

Factors Influencing Job Performance: A Case Study Amongst Teaching Staff In Kota Kinabalu Polytechnic

Razinah Sikul, Amran Harun, Tini Maizura Mohtar, Datu Razali Datu Eranza

Faculty of Business, Economics and Accountancy, Universiti Malaysia Sabah, Malaysia

Abstract

The aim of this study is to identify the determinants of job performance among teaching staff in Kota Kinabalu Polytechnic. This study examined the relation of job satisfaction, demography factors (age and education), training and development, and compensation, with job performance. A total of 149 respondents were selected based on probability sampling. The potential respondents must have undergone at least 7 days of either internal or external training programme. Multiple regressions analysis was applied to verify the relationships of the study variables. The findings indicated that job satisfaction, age, training and development were important factors that affect job performance. Therefore, the study provides more understanding on the effect of job satisfaction on employee job performance, and proven the importance of training and development which can lead to a better job performance among employees.

Keywords: *job performance, job satisfaction, training development, polytechnic*

1 Introduction

The National Union of the Teaching Profession (NUTP) has reported pleas for cooperation with Ministry of Higher Education (MOHE) to solve the arising issues involving 8,499 teaching staff of polytechnics and community colleges when the new academic system was launched for both institutions (Utusan, 2010). For example, the newly on-leave system from semester to yearly basis is one of the difficulties where the majority of the polytechnic teaching staff disagrees. This dilemma is seen as the factor which could affect job performance among the teaching staff in polytechnic. This issue is seen as merit to be examined as suggested that performance of teacher is complex and remains difficult to predict and evaluate (Abd Shukor, Noran & Rosna, 2002).

Similarly, in the higher learning institutions in Malaysia, polytechnic's teaching staff is bound with multifaceted and complicated works in an increasingly demanding environment. It is important to understand that universities are the only organizations that focused on dual-core functions of knowledge creation and knowledge transmission through the processes of research and teaching (Romainville, 1996). Romainville added

that the work life of university academic staff is predominantly shaped by commitment and performance in these functions. The common problem among the teaching staff in polytechnics is their dissatisfaction on the new service scheme, which involves new procedures in pay, promotion and on-leave benefits. Therefore, it is deemed necessary and timely to investigate and identify the governing factors contributing to the employee performance among teaching staff in polytechnics after the new transformation phase in 2008. The difficulties arise out of the absence of identified factor that influencing job performance in Kota Kinabalu Polytechnic (KKP), Sabah. Hence the research objectives of the study were to ascertain the relationships among job satisfaction, demographic profile, training and development, and compensation with job performance.

2 LITERATURE REVIEW

Job Performance

Job performance has been researched for decade and considered the most important element in organizational efficiency. Two forms of employee behaviour that are essential for organizational effectiveness are task performance and contextual performance (Borman & Motowidlo, 1993). The earlier refers to behaviour that exactly involved in generating goods and services or actions that provide indirect support for the organization's fundamental technical processes. Contextual performance is more likely not point in the right direction of main task function. Campbell, McCloy, Oppler and Sager (1993) stated, "Performance is what the organization hires one to do, and do well", and only actions which can be scaled and measured are considered to constitute performance. Ivancevich, Konopaske and Matteson (2008) further explained that apart from motivation, ability, instinct, and aspiration level; personal factors like age, education and family background also play vital role. These theories relates back to past definition brought by Blumberg and Pringle (1982) that illustrated the determinants of job performance as a function of the capacity to perform, the opportunity to perform and the willingness to perform. Performance has been associated as a part of control activities in an organization.

In terms of organizational definition, Goodman, Fandt, Michlitsch and Lewis (2007) defined organizational control as the systematic process which managers regulate organizational activities to be consistent with the expectations and to achieved all predetermined standards of performance of the organizations. This includes the working hours whereby Harman (2002) reported that respondents claimed that they were on average working hours considerably in excess of full time in the universities. In addition, Henkel (2000) emphasized that despite the changing conditions, academics in the UK have to date largely responded adaptively and succeeded in retaining

valued components of their academic identity in both teaching and research. Despite of increasing workloads, the staff remain committed to their chosen vacation and the success of the university they work at.

In relation to job performance, Brannick, Burca, Fynes, Roche and Ennis (2002) has listed sixteen (16) measurement items on service performance, such as staff rewards for improved service delivery, employee retention, flexibility in dealing with customer requests, customer complaints resolution level, customer support and service level, service reliability, service availability (hours), employee knowledge of customer needs, service quality standards, unit cost of service provision, customer retention rates, employee courtesy/politeness, level of customer trust in our service, level of customer attention, employee expertise and speed of new service introductions. Their study investigated the link between listening and training practices, and service performance that concluded extensive training activities would enhance the relationship between listening practices and service performance. Campbell et al. (1993) agreed that when conceptualizing performance, one has to differentiate between action aspect and an outcome aspect of performance. All the other performance factors such as knowledge of work, initiative, cooperation, problem solving, planning and organizing, communication, attention to safety, and attendance or punctuality, can be self-rated as well as rated by superior officers.

Shaffril and Uli (2010) emphasized four aspects in measuring respondent's job performance. The four aspects are work quantity, work quality, punctuality and work systems. The respondents were asked to indicate their level of work performance based on 10-likert scales. Meanwhile, Sarmiento and Beale (2007) adapted a version of questionnaire by Benedict (1977) in assessing the job performance through the evaluation by immediate supervisor on 8-point scale. The eight items included are 'quality of work', 'quantity of work', 'dependability', 'knowledge of work', 'judgment and common sense', 'ability to learn', 'initiative' and 'industry and application'. Hence, in this study, job performance is conceptualized as both 'quality' and 'quantity' of job performance because they are measurable, and can be self-rated by respondents. The definition is also in line with the focus on individual job performance as proposed by Waldman and Spangler (1989).

Job Satisfaction

The relationship study between job satisfaction and job performance has been constantly reviewed since the development of the Hawthorne studies. Opkara (2002) refers job satisfaction as an individual's positive emotional reactions to a particular task. It is an affective reaction to a job that results from the person's comparison of actual outcomes with those that are desired, anticipated, or deserved. These aspects had linked

job satisfaction to organizational commitment, turnover intentions, and absenteeism. These variables are costly to an organization, as they could lead to low morale, poor performance, and lower productivity, with higher costs of hiring, retention, and training. Houston, Meyer and Paewai (2006) on the other hand suggested list of factors on job satisfaction as method of working, recognition, responsibility, salary, advancement, job variety and job entirely for the staff. While, Sarmiento and Beale (2007) referred job satisfaction based on salary, work conditions, supervisor's recognition, co-workers among others in their study on performance among shop-floor employees.

Mc Shane and Von Glinow (2005) established that there is a moderate relationship between job satisfaction and job performance. Md-Sidin, Sambasivan and Muniandy (2010) studied the link between the business school lecturers' psychological ownership and job performance. They reported that academicians who have better control over their work tend to possess higher degrees of psychological ownership. This in turn, is able to directly impact their performance, with the deans and the heads of the departments able to provide their faculty members with enough autonomy and participate in decision making. Bellamy, Morley and Watty (2003) reported that academicians were attracted to university careers because of academic valuing of intrinsic motivators such as flexibility and autonomy, rather than salary. They are more likely to be appreciated by students and received recognition from colleagues within the discipline. Bellamy et al. (2003) also suggested that managing the workloads of academic staff whilst respecting the academic culture is an exercise in balancing the complex and variable. Their respondents reported that they were on average working considerably in excess of full-time. This is supported by Santhapparaj and Alam (2005) that pay, promotion, working condition and support of research have positive and significant effects on job satisfaction.

In this study, job satisfaction is conceptualized as a uni-dimension variable which includes the general aspects of satisfaction among teaching staff in Kota Kinabalu Polytechnic. Job satisfaction variable is assessed in terms of overall evaluation on ideal job, workplace condition, job satisfaction, accomplishment, job preferences, abilities, recognition, co-workers, salary and flexibility. Since work is an important aspect of people's lives and most people spend a large part of their working lives at work, understanding the factors involved in job satisfaction is crucial to improving employees' performance and productivity. The current conceptualization is in line with the study by Sarmiento and Beale (2007) specifically on a manufacturing company. However, this research will analyze the job satisfaction among service employees which differs in sector and industry.

Demography Profile (Age and Educational Level)

In this study, the demographic factors will only assess the age and educational level of the respondents. Shaffrill and Uli (2010) reported that age, working experience and gross monthly salary have a significant and positive relationship with work performance. Santhapparaj and Alam (2005) identified age, gender, education status, working hours and earnings figure as key factors to determine job satisfaction of university teacher on their primary tasks. Brewer and Nauenberg (2003) listed significant demographic factors such as age, work experience, weeks worked, gender, children, union representation, marital status and spousal work status in their study on attitudinal factors that may affect the work participation behaviour of the respondents. The study of Bozionelos (2004) investigated the relationship between an array of important demographic variables and dispositional traits in a sample of public sector white-collar workers. The findings suggested that older white-collar workers tend to be more emotionally stable, more introverted, more agreeable and more conscientious than their younger counterparts. As suggested by Shaffrill and Uli (2010) and Bozionelos (2004), age could be an indication of the respondent's working experiences. The older an employee, the longer he or she is in service, thus the more experienced and knowledgeable they are than the junior employees. In this study, age is conceptualized as a single independent factor in the demographic profile, to test its significant relationship with job performance.

Sarmiento and Beale (2007) hypothesized that job satisfaction, age and education levels as significant predictors of job performance among shop-floor employees in a manufacturing plant in northern Mexico. The evidence regarding the effect of age and education level on performance is inconclusive and contradictory. Lackritz (2004) proposed demographic factors such as gender, race/ethnicity, age, working experience, rank, and tenure in his study on the relationship of burnout for university faculty to three factors that are important to the general workforce: (1) demographics, (2) working conditions, and (3) accomplishments and productivity. The accomplishments studied are effectiveness in teaching and research, and overall productivity as a faculty member. Khan (2005) hypothesized that there is no statistically significant differences in effects of biographical variables (gender, marital status, qualification, age and experience) on employee's work motivation in commercial banks of Pakistan. Shaffrill and Uli (2010) concluded that education and salary are among the main contributors to high work performance. Thus, educational level is conceptualized as a single independent demographic factor besides age, in order to test the significant relationship towards job performance. Teaching staff of polytechnics with at least a diploma will be attached to teach students of certificate level, while a degree holder is assigned to teach at diploma level courses.

Training and Development

Saks, Belcourt and Wright (1996) defined training skills as a process of designing learning form that is needed by work force to increase job performance, in which their study has proven that the amount of training received by a new employee has a significant relationship with job satisfaction, commitment, achievement and job performance. Bohlander and Snell (2004) suggested that training and development as one of the actions that can improve performance. Employee's performance that is not up to standard could be caused by skill problem which derived from their knowledge, abilities and technical incompetent. Tam, Choong and Rosli (2005) revealed that Malaysian teacher trainees, who were regarded as excellent in their training colleges, might not be excellent teachers in schools, which was believed to be lack of competency in key aspects such as pedagogy and communication skills following their appointment in their respective schools.

On contrary, Azni (2006) viewed that new teachers from another teacher-training institute, the teacher's perceptions toward work climate, senior colleagues and the school head were all positive, with claims made by the respondents that the school working climate encouraged them to enhance their professional career. While a study that has been done by Fleming and Azaroff (1989) indicated that providing performance feedback on the job, after briefly delivering written instructions and demonstrations, led to improvements in the trainees' use of a comprehensive set of teaching skills. Naris and Ukpere (2009) research paper aimed to investigate the effectiveness of the HR Code: SDT (Staff Development and Training), recommended that improved training and development initiatives in order to enhance staff members' work performance and qualification levels. Their study suggests to Polytechnic of Nigeria (PoN) to realize its vision of becoming one of the most powerful institutions to be reckoned with within Namibia and the African continent. Pantic and Wubbels (2009) concluded in their study on teachers competency, that the concept of 'competence' as inclusive of teachers' knowledge base, skill, values and beliefs. Their result finding pointed out that the development of teacher education curricula needs to build elements that will be conducive, increasing their contributions to system improvement and preparing them to deal with ethical issues better.

Compensation

"Does compensation create job satisfaction?" remained one of the most debated question in management history. Goodman, Fandt, Michlitsch and Lewis (2007) defined compensation as a monetary payments and rewards that go to employees, suggesting that to attract, retain and motivate employees, organizations should develop incentives programmes to encourage employees to produce results beyond expected performance

norms. Torrington, Hall and Taylor (2002) found that most studies on satisfaction or dissatisfaction with compensation, as an important consideration in any performance decision. Many employees cited that better compensation or higher reward as a reason for leaving one employer for another.

Mahy, Plasman and Rycx (2005) suggested that skilled workers tend to be motivated on their job performance through appropriate monetary and non-monetary compensation, after going through selective hiring processes and training programmes. Shahzad et al. (2008) examined the relationship between three human resources (HR) practices which are compensation, promotion and performance evaluation and perceived employee performance among university teachers in Pakistan. The results of the study indicate a positive relationship between compensation and promotion practices, and employee perceived performance while performance evaluations practices are not significantly correlated with perceived employee performance. The study was found in line with the study done by Shahzad et al. (2008), which conceptualized compensation as salary, recognition and promotion and performance evaluation.

3 CONCEPTUAL FRAMEWORK AND RESEARCH METHODOLOGY

In implementing the survey, the questionnaires were organized by the following phases; the key steps were the questionnaire design, pilot-testing the material, modifying the questions, deciding on survey locations and sampling. Data were collected via questionnaire and the questionnaires were distributed to the Research and Development (R&D) Unit of Kota Kinabalu Polytechnic. This unit would then distribute the questionnaires amongst academic staff who participated in this study. To qualify them to become respondents, they must have undergone at least 7 days of either internal or external training programmes. Probability sampling technique was adopted as the population is known (Sekaran & Bougie, 2010). The sampling frame consisted of all male and female teaching staff. With the use of systematic simple random sampling, respondents were selected from the official teaching staff directory. Since the total population of Kota Kinabalu Polytechnic is 245 staff, the required sample size for this study is 149 as proposed by Krejcie and Morgan (1970). The measurement items for this study were adopted and adapted from Sarmiento and Beale (2007), Huang (2001), Shahzad et al. (2008), Shaffril and Uli (2010) and Santhapparaj and Alam (2005). The structured questionnaire consisted of five sections: Section A (Job Satisfaction), Section B (Training & Development), Section C (Compensation), Section D (Job Performance) and Section E (Demography Profile).

The independent variables of the study consist of job satisfaction, demography, training and development, and compensation, while job performance is the dependent variable. The following are the research hypotheses of the study:

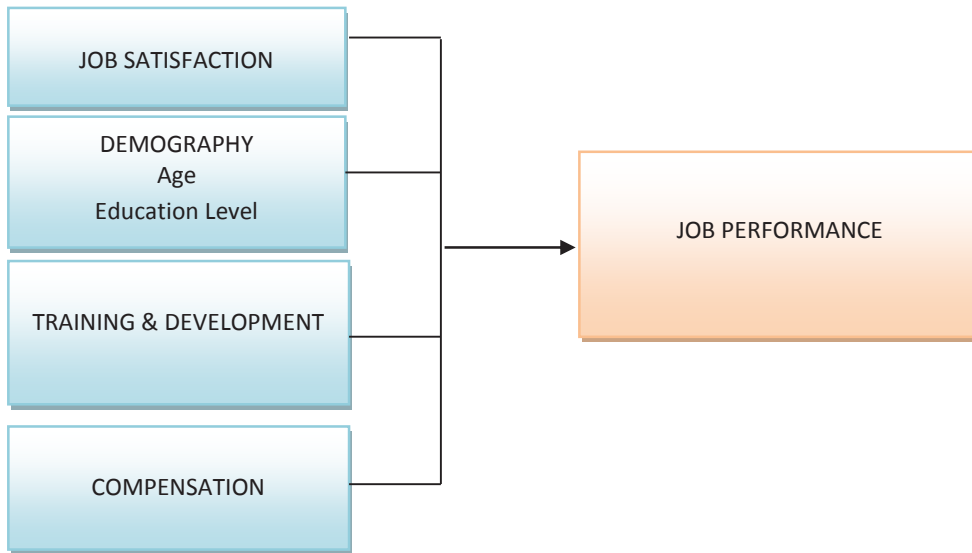


Figure 1 Research framework.

- H1: There is a significant relationship between Job Satisfaction and Job Performance.
- H2a: There is a significant relationship between Age and Job Performance.
- H2b: There is a significant relationship between Education Level and Job Performance.
- H3: There is a significant relationship between Training and Development and Job Performance.
- H4: There is a significant relationship between Compensation and Job Performance.

4 FINDINGS AND DISCUSSION

Profile of Respondents

In this study, a total of 149 questionnaires were completed from the Polytechnic Kota Kinabalu. The data were coded in Excel and then analysed by SPSS. Table 1 presents the single variable demographic information about the respondents. There were 61 (40.7%) male and 88 (58.7%) female respondents. Fifty per cent of them were between 30 – 39 years ($n = 75$) and comprised the largest age group and 46% of them were between 20 and 29 years ($n = 69$), making up the second largest age range, while ninety three respondents (62%) were Bachelor degree holders, and 30.7% ($n = 46$) 7.3% were Masters and diploma holders respectively.

Table 1 Respondents demographics

Demographic	
Gender	
Male	Female
61 (40.7%)	88 (58.7%)
Age Group	
20 – 29 years old	69 (46%)
30 – 39 years old	75 (50%)
40 – 49 years old	6 (4%)
Education Level	
Diploma	11 (7.3%)
Bachelor Degree	93 (62%)
Masters	46 (30.7%)

Reliability of Measures

Overall alpha value of .712 indicated good reliability of measures for job satisfaction, training and development, compensation and job performance. The Cronbach's coefficients alpha ranged from .604 to .704, indicated good inter-item consistency for each factor. Variables job satisfaction, training and development and job performance indicated an acceptable reliability with .604 to .672 alpha value, and only compensation with alpha value of .704 indicate a good reliability because its value is greater than 0.7.

Table 2 Summary of reliability test

No.	Variables	No. of Items	Cronbach's Alpha
1	Job Satisfaction	9	.618
2	Training & Development	5	.604
3	Compensation	9	.704
4	Job Performance	10	.672

Multiple Regression Analysis

There are four main hypotheses (H1, H2a, H2b, H3 and H4) to be tested particularly concerning the significant relationship between the independent variables with job performance. Table 3 shows the Beta value (β), R square (R^2), adjusted R Square (Adj R^2), the F value and the significant F change value. Overall, the R square (R^2) indicates that 29.1% variance in job performance is explained by the independent variables such as age, education, job satisfaction, training and development, and compensation as indicated by the F value of 11.835.

Table 3 Multiple Regressions on Job Performance

Dependent Variable	Independent Variable	Beta (β)
Job Performance		
	Age	.167*
	Education	.072
	Job Satisfaction	.348**
	Training & Development	.188*
	Compensation	.092
	R ² :	.291
	Adjust R ² :	.267
	F Value:	11.835
	Sig. F Change:	.000

** : Significant at the 0.01 level.

* : Significant at the 0.05 level.

H1: There is significant relationship between Job Satisfaction and Job Performance

Based on Table 3, the relationship is found to be significant when the $p = 0.000$, $\beta = .348^{**}$ at .000 significant level. The beta value, $\beta = .348$ indicates that when teaching staff received one standard unit of job satisfaction, job performance will increase by .348 standard units. It is clear that there is a positive relationship between job satisfaction and job performance. This means that the more satisfied the teaching staff, the more they perform well in their job. Hence, this hypothesis supported that there is a significant relationship between job satisfaction and job performance among teaching staff of Kota Kinabalu Polytechnic.

H2 (a): There is significant relationship between Age and Job Performance

The relationship is found to be significant because $p < .05$ when the p-value of age is 0.019, $\beta = .167$. The positive beta also indicates that there is a positive relationship between age and job performance. The older the teaching staff are, the better they will perform in their job. Hence, hypothesis H2a is acceptable that there is a significant relationship between age of teaching staff and their job performance. The beta value, $\beta = .167$ indicates that when teaching staff increased one standard unit of age (year), job performance will increase by .167 standard units.

H2b: There is significant relationship between Education Level and Job Performance

The relationship is found to be insignificant because $p > .05$ when the p-value of education level is $p = 0.319$. Hence, the hypothesis H2b is not supported and there is no significant relationship between education level among teaching staff and their job performance.

H3: There is significant relationship between Training and Development, and Job Performance

Based on Table 3, the relationship is found to be significant when the $p < .05$, ($p = .028$, $\beta = .188$). Hence, hypothesis 3 is accepted, that there is a significant relationship between training and development of teaching staff and their job performance. The beta value, $\beta = .188$ indicates that when teaching staff increased one standard unit of training and development (programme), job performance will increase by .188 standard unit.

H4: There is significant relationship between Compensation and Job Performance

The relationship is found to be insignificant because $p > .05$ ($p = 0.251$, $\beta = .092$). Hence, hypothesis 4 is not supported, indicating that there is a no significant relationship between compensation received by teaching staff and their job performance.

Table 4 Summary of findings for Multiple Regression Analyses

No.	Hypothesis	Result (p-value)	Findings
H1	There is a significant relationship between Job Satisfaction and Job Performance.	.000	Accepted
H2a	There is a significant relationship between Age and Job Performance.	.019	Accepted
H2b	There is a significant relationship between Education Level and Job Performance.	.319	Rejected
H3	There is a significant relationship between Training and Development, and Job Performance.	.028	Accepted
H4	There is a significant relationship between Compensation and Job Performance.	.251	Rejected

The Relationship between Job Satisfaction and Job Performance

Based on the result in Hypothesis 1, which is to test the significant relationship of job satisfaction and job performance, the result showed a significant relationship with $p = .000$, hence Hypothesis 1 is accepted. The result is in line with the study by Sarmiento and Beale (2007) indicating job satisfaction is positively related to job performance. Hence, it is also consistent with studies of Diefendorff, Rihard and Gosserand, (2006), Samad (2005), and Chen and Silverthorne (2005). However these studies were conducted in a different settings and environments. For example, Sarmiento and Beale (2007) determining job satisfaction and its relationship with job performance amongst shop floor employees of manufacturing companies. Even though the current study was done in the education sector, it was also found that

job satisfaction plays important role in motivating employees to a certain positive behaviour. Any organization aim for positive and productive outcome from their employees should improve and upgrade working environment and this will lead to a high satisfaction among employees. Satisfaction is largely influenced by the services and benefits offered by organization. Satisfied employees are productive and this in turn making them loyal to the company that they work with and more importantly, they would produce high quality and excellent performances. Therefore it is critical for Polytechnic management to ensure teaching staff are satisfied with their current task and duties that match their long-term career goals. The finding also suggested that satisfied teaching staff will likely to perform well in their job.

The Relationship between Demography (Age and educational Level) and Job Performance

The result for Hypothesis H2a which is to verify the significant relationship between age and job performance indicated a significant relationship with $p = .019$ ($p < 0.05$). Therefore, H2a is accepted. The current finding is similar to study by Shaffril and Uli (2009) that discovered a positive relationship between demography and job performance. Another study, which has similar result that age does affect work performance was a study revealed by Smedley and Whitten (2006). Their study also suggested that age could be a significant potential factor for job performance. Result of hypothesis H2b on education however showed an insignificant relationship with $p = .319$ ($p > 0.05$), hence, H2a is not supported. This is agreed by the study of Sarmiento and Beale (2007) when they found employee's level of education does not related to job performance. This is also similar to findings by Linz (2002) whereby work performance is found not to be influenced by educational level factor. The current findings suggested that age can be a good determinant of job performance; however education is not a significant factor to predict job performance especially amongst KKP teaching staff. This statement can be perceived as valid since the senior staff have worked longer in the service, were exposed to more training and development programmes, management courses, and more experience in the field of teaching and office work. Therefore, education alone cannot be a determinant of job performance because teaching staff come from different educational background levels. The lowest attained educational level of KKP teaching staff are diploma holders, where most of them were located at the engineering departments (Mechanical, Electrical and Civil Engineering Departments), and they were qualified to teach at the certificate level. Surprisingly, their work performances were excellent as 91.7 per cent of them scored more than 80 points and above for their annual work assessment, and only a small number of them (3.3 per cent) have scores below 80. This indicates that teaching staff may produce better work performance regardless of their educational level.

The Relationship between Training and Development and Job Performance

The findings indicated that H3 is supported when $p = .028$ ($p < 0.05$, $\beta = .188^*$), therefore there is a significant relationship between training and development, and job performance. The findings of this current study echo the study by Huang (2001) who found training and development effectiveness have some influences on job performance. This is also supported by the study of Naris and Upkere (2009) who found the effectiveness of staff development and training enhanced staff member's work performance. The finding of present study suggests that training and development are important determinant for job performance especially among teaching staff of KKP. Therefore, the training and development programme developed and designed solely for KKP teaching staff are deemed vital especially in upgrading teaching staff's knowledge and skills, which will result in improved and greater task performance of employees in the long run.

The Relationship between Compensation and Job Performance

It was found that compensation and job performance have no relationship at all when $p = .251$ ($p > .05$, $\beta = .092$). Hence, it does not support hypothesis H4. The finding on teaching staffs in KKP on compensation is however contradicted with many studies. For example, Shahzad et al. (2008) found that study that HR practices (compensation, promotion and performance evaluation) have a significant impact on job performance. Azman et al. (2009) found compensation in the form of financial only acts as a moderator towards job performance. Lawler (1971) implied that pay is not the only factor that will increase work performance. He also claimed that many organizations do not do a very good job of tying pay to performance. Although many studies have proven the positive relationship between compensation and performance as the motivation or extrinsic factor, somehow this fact is not true in this research. Compensation which comprised of salary, recognition and promotion, is still partly new to the KKP teaching staff. The new service scheme (DH) which is more competitive based than the former scheme (DG) which was seniority and time based. KKP teaching staff are not fully aware with this newly scheme. It would probably be a completely different situation and outcomes if the research is to set after a few years from now, when they have benefited in terms of compensation benefits from the new DH scheme. Based on the previous service scheme (DG Scheme), the time-based requirement for teaching staff to get promoted was at least ten years of service. Referring to the descriptive analysis, only 4 per cent of the Polytechnic teaching staff have 11 to 15 years of service and this category is the only category that has potential for job promotion. The majority in the Polytechnic (65.3 per cent) are less than 5 years in service, whilst 30.7 per cent are respondents that are in service less than 10 years. This statistic indicated that a majority of KKP teaching staff (96 per cent) have yet to get promoted or even been

considered to get promotion since they are not qualified based on the previous DG scheme requirements. This result might indicate why most respondents are not certain whether the current compensation system could affect their performance directly because they have never been considered for a promotion. The statistics also explain why most respondents are not really satisfied with the compensation system which consists of salary, recognition and promotion.

5 Conclusion

The findings of this study raise several important management implications for the administrator of Polytechnic in Kota Kinabalu which is to place into consideration the main determinants of job performance amongst KKP teaching staff. The results pointed out that job satisfaction, age, training and development should be considered as the main determinants of job performance, however in terms of compensation, the KKP teaching staff have different point of view when they disagreed its importance in relation to their job performance. Or they might have the perception that the current or new compensation is not that much attractive. In order to improve and increase job performance levels, employees must receive good benefits and compensations. Human needs drive behaviour, appreciation and respect, which those needs that must be fulfilled. Therefore, the need for better compensation must be studied and understood.

References

- Abd Shukor Shaari, Noran Fauziah Yaakub & Rosna Awang Hashim. (2002). *Job motivation and performance of secondary school teachers*. Malaysian Management Journal 6 (1 & 2): 17 – 24.
- Azman, I., Girardi, A., Mohd Nor, M.S., Muhammad Madi, A., Dousin, O., Zainal Ariffin, A., Abdul Halim, M. & Zalina, I. (2009). *Empirically testing the relationship between income distribution, perceived value money and pay satisfaction*. Journal of Intangible Capital, Volume 5. No. 3. 235 – 258.
- Azni, B. J. (2006). *Perception of novice teachers from Tun Hussein Onn Teacher Training Institute on work climate in schools*. Jurnal Pendidikan. 11: 1 – 13.
- Ballet, K., & Kelchtermans, G. (2007). *Struggling with workload: Primary teachers experience of intensification*. Teaching and Teacher Education. Vol. 25 (8): 1150 – 1157.
- Belfield, C. R., & Heywood, J. S. (2008). *Performance pay for teachers: Determinants and Consequences*. Economics of Education Review 27. 243 – 252.
- Bellamy, S. Morley, C., & Watty, K. (2003). *Why business academics remain in Australian Universities despite deteriorating working conditions and reduced job satisfaction: An intellectual puzzle*. Journal of Higher Education Policy and Management. 25. 13 – 28.
- Benedict, M.E. (1977). *Generalizability of USA motivational variables to Mexican twin plan*. Master's in Arts thesis. University of Texas, El Paso, TX.
- Blumberg, M., & Pringle, C. D. (1982). *The missing opportunity in organizational research: Some implications for a theory of work performance*. Academy of Management Review, 7. 560 – 569.

- Bohlander, G. & Snell, S. (2004). *Managing Human Resources*. (13th Ed.). 369 – 371. Thomson.USA.
- Borman, W. C., & Motowidlo, S. M. (1993). Expanding the criterion domain to include elements of contextual performance. Chapter in N. Schmitt and W. C. Borman (Eds.), *Personnel selection in organizations* (71 – 98). San Francisco: Jossey-Bass
- Bozionelos, N. (2004). *Disposition and demographic variables*. *Personality and individual differences*. 36. 1049 – 1058.
- Brandle, J. & Guttel, W. H. (2007). *Organizational antecedents of pay-for-performance systems in nonprofit organizations*. International Society for Third-Sector Research and the Johns Hopkins University.
- Brannick, T., Burca, S. D., Fynes, B., Roche, E., & Ennis, S. (2002). *Service Management practices-performance model: a focus on training and listening practices*. *Journal of European Industrial Training*. 394 – 403.
- Brewer C. S. & Nauenberg, E. (2003). *Future intentions of registered nurses employed in the western New York labor market: Relationships among demographic, economic and attitudinal factors*. *Applied Nursing Research*, Vol. 16, No. 3. 144 – 155.
- Campbell, J. P. (1990). *Modeling the performance prediction problem in industrial and organizational psychology*. In M. D. Dunnette & L. M. Hough (Eds.). *Handbook of industrial and organizational psychology* (687 – 731), Palo Alto, CA: Consulting Psychologists Press.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). *A theory of performance*: In N. Schmitt & W. C. Borman (Eds.), *Personnel Selection in Organizations* (35 – 70). San Francisco: Jossey-Bass.
- Campbell, J. P. & Pritchard, D. (1976). *Motivation theory in industrial and organizational psychology* In. M.D Dunnette, (Ed.). (1976). *Handbook of industrial and organizational psychology*. Chicago: Rand Mc Nally College Publishing Co.
- Chen, J.C., Silverthorne, C. (2005). *Leadership effectiveness, leadership style and employee readiness*. *Leadership & Organization Development Journal*, Vol. 26 No.4. 280 – 8.
- Chiu, R. K., Luk, V. W. M. & Tang, T.L.P. (2002). *Retaining and motivating employees. compensation preferences in Hong Kong and China*. *Personnel Review*. Vol. 31. No.4. 402 – 431.
- Coakes, S. J., Steed, L. & Ong, C. (2009). *SPSS Version 16.0 for Windows. Analysis without Anguish*. Australia. Wiley.
- Defina, A. Harris, T, Ramsay, I. (1994). *What is reasonable remuneration for corporate officers? An empirical investigation into the relationship between pay and performance in the largest Australian companies*. *Company and Securities Law Journal*, 12. 341–356.
- Delaney, J.T. & Huselid, M. A. (1996). *The impact of human resource management on perceptions of organizational performance*. *Academy of Management Journal*. Vol. 39. 949 – 969.
- Dembo, M. H., & Gibson, S. (1985). *Teachers sense of efficacy: An important factor in school improvement*. *Elementary School Journal*, 86 (2). 173 – 184.
- Dessler, G. (2008). *Human Resource Management*. (11th Ed.). Pearson. New Jersey. 442.
- Dierdorff, E. C., & Surface, E. A. (2008). *Assessing training needs: Do work experience and capability matter?* *Human Performance*, 21: 28 – 48, Routledge.
- Diefendorff, J. M., Richard, E. M., Gosser & R. H. (2006). *Examination of situational and attitudinal moderators of the hesitation and performance relation*, *Personnel Psychology*, Vol. 59. No. 2. 365 – 93.

- Emmanuel. C. R., Kominis. G. & Slapnicar. S. (2008). *The effect of intrinsic and extrinsic rewards on the perceptions of middle level managers*. Research executive summaries series, Vol. 4, Issue 4. 1 – 7.
- Eyupoglu, S. Z. & Saner, T. (2009). *Job satisfaction: Does rank make a difference?* African Journal of Business Management, Vol. 3 (10). 609 – 615.
- Fleming, R. K. & Azaroff, B. S. (1989). *Enhancing quality of teaching by direct care staff through performance feedback on the job*. Behavioral residential treatment. Vol. 4, No. 4. John Wiley & Sons, Inc.
- Fleming, G., Stellios, G. (2002). CEO compensation, managerial agency and boards of directors in Australia. Accounting Research Journal 15 (2). 126 – 145.
- Goodman, S.H., Fandt, P.M., Michlitsch, J. F., & Lewis, P. S. (2007). *Management: Challenges for tomorrow's leaders*. (216 – 217, 349 – 353) Thompson. South-Western. USA.
- Greenberg, J. & Baron, R. A. (1997). *Behavior in organizations*. International Edition. (6th Ed.). Prentice Hall. New Jersey.
- Hanif, M. F. & Kamal, Y. (2009). *Pay satisfaction: A comparative analysis of different Pakistani commercial banks*. 9th National Research Conference. Islamabad.
- Hayrol Azril, M. S. & Uli, J. (2010). The influence of socio-demographic factors on work performance among employees of government agricultural agencies in Malaysia. The Journal of International Social Research. 3 (10), 459 – 469.
- Harman, G. (2000). *Academic leaders or corporate managers: Dean and heads in Australian higher education, 1977 – 1979*. Higher Education Management and Policy. 15. 105 – 122.
- Henkel, M. (2000). *Academic identities and policy change in higher education*. London. Jessica Kingsley.
- Houston, D., Meyer, L.H., & Paewai, S. (2006). *Academic staff workloads and job satisfaction: Expectations and values in academe*. Journal of Higher Education Policy and Management. Vol.28, No 1. 17 – 30.
- Huang, T. C. (2001). *The relation of training practices and organizational performance in small and medium size enterprises*. Journal of Education & Training. Vol.43.No8/9. 437 – 444.
- Hulpa, H., Devos, G., & Keer, H.V. (2010). *The influence of distributed leadership on teachers organizational commitment: A multilevel approach*. The Journal of Educational Research. Pp. 103: 40 – 52. Heldref Publication.
- Ivancevich, J.M., Konopaske, R., & Matteson, M.T. ((2008). *Organizational behavior and management*. (8th Ed.). 109 – 111, 121. McGraw Hill/Irwin. United States.
- Izan, Y., Sidhu, B., & Taylor, S. (1998). Does CEO pay reflect performance? Some Australian evidence. Corporate Governance 6 (1). 39 – 47.
- Kanter, R.M. (1995). *World class: Thriving locally in the global economy*. (1st Ed.). Simon & Schuster. USA.
- Khan, K. U., Farooq, S. U., & Ullah, M. I. (2010). The relationship between rewards and employee motivation in commercial banks of Pakistan. Research journal of international studies, 14, 37 – 52.
- Knight, P. (2002). *A systematic approach to professional development : Learning as practice*. Teaching and Teacher Education. 18 (2002). 229 – 241.
- Krauss, S.E., & Guat, K.A. (2008). *An exploration of factors influencing workplace learning among novice teachers in Malaysia*. Human Resource Development International. Vol. 11. No. 4, 417 – 426.
- Krejcie, Robert V.; Morgan, Daryle W. Educ Psychol Meas, 30, 3, 607 – 10, Aut '70

- Lackritz, J. R. (2004). *Exploring burnout among university faculty: Incidence, performance and demographic issues*. *Teaching and Teacher Education* 20. Pp. 713 – 729.
- Lavigna, R. J. (1992). *Predicting job performance from background characteristics: More evidence from the public sector*. *Public Personnel Management*, Fall 92. Vol. 21, 347.
- Lawler, E., E.III. (1971). *Pay and organizational effectiveness: A psychological view*. New York. McGraw Hill.
- Linz, S. J. (2002). *Job Satisfaction among Russian Workers*. William Davidson Institute Working Paper No. 468.
- Mahy, B., Plasman, R., & Rycx, F. (2005). *HRM and Job Performance Incentives*. *International Journal of Manpower*. Vol. 26. No 7/8.
- Mc Shane, S.L. & Von Glinow, M. A. (2005). *Organizational Behavior*. (3rd Ed.). McGraw Hill. New York. (124 – 125, 149 – 150).
- Mid-Sidin, Sambasivan & Muniandy. (2010). *Impact of Psychological ownership on the performance of business school lecturers*. *Journal of Education for Business*, Heldref Publications. 85: 50 – 56
- Naris. N. S., & Ukpere I. W. (2009). *The effectiveness of an HR code: Staff development and training at the Polytechnic of Namibia*. *African Journal of Business Management*. Vol. 3 (12). 879 – 889.
- Opkara, J. O. (2002). *The impact of salary differential on managerial job satisfaction: A study of the gender gap and its implications for management education and practice in a developing economy*. *The Journal of Business in Developing Nations*. 65 – 92.
- Pantic, N. & Wubbels, T. (2009). *Teacher competencies as a basis for teacher education – Views of Serbian teachers and teacher educators*. *Teaching & Teacher Education* xxx. (2009). 1 – 10. Elsevier.
- Ros Azura, Z. & Normah, C.D. (2008). *Teacher stress : An examination of factors influencing teaching performance in the rural elementary schools*. *Simposium Sains Kesihatan Kebangsaan ke 7, Kuala Lumpur, 18 – 19 Jun 2008*. et al./Sihat2008: 224 – 225.
- Retelsdorf, J. Butler, R. Streblov, L. & Schiefele, U. (2008). *Teachers' goal orientations for teaching: Associations with instructional practices, interest in teaching, and burnout*. *Learning and Instruction* 10. (2010). 30 – 46.
- Robbins, S.P., & Judge, T. A. (2009). *Organizational behavior*. (13th Ed.). (180). Pearson Prentice Hall. New Jersey.
- Romainville, M. (1996). *Teaching and research at university: A difficult pairing*. *Higher Education Management*. 8: 135 – 144.
- Sacket, P.R, Zedeck, S., & Fogli, L. (1988). *Relations between measures of typical and maximum job performance*. *Journal of Applied Psychology*. (73).
- Saks, Alan M., Belcourt, M., & Wright Philip C. (1996). *Managing Performance through Training and Development*. (2nd. Ed.). Nelson Canada.
- Samad, S. (2005). *Unravelling the organisational commitment and job performance relationship: exploring the moderating effect of job satisfaction*. *The Business Review*, Vol. 4. No. 2. 79 – 84.
- Santhapparaj, A. S., & Alam, S. S. (2005). *Job satisfaction among academic staff in private universities in Malaysia*. *Journal of Social Sciences*. (72 – 76).
- Sarmiento, R., & Beale, J. (2007). *Determinants of Performance Amongst Shop-Floor Employees: A Preliminary Investigation*. *Journal of Management Research News*. Vol 3. No.12. 915 – 927.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. (5th Ed.). UK. Prentice Hall.

- Sekaran, U., & Bougie, R. (2010). *Research methods for business. A skill building approach*. (5th Ed.). John Wiley & Sons Ltd.
- Shaari, A. S., Yaakub, N. F., & Hashim, R.A. (2002). *Job Motivation and Performance of Secondary School Teacher*. Malaysian Management Journal 6 (1&2), 17 – 24 .
- Shaffril, H.A.M, & Uli, J. (2010). *The influence of socio-demographic factors on work performance among employees of government agriculture agencies in Malaysia*. The Journal of International Research. Vol. 3/10. UPM.
- Shahzad, K., Bashir, S., & Ramay, M. I. (2008). *Impact of HR practices on perceived performance of university teachers in Pakistan*. International Review of Business Research Papers Vol. 4. No. 2. 302 – 315.
- Singh, K. (2001). *Influence of human resource practices on job performance: A case study of SEDC*. UITM, Sarawak.
- Smedley, K. & Whitten, H. (2006). *Age matters, employing, motivating and managing older employees*. United Kingdom, Gower Publisher.
- Stolovitch, H. D., R. E. Clark, & S. J. Condy. (2002). *Incentives, motivation and workplace performance: research & best practices*. White paper, Incentive Research Foundation.
- Tam, Y.K., L.K. Choong, & Y. Rosli. (2005). *Excellence of school teachers starts from college: A teaching profession measurement*. In Proceedings of 2005 National Level Teacher Education research Seminar, Vol. 2, August 1 – 3, Kota Kinabalu, Beverly Hotel, Sabah.
- Tengku Ahmad Badrul Shah Raja Husin, Nik Azida Abd Ghani & Kamaruzaman Jusoff. (2009). *Stimulating lecturer's innovative behavior in Malaysian polytechnics*. Vol. 7, Issue 3. Academic Leadership.org. The Online Journal.
- Torrington, D., Hall, L & Taylor, S. (2002). *Human Resource management*. (5th Ed.). San Francisco. Prentice Hall.
- Tosi, H. L., Werner, S., Katz, J. P., & Gomez-Mejia, L. R. (2000). How much does performance matter? A meta-analysis of CEO pays studies. *Journal of Management*, 26(2): 301 – 339.
- Von Eckardstein, D., & Brandl, J. (2004). *Human resource management in nonprofit organizations*. In A. Zimmer & E. Priller. (Eds.). *Future of civil society: Making Central European non-profit organizations work* (297 – 314).
- Waldman, D.A., & Spangler, W.D. (1989). *Putting together the pieces: A closer look at the determinants of job performance*. *Human Performance*, 2(1). 29 – 59.
- Wong, B. Y. L. (1997). *Clearing hurdles in teacher adoption and sustained use of research-based instruction*. *Journal of Learning Disabilities*, 30 (5). 482 – 485.
- Creating a successful performance compensation system for educators. (2007). National Institute for Excellence in Teaching.
- NUTP mohon kerjasama. In http://www.utusan.com.my/utusan/info.asp?y=2010&dt=0206&pub=Utusan_Malaysia&sec=Dalam_Negeri&pg=dn_10.htm. 6 Februari 2010.
- DPPCE Strategic Plan 2005 – 2010. Engaging industries empowering communities. http://politeknik.gov.my/webjpp2/files/Strategic_Plan_131008.pdf