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Job Performance of Lecturers in a Centre of Foundation Studies

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Abstract

This study looks at the levels of job performance among the lecturers in a centre of foundation studies owned by a public university in Selangor. Questionnaires that consist of close-ended items and open-ended items were used to collect data on the sample. Due to its quite small population size, total population sampling method is applied. Out of 140 lecturers, only 86 completed the questionnaires. The findings revealed that the sample have high overall job performance level. They also scored high job performance level in the two main dimensions that were measured such as task performance and contextual performance. Besides, there was a significant difference between job performance and departments of the sample. As for the implications of this study, it contributes to the corpus of knowledge in the area of job performance in local context and provides empirical data to assist Ministry of Higher Education in conducting strategic planning to enhance job performance amongst lecturers in institutions of higher educations (IHE).

Keywords: Job performance, lecturers, higher education institutions.

1. Introduction

Recent years have witnessed the rapid transformation amongst various organisations regardless of the public or private ones in order to ensure their relevant existence. It was instigated by various changes in today's world market especially in terms of globalisation, K-workers and K-economic matters. Hence, competent workers are highly needed by these organisations to tackle the shifts and contend with the current global circumstances. However, many employees are struggling in their work-related problems such as excessive stress, less creativity and job satisfaction which caused the decrease in productivity and job performance which eventually lessened the organisational competitive edge against their competitors. Management scholar such as Briskin (1996) also highlighted the constant arduous situation in the working environment when he says that "…the work places of today are highly stressful, in part because we don't distinguish between the call for ever-higher performance and the injunction to work people to near their melting point" (147).

Amongst the organizations that underwent similar changes and are currently facing severe competition are institutions of higher education (IHE) such as universities, college universities and colleges due to numerous work responsibility and performances. The primary goal of IHE is to produce human capital with the first class mentality as well as to fulfil the needs of various industry be it the public or private sector. In other words, universities are assigned with the task to ensure that their graduates are equipped with the necessary knowledge, skills and abilities to be successful in both their professional and personal lives (Syahrina Hayati, 2011). To achieve these aspirations, the workforces in IHE especially the lecturers have significant

roles to be played. Realising the gap in terms of the previous practices and the expectations of better job performance amongst the lecturers in present-day challenging and fast-paced higher education industry, our government has conducted numerous initiatives on the development of quality lecturers for higher education institutions (IHE). One of the initiatives is the establishment of The Higher Education Leadership Academy or Akademi Kepimpinan Pendidikan Tinggi (AKEPT) that aims to provide continuous professional development for the lecturers.

According to Bright (2012), many lecturers are expected to work at anytime and anywhere whenever the students' need arises. Consequently, lecturers tend to do far more than they are required and some do more than they can physically manage. This is further supported by Azman Yao, Yeo, Kong and Ju (2010) that stated lecturers are demanded to work lengthy hours with inadequate resources and rewards. Besides that, the increasing workload typically occurred while numerous on-going tasks need to be done within a limited time frame. This eventually caused the lecturers to rush doing all but without probably doing them well. Moreover, Abdulganiyu (2015) stated that those lecturers that are exhausted, frazzled, and demoralised by their workload, are not likely to be effective or creative while accomplishing their work; hence resulting to poor job performance. This is evidenced through recent instances such as the research publication manipulation by lecturers and the controversial presentation slides of a public research university lecturer about the Sikh community in the Islamic and Asian Civilisation (TITAS) subject (Danial, 2016).

Currently, there is a minimal number of researches conducted pertaining to job performance in Malaysia context especially amongst lecturers. Hence, this research intends to identify and examine the level of job performance among lecturers of a centre of foundation studies owned by a public university in Selangor.

2. Literature Review

2.1 Concept of Job Performance

According to Cania (2014), "human performance is a result of the actions that have been set to achieve goals based on certain standards". In terms of job performance, it generally refers to how well someone performs at his or her work. To date, various definitions of job performance exist in the literature due to its abstractness and assortment of job performance ideal heralded by different researchers. Rothamann and Coetzer (2003) defined job performance as a multidimensional concept about how efficient a person is in completing tasks by utilising existing skills, available initiatives and accessible resources at his/her surroundings. Bernardin and Russell (2013) stated that "job performance is the total expected value to the organization of the discrete behavioural episodes that an individual carries out over a standard period of time". In other words, job performance is viewed as "an individual output in terms of quality and quantity expected from every employee in a particular job" (Motowildlo, 2003).

Meanwhile, Bohlander, Snell and Sherman (2001) considered job performance as the ability of the individual employees in realising their respective work goals, fulfilling expectations as well as attaining job targets and accomplishing a standard that are set by their organisations. As for Viswesvaran and Ones (2010), they reckoned job performance as scalable actions, behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organisational goals. In the context of this study, job performance definition by Gahlan and Singh (2014) was employed in which job performance is deemed as the degree to which an individual executes his career roles with reference to certain specified standards set by the organisation. This means lecturer's job performance that is measured in the current

study reflected the aptitude of the lecturers in executing all the tasks, roles and responsibilities within their job specification.

2.2 Approaches in Job Performance Research

There are two research approaches in investigating job performance which are behavioural-based research or outcome based research (Campbell, McHenry & Wise, 1990; Campbell, McCloy, Oppler, & Sager 1993; Kanfer, 1990; Roe, 1999). The behavioural-based job performance researches focused on what an individual does in the work situation comprised of their job tasks and duties as well as how they accomplish them (Allen, Bryant & Vardaman, 2010). For example, assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery.

The outcome-based job performance research focused on the consequence or result of the individual's behaviour (Ladley, Wilkinson & Young, 2015). For example, numbers of engines assembled, pupils' reading proficiency, sales figures, or number of successful heart operations (Sonnentag, Volmer & Spychala, 2008).

In many situations, the behavioural and outcome aspects of performance are related empirically, yet they do not overlap completely. For example, a teacher delivers a perfect reading lesson (behavioural aspect of performance), but two of his/her pupils are still unable to acquire the reading skills taught because of their intellectual deficits (outcome aspect of performance) (Sonnentag, Volemer & Spychala, 2008). Another example is a sales employee in the telecommunication business shows mediocre performance in the direct interaction with potential clients (behavioural aspect of performance), but able to achieve high sales figure for mobile phones (outcome aspect of performance) because of a general high demand for mobile phones (Sonnentag, Volmer & Spychala, 2008).

In the context of current study, it is classified under behavioural-based research as the researcher only focuses on the accomplishment of the tasks and duties performed by the lecturer not the outcomes.

2.3 Task and Contextual Performance

For the purpose of this study, Job Performance Model (Borman & Motowidlo, 1993) was chosen as the main theory to guide the investigation of job performance variable. The rationale behind the use of the theory was due to its inclusive manner in the conceptualisation of job performance that encompasses both task and contextual performance at the workplace. The following figure is the Job Performance Model (Borman & Motowidlo, 1993).
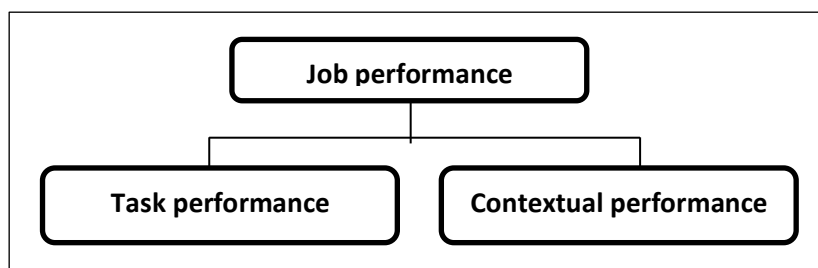

Figure 2.1: Job Performance Model

Borman and Motowidlo (1993) indicated that performance comprised of two components which are task performance and contextual performance. Both components contributed

independently to overall performance (Ng & Feldman, 2008). Task or in-role performance refers to the proficiency and skills in job-specific tasks that differentiates one job from another (Sonnentag, Volmer & Spychala, 2008). It encompasses patterns of repetitive behaviours that are being applied in producing goods and during conducting services or activities that contribute to the smooth operation of the core business in an organisation. In other words, it includes employees' direct contribution to organisational technical core via activities that are included within formal job descriptions (Daryoush, 2013). These activities are dependent on knowledge, skills and abilities of the employees to be performed successfully.

Meanwhile, contextual or citizenship performance refers to the proficiency in activities directed at maintaining the interpersonal and psychological environment of an organisation which enables the technical or task core to operate smoothly (Werner, 2000; Borman & Motowidlo, 1993). In other words, it refers to individual efforts that aid in strengthening organizational effectiveness (Ng & Feldman, 2008). Volunteering for extra work, persisting with enthusiasm, helping and cooperating with others, following rules and procedures, and supporting or defending the organization are examples of contextual performance behaviours (Motowidlo & Schmit, 1999).

Next, the following are the three basic assumptions associated in the differentiation between tasks and contextual performance (Borman & Motowidlo, 1993; Motowidlo & Schmit, 1999): (1) activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs; (2) task performance is related to ability, whereas contextual performance is related to personality and motivation; (3) task performance is more prescribed and constitutes in-role behaviour, whereas contextual performance is more discretionary and constitutes extra-role behaviour.

2.4 Significance of Individual Performance

Organisations need highly performing individuals in order to meet their goals, to deliver the products and services they specialise in, and finally to achieve competitive advantage. This is because organizational successfulness is usually measured based on the organisational performance which is largely depending on the performance of every single employee in the organisation (Pushpakumari, 2008).

Mucchal (2014) stated that "accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride for an individual". In addition, more effective and high performing employees tend to be awarded with various benefits and financial rewards. Meanwhile, low performance and failure to fulfil certain organisational goals might trigger dissatisfaction, disappointment and self-blaming. Furthermore, performance is regarded as a preeminent requirement for future career advance. Although there might be exceptions, high performers tend to get promoted more easily, have higher annual salary increment rate and higher year-end bonus within an organisation as well as generally have wider and better career prospects than low performers (VanScotter, Motowidlo, & Cross, 2000).

3. Research Methodology

3.1 Research Design

Fraenkel, Wallen and Hyun (2011) described research design as an overall planning of systematic application of data collection methods and data analysis techniques employed by researchers to answer the intended research questions. The present study attempted to investigate job performance level among lecturers of a centre of foundation studies owned a public university in Selangor. In relation to this, quantitative research design is used while conducting this study.

3.2 Population and sample

Due to its quite small population size, total population sampling technique was applied in this study. Total population sampling should be used when the population size is relatively small and the population shares uncommon characteristics. Hence, all 140 lecturers who currently serving in the centre of foundation studies were selected as the sample size of this study. Nevertheless, after two weeks of data collection process, only 86 out of 140 lecturers responded to the questionnaires. These lecturers served in six different departments: Science, Engineering, Education, Law, Islamic Studies and Language Studies.

3.3 Instrumentation

Questionnaire was the main instrument used to collect data in this study. It comprised of close-ended and open-ended items. The questionnaire was divided into two sections: Sections A and B. Cronbach coefficient alpha of the questionnaire is 0.81 which indicates that its reliability as very strong.

Section A : Demographic Data

Section A focused on the demographic data of the lecturers. It consisted of five items regarding gender, academic qualification, department and length of service. The respondents were required to tick the demographic information in the relevant boxes provided.

Section B: Job Performance

Section B focused on job performance variable. The close-ended items in this section were adapted from Job Performance Scale by Williams and Anderson (1991). The original instrument consisted of 21 items concerning job performance. However, after the items were extensively revised, rephrased and restructured in terms of sentence structure and vocabulary as well as upon the items underwent pilot test; this section consisted of 19 items only. The reason for the reduced number of items was because two items were found to have vague meanings and both items scored low reliability during the pilot test. Thus, they were discarded in order to retain the high reliability of the job performance items.

Besides that, two open-ended items were also included in this section: i) Given the scale of 1 to 6, how do you rate your overall job performance? and ii) Please provide reasons for above ratings. The inclusion of these open-ended items is to probe further on the respondents' justification of their own job performance rating.

3.4 Data collection procedure

The researcher first asked the permission from the Director of the Centre of Foundation Studies to administer the instruments. Upon receiving the permission, the researcher distributed 140 sets of the questionnaires to the respondents by hand. Later, the researchers

briefed the respondents about the instructions and items in the questionnaire as well as assured them about the confidentiality of the data gathered. They were also asked to answer the questionnaire within a period of two weeks. The rationale behind the two weeks deadline was due to the consideration that the respondents were busy juggling their teaching, research and other academic or service related tasks from time to time. Plus, sometimes they were not in the centre as certain lecturers were assigned with teaching duties in other faculties and campuses. Hence, to ensure that all respondents have plenty of time to answer the questionnaire, two weeks deadline was deemed reasonable. The response rate was 61.4% as only 86 completed questionnaires out of 140 distributed questionnaires were successfully received by the researcher at the end of the two weeks deadline.

3.5 Data Analysis Procedure

The completed questionnaires were analysed using Statistical Package for the Social Sciences software (SPSS version 22). Thus, in order to assist the interpretation of quantitative data, the findings on the interval six-point Likert scale of the job performance was collapsed into high and low job performance. Figure 1 displays the summary of the categories.
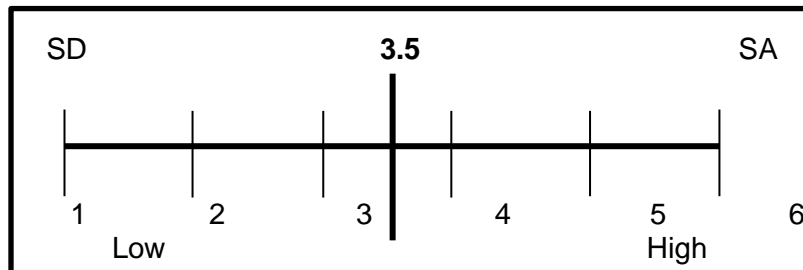
*1= Strongly disagree, 2= Disagree, 3= Slightly disagree, 4= Slightly agree,
5 = Agree, 6 = Strongly agree

Figure 3.1: The six-point Likert scale of the job performance

The data which were rated as "1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree" with the mean score of 1.00 to 3.49 were regarded as low job performance, while data which were rated as "4 = Somewhat Agree, 5 = Agree and 6 = Strongly Agree" with the mean score of 3.50 to 6.00 were categorised as high job performance.

Next, independent sample t-test and One-way Anova test were also employed. Independent sample t-test is a method used in determining if there is a significant difference in the means between two independent groups or related groups (Singh, Puzziawati & Teoh, 2009). Meanwhile, One-way Anova test is a method used in determining if there is a significant difference in the comparisons of means among three or more independent groups in the sample (Singh, Puzziawati & Teoh, 2009). In the context of this study, these tests were conducted to find out whether there were significant differences between job performance of the respondents with their demographic profile that consists of gender, academic qualifications, department and length of service.

4. Findings and discussion

4.1 Quantitative findings of job performance

RQ 1: What is the mean score of job performance amongst the lecturers?

Table 4.1: Overall mean score of job performance

Variable	N	Mean	SD	Level
Job performance	86	5.42	.259	High

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 =Agree, 6= Strongly agree

Table 4.1 illustrates the overall mean score of job performance amongst the lecturers. In general, the findings (M=5.42, SD=.259) revealed that the respondents agreed that they had high job performance level. These findings are further supported by similar findings amongst local public secondary school teachers (Noraini, Norashikin & Lily Suriani, 2015), employees of tertiary and vocational education sector in Sri Lanka (Hettiararchichi & Jayaratna, 2014), as well as university academic and administrative personnel in international setting (Moosa, Sadradin & Adel, 2014; Tolentino, 2013).

Table 4.2: Mean score of job performance according to its dimensions

Dimensions	N	Mean	SD	Level
Dimension 1: Task Performance	86	5.51	.411	High
Dimension 2: Contextual Performance	86	5.32	.215	High
Overall Total Mean Score	86	5.42	.259	High

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 =Agree, 6= Strongly agree

As seen in Table 4.2, the respondents generally agreed that they had high job performance in both dimensions: task performance and contextual performance. The mean scores ranged from 5.32 to 5.51. Most respondents also rated themselves as having higher job performance in task performance dimension (M=5.51, SD=.411) compared to contextual performance dimension (M=5.32, SD=.215). This is probably because they are aware that their tasks performance are officially monitored by higher-ups from time to time and are especially crucial for their promotion (Molefe, 2010).

Furthermore, Rajkaran & Mammen (2014) mentioned tasks performance is also taken into consideration during the setting of the employees' next individual Key Performance Indicator (KPI). In view of this, the lecturers might feel obligated to perform them well. As for contextual performance, it indicates the demonstration of employees' good behaviours that helps smooth the operation of the organisations (Biggio & Cortese, 2013). In other words, these behaviours are part of the climate of the organisation. Despite the employees are not monitored by the superiors for their execution of these behaviours, they were expected to display these behaviours from time to time (Biggio & Cortese, 2013).

Table 4.3: Mean score of Job Performance for Dimension 1: Task performance

Section B: Items In regards to my job performance,	N	Mean	SD
B5 I handle my workload based on deadline order	86	5.63	.532
B3 I fulfil tasks that are expected of me	86	5.60	.492
B2 I fulfil responsibilities as specified in the job specification	86	5.58	.496
B4 I demonstrate competency in all aspects related to my job	86	5.51	.609
B7 I carry out all ad hoc tasks that are handed over to me	86	5.43	.660
B6 I achieve all the KPI (s) specified by faculty/university	86	5.42	.563
B1 I complete assigned duties on time	86	5.41	.607
Total Mean Score	86	5.51	.411

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 =Agree, 6= Strongly agree

Table 4.3 presents the mean scores of job performance for individual items under task performance dimension. Generally, among the seven items, the mean scores were high and ranged from 5.41 to 5.63. Item B5 (M=5.63, SD=.532) was rated the highest mean score, indicating that respondents agreed that they handle the workload based on deadline order. Graham (2015) stated that lecturers are often burdened with a wide range of workloads besides also accountable for multiple stakeholders such as students, parents, top management, board of trustees and society. Consequently, they might feel conflicted on which task to be prioritised first. Hence, the best solution for lecturers is to accomplish them based on the deadline dates.

This was followed by items B3 (M=5.60, SD=.492) and B2 (M=5.58, SD=.496) as the second and third highest respectively, indicating that respondents agreed that they fulfilled tasks that are expected of them and they fulfil responsibilities as stated in job specifications. Meanwhile, the lowest mean score was found to be item B1 (M=5.41, SD=.607) indicating that respondents agreed that they complete assigned duties on time. As certain lecturers in this study have teaching workload in other campuses and are sent to attend certain courses from time to time, the assigned duties such as restocking food and beverages in the pantry and collecting money from the colleagues to organise Family Day might be delayed.

Table 4.4: Mean scores of Job Performance for Dimension 2: Contextual performance

Section B: Items In regards to my job performance,	N	Mean	SD
B8 come to work on time	86	5.76	.432
B16 adhere formal/written rules in the organisation	86	5.70	.462
B15 take note others' feedback on my work	86	5.67	.471
B10 contribute ideas during work meetings	86	5.57	.498
B9 give advance notice when I am unable to come to work	86	5.56	.565
B18 adjust myself to various changes at work from time to time	86	5.34	.606
B19 cope with difficulties at work rationally	86	5.20	.505
B12 pass along important work-related information to my colleagues	86	5.15	.563
B17 adhere informal/unwritten rules in the organisation	86	5.00	.632
B13 listen to my colleagues' work-related problems	86	4.98	.405
B11 help new employees adapt with the organisation	86	4.97	.603
B14 assist my colleagues who have heavy workload voluntarily	86	4.91	.662

Total Mean Score	86	5.32	.215

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 =Agree, 6= Strongly agree

Table 4.4 shows the mean scores of contextual performance dimension. Generally, among the twelve items, the mean scores ranged from 4.91 to 5.76. Item B8 (M=5.76, SD=.432) got the highest mean score, implying that respondents come to work on time. Their attendance was recorded by punch card which stated their arrival time. Hence, it is unavoidable that their late arrival to work will be noticed by the administrative staff and top management (Alahmad, 2010). This was followed by items B16 (M=5.70, SD=.462) and B15 (M=5.67, SD=.471) as the second and third highest respectively, implying that respondents adhere to formal/written rules in the organisation and take note of others' feedbacks on their work. Meanwhile, item B14 (M=4.91, SD=.662) was the lowest mean score implying that not many respondents assisted their colleagues who have heavy workload voluntarily. This is probably because all lecturers have their own heavy workload. Hence, with too much workload in their plate, they could not spare time helping their colleagues accomplishing their tasks (Graham, 2015).

Qualitative findings of Job Performance

Qualitative data gathered from open-ended items further validate the quantitative data findings as most of the respondents agreed that they have high job performance. This can be observed from the evidence stated by the respondents through open-ended items of the questionnaire: i) Given the scale of 1 to 6, how do you rate your overall job performance? and ii) Please provide reasons for above ratings.

Most respondents who rated '5' and '6' for their overall job performance claimed that they already put their best efforts in accomplishing their workload. This can be observed when respondent number 11 stated that,
   "I comply with most of my duties wholeheartedly".

Meanwhile, respondents number 46, 23 and 70 added,
   "I completed all tasks given to me on time/ by deadline".

Respondent number 47 also shared similar notion,
   "I will take responsibility in any tasks that are given to me".

Furthermore, respondent number 74 mentioned that,
   "I always give my best efforts when it comes to work because I care for my students".

Next, respondent number 77 mentioned that,
   "Although, I am not an organised person but I know how to delegate my workload. Therefore, despite procrastinating while doing my work, I'll make sure that I get all tasks done before the deadline".

Respondent number 52 also added,
   "When I am able to accomplish my job and complete all the task given/assigned to me, I feel that my job performance is at a high level. "

Other than that, it was found that most of the respondents are aware and willing to improve their job performance from time to time. Respondent number 82 stated,
   "I am always prepared to improve when it comes to work".

Respondent number 5 shared similar notion,
"I always give my best in what I do, but as a new lecturer I need to learn a lot".

Respondent number 80 also added,
"My yearly assessment by my superiors has always been in the upper percentile e. g 85-95%. I feel that I can improve my job performance and show better performance in the future".

Finally, respondent number 52 remarked,
"I am confident and satisfied with my current performance but I believe there is still room for improvement".

All in all, the above qualitative findings indicated that most respondents agreed that they have high job performance. This is in line with the quantitative findings of this variable that were gathered from the close-ended items.

4.2 Significant difference between job performance and demographic variables

RQ 2: Are there any significant differences in mean scores (frequency) of job performance pertaining to demographic variables namely: i. gender, ii. academic qualifications, iii. department, and iv. length of service?

Inferential statistics was formulated in order to present research question 2. Independent sample t-test and One-way ANOVA test were employed in order to interpret the significance of the difference among means.

4.2.1 Job performance and gender

Table 4.5: Independent sample t-test result on job performance and gender

	Gender	N	Mean	SD	t	df	Sig.
Job performance	Male	30	5.44	.444	-1.138	84	.258
	Female	56	5.54	.391			

Table 4.5 shows that the mean score of job performance obtained by female lecturers (M=5.54, SD=.391) was higher than the male lecturers' (M=5.44, SD=.444). To determine whether the mean scores are significantly different, an independent sample t-test was conducted. The result revealed that there was no significant difference in the mean scores of job performance between female and male lecturers [t (84) =-1.138, p=.258]. This means that despite female lecturers have higher mean score in job performance compared to male lecturers, these scores were not significantly different. Thus, the null hypothesis failed to be rejected. The findings contrasted with Muhammad Amjad and Muhammad Imran's (2014) findings that found significant difference in terms of job performance between male and female university lecturers.

4.2.2 Job performance and academic qualifications

Table 4.6: Independent sample t-test result for job performance and academic qualifications

	Qualifications	N	Mean	SD	t	df	Sig.
Job performance	PhD	19	5.66	.341	1.952	84	.059
	Master	67	5.47	.422			

Table 4.6 shows that mean score of job performance obtained by lecturers who possessed Ph.D (M=5.66, SD=.341) was higher than lecturers who possessed Master degree (M=5.47, SD=.422). To determine whether the mean scores are significantly different, an independent sample t-test was conducted. The result revealed that there was no significant difference in the mean scores of job performance between lecturers who possessed Ph.D and lecturers who possessed Master degree [t (84)=1.952, p=.059]. This means that despite lecturers who possessed Ph.D have higher mean score in job performance compared to lecturers who possessed Master degree, these scores were not significantly different. Thus, the null hypothesis was failed to be rejected. The findings contrasted with Muhammad Amjad and Muhammad Imran's (2014) findings that found significant difference of job performance with academic qualifications of university lecturers.

4.2.3 Job performance and departments

Table 4.7: Independent sample t-test results for job performance and departments

	Department	N	Mean	SD	t	df	Sig.
Job performance	Science	34	5.37	.398	-2.597	84	.011
	Non-science	53	5.60	.397			

Table 4.7 shows that mean score of job performance obtained by non-science lecturers (M=5.60, SD=.397) was higher than science lecturers (M=5.37, SD=.398). To determine whether the mean scores are significantly different, an independent sample t-test was conducted. The results revealed that there was a significant difference in the mean scores of job performance between science and non-science lecturers [t(84)=-2.597, p=.011]. This means that these scores were significantly different. Hence, the null hypothesis was rejected. The findings corroborate with the findings by Singh & Jain's (2015) that found significant difference in job performance between lecturers of management and engineering department.

4.2.4 Job performance and length of service

Table 4.8: Mean scores of job performance according to length of service

Length of service (years)	N	Mean	SD	Std. Error
1-5	50	5.52	.433	.061
6-10	22	5.45	.442	.094
11-15	3	5.57	.000	.000
16-20	5	5.65	.192	.086
21-25	3	5.43	.495	.286
26-30	3	5.52	.330	.190
Total	86	5.51	4.11	.044

Table 4.8 shows that the mean score of job performance obtained by lecturers who have worked for 16 to 20 years old (M=5.65, SD=.192) was the highest amongst the mean scores of job performance obtained from the lecturers of various lengths of service; whereas, the mean score of job performance obtained by lecturers who have worked for 21 to 25 years old (M=5.43, SD=.495) was the lowest.

Table 4.9: ANOVA results for job performance and length of service

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.216	5	.043	.244	.942
Within Groups	14.130	80	.177		
Total	14.346				

To determine whether the mean scores are significantly different, a One-way ANOVA test was conducted. Table 4.9 revealed that there was no significant difference in the mean scores of job performance amongst various length of service [F $(5,80)$=.244, p=.942]. Hence, the null hypothesis failed to be rejected. This result contrasted with Muhammad Amjad and Muhammad Imran's (2014) findings that found significant difference in job performance with length of service of university lecturers.

5. Conclusion

The findings of the study revealed that lecturers in the Centre of Foundation Studies had high overall job performance level as well as high job performance level in all three main dimensions that consist of task performance and contextual performance. The respondents also scored higher job performance in task performance dimension compared to contextual performance dimension. In addition, it was found that there was significant difference between job performance and departments among the sample.

Nevertheless, the sample of this study is confined to lecturers of a centre of foundation studies only. Thus, the findings cannot be generalised to a wider population. It is recommended for future researchers to conduct studies using similar variable which is job performance with larger population and with various organisations. Instead of stand-alone job performance study, they might also include other variables such as job satisfaction and job autonomy together with job performance variable to perform correlational studies.

Finally, there are several implications that could arise from the findings of the study. Firstly, the findings of the study contributed to the existing corpus of knowledge in the area of job performance in local context. Secondly, the findings also provide some empirical data that could support the Ministry of Higher Education and administrators of higher education institutions to delve into strategic planning regarding initiatives in enhancing high job performance level among lecturers.

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