is organized as: In section 2, contextual literature backgrounds, section 3 is about research methodology. In section 4, the data set has been analyzed empirically, and section 5 is about the conclusion.

2. Literature Review

2.1. Contextual Background

James et al. (1979) was the first researcher who came up with the concept of psychological diversity climate and perceptions individuals perceive according to their experiences in an organization. Furthermore, in their research, Bassuk et al. (1999) highlighted how other ethical groups or individuals' from distinct backgrounds perceive psychological diversity climate in an organization. Additionally, it evaluates the different perceptions that individuals perceive regarding organizational and personal dimensions. Moreover, Cox and Blake (1991) debated in their research that how organizations can manage cultural diversity to produce a competitive edge in a market.

Kossek and Lobel (1996) highlighted how organizations' HR managers view cultural diversity and which strategies they must manage this diversity in an organization. Anderson and Sohal (1999) proposed how an organization can create an environment that helps its diverse workforce accomplish its targeted goals. No one is considered superior. The organizations can help their diverse workforce use their full potential and put the example of Pakistan stock exchange as an organization Fayaz et al. (2021) Lee and Xuan (2019). Kossek (2005) discussed in their research how organizational policies or strategies can help to manage a diverse workforce and how these changes can impact organizations' effectiveness. Shen et al. (2009) proposed a comprehensive framework that an organization can use to tackle a diverse workforce and accomplish various management objectives.

Sommeria et al. (1991) highlighted in their study the impact of 3 personality traits, i.e. (emotional stability, openness to experience, and extraversion) on individuals' psychological satisfaction. Furthermore, in their study, Barrick and Mount (1991) examine the role of personality traits on different professions individuals' job performance. They concluded that there are other relations between personality traits and professions and performance criteria of those jobs. Mount et al. (1998), with the help of meta-analysis, explored the impact of personality traits on the job performance of those requiring social relations reporting. In his study, Laurie and Jaggi (2003) debated the employment system used effectively to create equality for the diverse workforce. By employment system, Laurie and Jaggi (2003) refers to HRM practices that can avoid discrimination, such as equal opportunity and job security.

With time, researchers consider the performance level and examine job satisfaction, which plays an integral part in boosting productivity. Ileana et al. (2008) explored the relationship between different HRM practices with employees' job satisfaction levels. They concluded that pay is considered an essential element to influence job satisfaction. Still, the structure must follow an equal-pay format, some autonomy must be given to employees, they must have some rights to speak about their ideas, and there should be no closer supervision. Edgar et al. (2005) debated in their study that the number of HRM practices cannot be a relevant source to enhance employees' job satisfaction level. According to them, applying those practices is essential than the higher HR practices in an organization. Matzler and Renzl (2007) sightseen the impact of personality traits on employees' job satisfaction level, further increasing commitment against an organization.

In their research, Firestone and Pennell (1993) highlighted those factors that influence teachers' commitment. Those factors include continuous feedback, independence, required skills and knowledge for a job, growth opportunities,

involvement, and cooperation. In his study, Henson (2001) reconnoitered the role of teachers' self-efficacy beliefs that produce positive work behaviors. Lepak et al. (2006) highlighted that the academic staff's self-esteem is positively related to their job satisfaction. The study's objective is to highlight individuals' characteristics, positively impacting employee job satisfaction and increased productivity. This study's primary purpose is to help organizations use those HRM practices that can assertively influence employee satisfaction levels within the multicultural environment.

2.2. Theoretical Literature

As all the organizations became more aggressive these days, these businesses are continually improving their goods and services to be more competitive at a worldwide dimension; on the other hand, accomplishing an extraordinary workforce enabled businesses to get a competitive advantage. One of the most imperative elements in human resources is cultural diversity, but it is also a great challenge for organizations to deal with this challenge successfully. In connection to this matter, Bhatti et al. (2014) said that if organizations manage cultural diversity efficiently, it will help them get a worldwide competitive advantage. (Kim & Starks, 2016) observed that diversity management has increased in academics and practice to create an organizational environment where all employees get value, respect, and feel accepted to improve competitiveness.

Moreover, Bhatti et al. (2018) explained that different countries have different issues of diversity. However, the most familiar problems worldwide are gender inequality and multiculturalism, and most of them occur in the West. Madera et al. (2016) stated that organizational justice is directly affected by a psychological diversity climate since a pro-diverse climate organization allows all members to grow without being influenced by their demographics or background. Madera et al. (2016) again stated that employees' perception regarding their organization enhanced fairness when treated fairly. Global level Human Resource Management practices generate psychological diversity climates to improve the performance of a multicultural staff. Alshagawi et al. (2018) said that the fast growth to a global scale requires more workforce association from different places, on the other hand, domestic level. The Human Resource Management practices, which are merely using diversity programs, are not enough to deal with the cultural variations among ethnic groups. Raziq and Raheela (2015) mentioned that organizations must maintain such an environment that increases employees' ability to be more productive to increase their profit.

Mithat et al. (2014) explained that factors that affect students' academic accomplishment are the most repeatedly explored topics. Teaching quality in class and accomplishing

the objectives, self-efficacy of teacher, and participation in-class activities are also essential factors. Gkolia et al. (2014) stated that a person's actual skills do not specify by self-efficacy, but it indicates the faith people have in them. Gkolia et al. (2014) argue that high self-efficacy people take the unusual situation as a challenge if they fail. They do not give up but try to achieve back the lost things. People whose self-efficacy is low and do not have enough faith in them take new situations as trouble, avoid challenges, and even abandon their efforts towards achievement. Mozumdar et al. (2012) defined self-esteem as the overall value that one person gives his/herself; self-esteem shows an individual's worth according to their evaluation and appraisal. According to Maslow's need hierarchy theory, there are two versions of esteem needs, lower and higher. The respect of others is the lowers need, whereas the higher form of self-esteem involves freedom, self-respect, and independence.

2.3. Theory of Motivation

According to Vroom (1964), individuals compare their efforts to accomplish a specific task with the rewards associated with those tasks. They choose those tasks that equate to the equation or select those tasks with higher rewards or benefits. It can be concluded that organizations must give rewards according to an individual's expectations who are putting tremendous efforts into accomplishing specific tasks. They can perceive that their organization values their employees' efforts (Steers et al., 2004). When employees learn the possible relationship between confident tasks' results, these relationships promote an individual's future attitudes. It can be concluded that organizations with a multicultural workforce can promote positive work attitudes with positive reinforcement such as rewards should give to regular attendance. The completion of work at a given time: vice versa, and can refrain from negative work attitude or behavior by associating punishment or undesired outcome with a particular action or attitude that the organization wants to refrain, Steers et al., (2004).

3. Research Methodology

This study investigates how personality traits, HRM practices (recruitments and selection, training and development, appraisal), psychological diversity, self-esteem, and self-efficacy affect Pakistan's job satisfaction and performance. The study is limited to high educational institutes, so the study's primary focus is universities. The researchers have targeted four higher educational institutions for the study purpose, and those institutions are mostly private. For this research, data have been collected from 76 teachers of those institutions, and each teacher teaches in these universities. Questionnaires are developed, and

participants respond to a statement based on their agreement or disagreement level. The independent variables are 1. Psychological diversity climate, 2. Personality Traits (BIG FIVE), 3. HRM practices (selection, compensation and working conditions), 4. Self-esteem, 5. Self-Efficacy which is interrelated to job performance and this inter-relationship is intervened by job satisfaction of multicultural academic staff. Brief description of the selected independent and dependent variables in the study are described below.

3.1. Independent Variables

3.1.1. Psychological Diversity Climate

According to James et al. (1990), psychological diversity climate is the conscious thought of employees about their workplace, which helps them build a feeling or sense or an impression about their significant organization. Bhatti et al. (2018) further explained that employees could develop these feelings by looking at the code of conduct, principles, and working conditions of their organization; however, an individual's viewpoint about organizational principles gives more importance heterogeneous culture may differ amongst other individuals. Myung et al. (2017) indicated that applicable regulations and strategies for various cultures play a vital role in enhancing it in an organization. Madera et al. (2016) argued that employees usually anticipate organizations to produce a climate that provides a message that the organization is free from discrimination and will take care of their success and help them grow. Bhatti et al. (2018) concluded that employees' level of job satisfaction increases when they sense that their organization refrain from discrimination, stimulates diversity, and helps them grow. These perceptions of employees help them to perform well at their workplace.

3.1.2. Personality Traits

Bhatti et al. (2014) found that individuals must possess some features or traits in their personality; they play a vital role in an individual's career. Some significant characteristics are classified as BIG FIVE (extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience or culture). Individuals who contain the attributes of being active, friendly, confident and strong-willed are referred to as extraversion (Bhatti et al., 2014).

Bhatti et al. (2018) stated that individuals with this extraversion trait often comprehend harsh circumstances as good fortune and affirm that each hassle can be resolved with vigorous work constant struggle. Impact on job performance because of extraversion is very constructive as its essential attributes are (strong-willed, friendly, active, and confident) (Mark et al., 2014). Within the framework of a diverse

environment, Bhatti et al. (2018) concluded that extraversion attributes might help individuals interpret work demand effectively and evolve with competent peer connections.

Employees with greater agreeableness develop superior interpersonal connections and mingle with their surroundings quickly (Mark et al., 2014). Bhatti et al. (2018) argue that individuals with greater agreeableness are always welcoming and very much friendly. These attributes help them attain social needs from their work. Once their social needs get fulfilled, they ultimately get motivated to acquire work satisfaction. Bhatti et al. (2014) found that this emotional stability trait helps an individual cope with cultural dissimilarities among employees and develop good relations with their peers. Bhatti et al. (2018) underlined that individuals come from distinct backgrounds and have different values; each individual reacts to a situation differently and has contradictory behavior. It is explained that individuals with this trait can perceive more job satisfaction as they are always willing to discover things or seek new information.

3.1.3. Self-Esteem

Reilly et al. (2014) describe self-esteem as the confidence or satisfaction that an individual possesses regarding their abilities and faith in them. Self-esteem contains feelings of success and achievement. Reilly et al. (2014) stated that excessive self-esteem is considered an essential feature for personal contentment, adaptation, and satisfaction. Reilly et al. (2014) emphasized that individuals with greater self-esteem are more pleased with their entity; they have fewer social circle problems and do not get affected easily by mental issues. As mentioned earlier, satisfied employees are more productive, so; in this study, the researchers want to explore the role of self-esteem, which helps faculty members to perceive more job satisfaction and that job satisfaction ultimately leads to job performance.

3.1.4. Self-Efficacy

Gkolia et al. (2014) described self-efficacy as the confidence an individual has in his potential to accomplish his/her objectives. More particularly, ''self-efficacy'' indicates an individual's distinctive analysis of his or her possibility to arrange and execute a particular action (Gkolia et al., 2014). Karabiyik and Korumaz (2014) proposed that self-efficacy helps an individual attain a specific work or performance.

People with a higher level of self-efficacy always examine new situations as opportunities; even if they fail, they never feel despair. This perception of self-efficacy helps them perceive more job satisfaction (Gkolia et al., 2014). Karabiyik and Korumaz (2014) write that communicates that

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self-efficacy has a significant impact on faculty members' educational decision-making and performance. In this study, the researchers want to explore the role of self-efficacy in a diverse environment and how this perception of self-efficacy helps faculty members to perceive more job satisfaction and be more productive.

3.1.5. Human Resource Practices

Bhatti et al. (2018) stated that organizations with diverse climates are trying very hard to enhance multicultural personnel talent. For this purpose, they are using effective HR practices such as selection, compensation, and healthy working conditions; to boost their employees' job satisfaction. Moreover, Bhatti et al. (2018) further suggested that when organizations select employees intending to accomplish diversity, they must use distinct HR practices such as job advertisement in regional languages. The panel interview will draw the perfect candidates; these practices will then create an impression on candidates that the organization is free from biases and promotes diversity, which helps them generate job satisfaction and further job performance.

According to Muguna et al. (2015), compensation includes all those appreciable and unobservable benefits an employee gets after work from his/her employer. Yusoff et al. (2014) explored that compensation is conclusively related to job satisfaction. Fair pay and promotion in the organization indicate that the organization is not occupied with any discrimination and promotes equality. Basak et al. (2015) highlighted that employees who receive more rewards on his/her merits perceive more job satisfaction.

One more function is a healthy work environment and conditions. Raheela et al. (2014) describe that working conditions have two aspects: work context, job characteristics, authority level an individual possesses over a task, and instructions regarding job tasks. The other part of the working environment described by Raheela et al. (2014) is the innate worth an individual holds for a task. Regina (2014) suggested in his study that organizations should design a healthy work environment that will boost multicultural workforce potential to be more effective. In this paper, the researchers want to examine how HR policies encourage multicultural faculty members to perceive more job satisfaction and be more productive.

3.2. Job Satisfaction

Bhatti et al. (2018) stated that many researchers had highlighted numerous factors that influence personnel job satisfaction over the period. On this subject, Cheng-Liang and Mark (2014) proposed enhancing employee job satisfaction personality that plays a vital role and ultimately leads to better job performance. In his research, Bhatti

et al. (2014) describe agreeableness as the extent to which the individuals are empathetic, warm-hearted, friendly, and good-natured. Furthermore, Bhatti et al. (2018) explain that individuals who hold greater agreeableness could satisfy their social needs and perceive more job satisfaction because they easily mix up with their surroundings.

Basak et al. (2015) proposed that when individuals receive more benefits on their merits, they perceive more job satisfaction. Also, Regina (2014) stated in his study that when employees are provided with a positive work environment, their job satisfaction level increases. To enhance the workforce's job satisfaction level, the organization must design a favorable work environment Regina (2014).

Myung et al. (2017) argue that multicultural workforce comes to know that their organization refrain discrimination boosts equality and legally treats each individual within the diverse environment. This organization's attitude helps employees perceive more job satisfaction, and they try to enhance their performance to get their goals or objectives done. The individuals' viewpoint on an organization's policies that encourage diversity climate helps them trust that they can get desiderate benefits with their constant attempts and backbreaking work Madera et al., (2016). Employees bring their desiderated benefits, their job satisfaction level increases, eventually boosting their productivity. Secondly, in a multicultural environment, when individuals have a firm belief on his/her abilities and potential, they can accomplish a specific task, and he has that self-confidence that is needed; his job satisfaction level increases, Reilly et al. (2014). Lastly, an individual's self-efficacy perception helps them perceive more job satisfaction because they have faith in their potential; they interpret each new situation as an opportunity, (Karabiyik and Korumaz 2014).

3.3. Dependent Variable (Job Satisfaction and Performance)

The fact-finders have been trying to determine the connection between job performance and job satisfaction. However, the association between variables is not clear because are researchers have done too many contradictory researches. Mark et al. (2014) declared that imperfect analysis had been made to explore the association between job performance and job satisfaction. Bhatti et al. (2018) stated that authors have concluded that job satisfaction is a significant factor and positively influences job performance in the past. In connection with this matter, Bhatti et al. (2014) explained that the mixture of time and energetic effort employees give to their job is a complete function known as job performance.

Mark et al. (2014) stated that job performance measures employees against their goals, emphasizing whether the outcomes are equivalent to expected results. In contrast,

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Karin Andreassi et al. (2014) claimed that there is very partial knowledge is provided in previous research studies concerning factors that enhance worker's job satisfaction in a multicultural environment. Besides, that multiculturalism and job satisfaction are very limited in multiculturalism and job satisfaction studies.

3.4. Hypotheses

H1: The interrelationship between organizations' psychological diversity climate and multicultural workforce job performance is intervened by the multicultural workforce's job satisfaction level.

H2: The interrelationship between (extraversion, agreeableness, conscientiousness, emotional stability, openness to experience) Big Five personality traits and multicultural workforce job performance are intervened by a multicultural workforce's job satisfaction level.

H3: The interrelationship in-between (effective recruitment and selection practices, compensation policies, favorable working conditions) HR practices of an organization and multicultural workforce job performance are intervened by the multicultural workforce's job satisfaction level.

H4: The multicultural workforce's job satisfaction level mediates the interrelationship between multicultural employees' self-esteem and job performance.

H5: The multicultural workforce's job satisfaction level intervenes in the interrelationship between multicultural employees' self-esteem and job performance.

H6: There is a mediating relationship between Multicultural workforce job satisfaction and job performance.

The Medmod technique is used to determine the direct and indirect effect between the independent, mediator, and dependent variables (see Figure 1). This technique
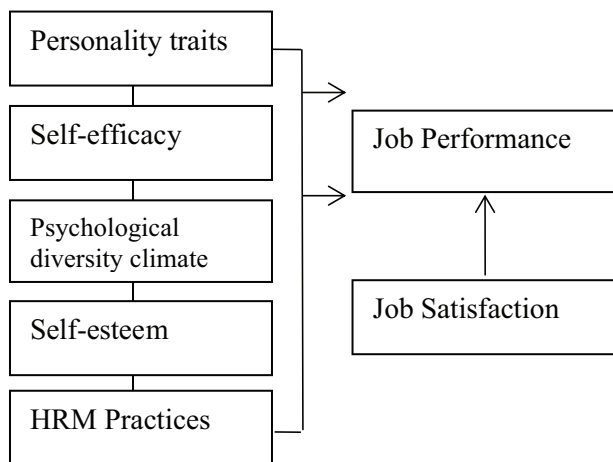

Figure 1: Conceptual Framework

is helpful because this will show direct results and interpretation. Regression is used to predict the capability and level of the relationship between more than two dependent and independent variables. When research is theoretical with various variables, the data is considered quantitative regression, which is the most common best analysis technique. In this paper, the researchers want to evaluate the role of five independent variables, one mediating and one dependent variable. In the regression model, basic things are included, which are the dependent variable (Y), the independent variable (X), and unknown parameters (β).

4. Results

The data analysis and interpretation process is allotting or assigning meaning to the collected data. It includes information, significance, and the conclusions and implications of the findings. This chapter is entirely based on our research study; it represents the results based on our survey conducted by the faculty members, students, and employers of 4 graduate schools of Karachi. Our research sample size was 76 FM, and each FM's job performance was evaluated by their employer and by five students for a different course to avoid bias. Moreover, this chapter represents our results' in-depth analysis, extracted using SPSS and JAMOVI 1.1.7.0 alongside our results' detailed interpretation. The later section of the chapter elaborates the meaning, also the relationship of each value.

Table 1 shows that means the value of diversity climate, personality traits, self-efficacy, self-esteem, human resource practices, job satisfaction, and job performance is 3.285, 3.7118, 3.9079, 3.5482, 3.5439, 3.2895, and 3.9439, respectively, which is exhibiting the central point of the data of used variables. The standard deviation for self-efficacy, human resource practices, and self-esteem is the highest, which is 0.86684, 0.81712, and 0.77880, respectively. It shows that the data collected for these three variables is more dispersed than the standard deviation of diversity climate, personality traits, job satisfaction, and job performance, which is 0.66378, 0.65503, and 0.71459, 0.49890, correspondingly. The skewness value of diversity climate, self-esteem, job satisfaction, and job performance is 0.517, −0.072, −0.684, and −0.904, separately, depicting the data collected for these variables are moderately skewed. The skewness value of personality traits and human resource practices is −0.423 and −0.255, respectively, illustrating that the data collected for these variables are approximately symmetrical. On the other hand, the skewness value of self-efficacy is −1.547, showing that the data collected for this variable is highly skewed. The value of kurtosis for diversity climate, personality traits, self-esteem, human resource practices, job satisfaction, and job performance is 0.273,

Table 1: Summary of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Diversity Climate	76	1.67	5	3.2851	0.66378	0.441	0.517	0.276	0.273	0.545
Personality Trait	76	1.6	5	3.7118	0.65503	0.429	−0.423	0.276	0.772	0.545
Self-efficacy	76	1	5	3.9079	0.86684	0.751	−1.547	0.276	3.04	0.545
Self-esteem	76	1.67	5	3.5482	0.7788	0.607	−0.072	0.276	−0.512	0.545
Human Resource Practices	76	1.83	5	3.5439	0.81712	0.668	−0.255	0.276	−0.617	0.545
Job Satisfaction	76	1	5	3.2895	0.71459	0.511	−0.684	0.276	2.122	0.545
Job Performance	76	2.48	4.7	3.9439	0.4989	0.249	−0.904	0.276	0.432	0.545

Table 2: Correlation Coefficients

Pearson Correlation		(1)	(2)	(3)	(4)	(5)	(6)	(7)
Diversity Climate	(1)	1						
Personality Trait	(2)	0.372**	1					
Self-efficacy	(3)	0.324**	0.685**	1				
Self-esteem	(4)	0.459**	0.660**	0.504**	1			
Human Resource Practices	(5)	0.468**	0.561**	0.601**	0.709**	1		
Job Satisfaction	(6)	0.280*	0.481**	0.496**	0.605**	0.638**	1	
Job Performance	(7)	0.132	0.427	0.512	0.674	0.153	0.181	1

0.772, −0.512, −0.617, and 2.122, 0.432, showing that the data collected for these variables have light tails. The kurtosis value of self-efficacy is 3.040, which is indicating that this variable has normal tails.

Table 2 shows the relationship between diversity climate and personality traits, self-efficacy, self-esteem, HR practices, job satisfaction, and job performance, direct with the weak magnitude of 0.372, 0.324, 0.459, 0.468, 0.280, 0.132. The relationship between personality traits and self-efficacy and self-esteem is direct, with a moderate magnitude of 0.685 and 0.660. The relationship between personality traits and HR practices, job satisfaction, and job performance is direct, with a weak magnitude of 0.561, 0.481. The relationship between self-efficacy and self-esteem and job satisfaction is direct, with a weak magnitude of 0.504 and 0.496. The relationship between self-efficacy and HR practices is direct, with a moderate magnitude of 0.601. The relationship between self-efficacy and job performance is indirect, with a weak magnitude. The relationship between self-esteem and HR practices and job satisfaction is direct, with a moderate magnitude of 0.709 and 0.605. The relationship between self-esteem and job performance is indirect, with a weak magnitude. The relationship between HR practices and job satisfaction is direct, with a moderate magnitude of 0.638. The relationship between HR practices and job performance is indirect, with a weak magnitude. The relationship between job satisfaction and job performance is indirect, with a weak magnitude of −0.181. Condition: The researcher wants to explore the mediation effect and path estimate at the confidence interval of 90% (10% significant confidence).

As shown in Tables 3 and 4, Cronbach's Alpha value is above 0.7, which depicts that the questions through which the researchers have collected this data are reliable.

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Table 3: Reliability Analysis

Cronbach's Alpha	N of Items
0.822	7

Table 4: Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Diversity climate	0.81
Personality traits	0.772
Self-efficacy	0.784
Self-esteem	0.764
Human resource practices	0.763
Job satisfaction	0.791
Job performance	0.868

Table 5 that the indirect mediation percentage between diversity climate and job performance, personality traits and job performance, self-esteem and job performance, human resource practices, and job performance is 25%, 38%, 60%, and 59%. It means that the mediation present for this variable is fragile as the value is lying between 1 to 60%. On the other hand, table seven depicts the mediation percentage between self-efficacy and job performance at 80%. With this value, it can be stated that mediation for this variable is powerful.

Tables 6, 7, 8, and 9 show that the relationship between job satisfaction and job performance is direct and weak, with a value of 0.181. The *R* Square value is depicting that only 33% of job performance is caused by job satisfaction.

5. Conclusion

This study is encountered by many constraints and difficulties which must be addressed for future studies. The first one is a time constraint, as one can observe

Table 5: Mediation Estimates

Effect	Label	Estimate	SE	Z	p	% Mediation
Mediation Estimates for Diversity Climate						
Indirect	a × b	−0.0498	0.0312	−1.6	0.11	25.1
Direct	C	0.1488	0.0866	1.72	0.086	74.9
Total	c + a × b	0.099	0.0855	1.16	0.247	100
Mediation Estimates for Personality Traits						
Indirect	a × b	−0.1075	0.0513	−0.097	0.036	37.7
Direct	C	0.1779	0.0958	1.856	0.063	62.3
Total	c + a × b	0.0704	0.087	0.809	0.419	100
Mediation Estimates for Self-Efficacy						
Indirect	a × b	−0.0543	0.0386	−0.406	0.16	84.1
Direct	C	0.0103	0.0747	0.138	0.89	15.9
Total	c + a × b	−0.044	0.0658	−0.668	0.504	100
Mediation Estimates for Self-Esteem						
Indirect	a × b	−0.0929	0.0566	−0.643	0.1	60.2
Direct	C	0.0615	0.0905	0.68	0.497	39.8
Total	c + a × b	−0.0314	0.0734	−0.428	0.669	100
Mediation Estimates for Human Resource Practices						
Indirect	a × b	−0.0551	0.0575	−0.959	0.337	59.1
Direct	C	−0.0382	0.0893	−0.427	0.669	40.9
Total	c + a × b	−0.0933	0.0692	−0.348	0.178	100

Table 6: Path Estimates

Path Estimates for Diversity Climate			Label	Estimate	SE	Z	P
Diversity climate	→	Job satisfaction	A	0.301	0.1186	2.54	0.011
Job satisfaction	→	Job performance	B	−0.165	0.0805	−2.05	0.04
Diversity climate	→	Job performance	C	0.149	0.0866	1.72	0.086
Path Estimates for Personality Traits							
Personality traits	→	Job satisfaction	A	0.524	0.1097	4.78	<0.001
Job satisfaction	→	Job performance	B	−0.205	0.0878	−2.33	0.02
Personality traits	→	Job performance	C	0.178	0.0958	1.86	0.063
Path Estimates for Self-Efficacy							
Self-efficacy	→	Job satisfaction	A	0.4086	0.0821	4.975	<0.001
Job satisfaction	→	Job performance	B	−0.1328	0.0907	−1.465	0.143
Self-efficacy	→	Job performance	C	0.0103	0.0747	0.138	0.89
Path Estimates for Self-Esteem							
Self-esteem	→	Job satisfaction	A	0.5556	0.0838	6.632	<0.001
Job satisfaction	→	Job performance	B	−0.1673	0.0987	−1.696	0.09
Self-esteem	→	Job performance	C	0.0615	0.0905	0.68	0.497
Path Estimates for Human Resource Practices							
Human resource practices	→	Job satisfaction	A	0.5576	0.0773	7.216	<0.001
Job satisfaction	→	Job performance	B	−0.0988	0.1021	−0.968	0.333
Human resource practices	→	Job performance	C	−0.0382	0.0893	−0.427	0.669

Table 7: Job Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.181[a]	0.33	0.02	0.49392

[a.] Predictors: (Constant), Job Satisfaction.

Table 8: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.614	1	0.614	2.518	0.117[b]
	Residual	18.053	74	0.244		
	Total	18.667	75			

[a.] Dependent Variable: Job Performance: [b.] Predictors: (Constant), Job Satisfaction.

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Table 9: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	*T*	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.361	0.269		16.235	0
	job satisfaction	–0.127	0.08	–0.181	–1.587	0.117

a. Dependent Variable: Job Performance.

that the study is about factors affecting graduate school teachers' job performances. So it needs to collect data from different universities in a minimal time. Moreover, teachers showed less cooperation and support to fill out the survey questionnaire while many teachers straight away refused to give a response to the designated questionnaire. On the other hand, students are so influenced by teachers. So, it is observed that students were reluctant to respond fairly while responding to teachers' job performance. There could be two possible respondents of a teacher one is a student the second one is the supervisor or Head of Department, who could rate teachers' job performance. HOD's response is relatively fairer than students, which could help this research get more satisfactory results. It was tough to approach Heads of the Department of Universities. Very few of them supported and filled out the designated questionnaire of teachers' job performance.

This study aimed to determine those factors that influence the job performance of multicultural faculty members. Only three independent variables can affect job performance: diversity climate, personality traits, and self-esteem. The inter-relationship between independent and dependent variables is mediated by job satisfaction which creates effective job performance. This study is associated with many limitations that should be addressed to find more generic insight into these variables and other suggested variables.

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