

Synthesizing the Determinants of Job Performance of Academic and Administrative heads of the Sri Lankan Universities: A Literature Review

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Abstract

Work force job performance and satisfaction are foremost concerns in any organization, especially in the service sector organizations, under that educational institutions are very important one. Thus, this literature review, taking the argument from theoretical and empirical perspective, to find the determinants of job performance of academic and administrative heads of the Universities, hence this paper is to examine theoretically and empirically the determinants of job performance, with reference to the different occupations in literature. Therefore, this study used a desk research (secondary information), in order to review literature regarding job performance, formed a new definition and adding newness to the existing literature and providing recommendations for future studies.

Keywords: Job performance; dimensions and indicators; academic and administrative heads of the universities; service sector organization

1. Introduction

The business world today, utilized Human Resource Management for their employees very successfully in order to retain them long term in the organization, since employee is potential resource than the other resources. For this purpose, organizations utilized several human resource functions such as; planning and staffing, training and development, employee motivation, performance appraisal, compensation management, human relation, work life balance and work life balance practices as well, to enhance employee job performance, because job performance is extremely important to employees as well as organization.

The construct of job performance is in a different way demarcated and restrained in diverse discipline and studies in different ways from the past. Earlier in 1920, quantity and quality of the outcome that produce by an employee is defined as the job performance traditionally. But, in the contemporary scenario, the job descriptions of employees expect much more than earlier (Ramawickrama, Opatha & PushpaKumari, 2017). Viswesvaran (2002) also pointed out job performance is not a uni-dimensional, it is multi-dimensional construct it cannot be measured with single dimension.

Further job performance can be named as; employee performance, work performance, individual performance, individual work performance etc., at this juncture a relationship exists between job performance and organizational performance. The entire volume of the all individual outcome is the organizational performance, meanwhile the lowest part of the overall outcome of an individual in organization is the job performance. Hence, the job performance should be a vigorous element in achieving the organizational performance. Therefore, the organizations are started the programs on employee involvement, job enrichment, self-directed group work, skill-grounded pay, profit sharing plans, and total quality management in order to achieve the competitive advantage in world-wide economy. All those programs are related to human resource management, and used for the achievement of organizational performance by shaping the behaviour of employees (Lawler, Mohrman, & Ledford, 1992; cited in Ramawickrama et al, 2017). Due to the implication of job performance, it is a widely used research variable, it worked as an outcome variable in many studies, also taken as an intervening variable too, and still the researches are going on with this variable. The key purpose of this study is to amalgamate the different dimensions and indicators of the construct of job performance from the literature on theoretical and empirical perspective and to create a new paradigm towards the context of Academic and Administrative heads of the Universities in Sri Lanka. Also, it tries to attain the subsequent precise objectives as follows:

1. To elaborate the meaning of job performance by using existing definitions and defining the working definition.
2. To find out the dimensions of job performance used by existing literature.
3. To amalgamate the theory and empirical evidences to the diverse dimensions and indicators of job performance in relation to diverse occupations.
4. To create a new paradigm of job performance towards the context of Academic and Administrative heads of the Universities.

2. Methodology

The study discourses theoretic contextual of job performance together with varied definitions, importance, dimensions and indicators of existing literature and practical results of different dimensions and indicators of JP of the different occupations specially in the service organizations. Hence, the paper is grounded on literature assessment including theoretical and empirical perspective. In order to reviewing literature, published information such as relevant books and refereed journals are used in the past (Sekaran & Bougie 2013; Ramawickrama et al. 2017). Hence this study also used secondary information and reviewed more than two hundred papers from diverse research data bases. These papers were collected from peer reviewed scholarly journals in the field of management, human resource management, organizational behaviour and work psychology. Henceforth this study used a desk research, secondary information's from the year 1944 to 2021, were used to recognize the determinants of job performance.

3. Literature Review

3.1 Defining of Job Performance

The below table 1 shows the definitions of the concept of Job Performance defined by various authors.

Table 1. Definitions of Job Performance

Writer and Year	Job Performance Definition
Porter & Lawler (1974)	JP is a function of individual ability.
Bernardin & Beatty (1984)	JP is the job function or activity during a specified period of time.
Campbell (1990)	JP is the "set of behaviors or activities that are applicable to the goals of the organization".
Bernardin & Russell (1993)	JP is the record of results produced on a stated job function or activity during a specified period of time.
Motowidlo, Barman & Schmit (1997)	JP performance as a behavioural, episodic, evaluative and multidimensional concept.
Vishweren & Ones (2000)	JP refers to scalable activities, conduct and results that employees engage in or bring about that are connected with and donate to organizational goals.
Sonnentag & Frese (2001)	JP is the two aspects of action/behavioural and consequence aspect. The behavioural aspect refers to only behaviour which is applicable for the organizational purpose.
Opatha (2002)	JP as how sound an employee completes task, obligations and responsibilities of their job.
Rotundo (2002)	JP as the activities that donate to the attainment of organizational goals and that are under the control of individuals.
Viswesvaran, Schmidt & Ones, (2005)	JP defined as "accessible activities, behaviour and results that employees occupy in or bring about that are linked with and donate to organizational goals"
Griffin et all. (2007)	JP is the totality of behaviors of employees.
Pushpakumari (2008)	JP in terms of energy extended to the work of an employee.
Stewardt & Brown (2009)	JP is the input that individuals make to the organization that engagements them.

Hassan, Saeid, & Sirous, (2010).	JP is the ability of employee to complete work associated goals and expectations in accord to certain prearranged work standards.
Ali et all. (2013)	JP is a characteristic appearance that human should have to achieve objectives or the criteria that must be used in carry out responsibilities.
Munisamy (2013)	JP is the overall attitude that people have about their jobs, work performance is the work-related activities expected from an employee and how well those activities are accomplished by them.
Saeed et al. (2013)	JP is pretentious by great number of aspects at work place.
Mendis & Weerakody (2014)	JP is the capacity of an employee to accomplish the job in a certain way that leads to the accomplishment of both organization's and workers' common goals and objectives.
Iqbal et al. (2015)	JP refers to the usefulness of employee's precise activities that donate to achieve the organizational goals.
Thao & Hwang (2015)	JP is the fruitful achievement of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to predefined satisfactory standards while efficiently and effectively employing available resource within an altering environment.
Opatha (2015)	JP is the degree to which obligations and responsibilities have been carried out with two major criteria of computing job performance are quantity of work and quality of work.
Campbell & Wiernik (2015)	JP must be notable from the outcomes of performance, if the variance in an outcome is due to other factors, in addition to the individual' performance level. It may indeed be possible to develop outcome measures that are virtually totally under the control of the individual, in which case the outcome measure is a performance measure.
Hussein (2011), as in Khuong, 2016).	JP defined based on how work is important to workers, how employees gain and control over their significant skills in their jobs and whether employees have the rights to regulate the way of his or her work.
Ramawickrama et al. (2017); Ramawickrama et al. (2019)	JP is degree to which the employee has revealed his or her traits, betrothed in behaviours and formed results which are suitable to task performance, and has involved in citizenship performance and counterproductive performance during a particular time period.

Online dictionary of Wikipedia

JP is the quality and quantity expected in a particular job from an employee to perform their job well, which is most of the time determined, by motivation, will and ability of the individual employee to do the job.

Source: Based on literature

Campbell & Wiernik (2015) claimed that there is a clear difference between job performance itself and the factors of individual variances in performance. The determinants include the things that individual trait variables, state variables (e.g., knowledge, skill and attitudes), and situational features (e.g., reward structure, leadership), also the connections among them. Performance itself denotes only to behaviors that can make a variance to organizational goal accomplishment (Motowidlo, Barman & Schmit, 1997) and what directly facilitates achieving the organization's goals. Further they stated that performance should also not be confused with indicators such as efficiency or productivity, although they are certainly important (Campbell & Wiernik, 2015). Rotundo (2000) said that while researchers provide their own conceptualization of job performance, typically emphases were placed on behaviors or actions.

In line with these definitions the researcher views that the job performance is the talent to complete tasks given by the organization using traits, involved behaviors and produced results which are relevant to nature of work, knowledge and skills, achievement factors, adaptive factors, contents performance factors, job-oriented factors, and disciplinary factors within a specific period of time in the given situation. This is used as a working definition of this study.

3.2 Importance of Job Performance

There are individual, group and organizational level performance. With the help of individual performance, the group level performance can achieve, that will lead to the divisional performance, organizational performance, business sector performance and the nation level performance (Campbell & Wiernik 2015). Decent job performance and progress in yield are vital in alleviating country economy by means of improved living standards, higher salaries, an increase in commodities available for consumption, etc. (Griffin et al., 1981). While VanScotter et al. (2000) pointed out organization needs high accomplishment employees to achieve competitive advantage and high performers get promoted more simply within an organization and usually have better career chances than low performers. job performance is a construct that is essential work psychology (Viswesveren, 2000). That's why the personal selection procedure also uses their job performance.

The importance of job performance pointed out by Ramawickrama et al. (2017). Further Johari, Tan & Zulkarnain, (2018) also pointed out job performance is one of the chief concepts that has uninterruptedly been given serious care in the fields of together occupational psychology and human resources

administration.

3.3 Dimensions and Indicators of Job performance Identified by Different Authors

Table 2 Dimensions and Indicators of Job performance Identified by Different Authors

Author & Year	Dimensions and Indicators of Job performance
Toops (1944)	1. Unit of production 2. Quality of work 3. Tenure 4. Supervisory 5. Leadership abilities
Maier (1955)	Two key backgrounds of job performance 1. Ability 2. Willingness
1957 Wherry as cited in Viswesvaran (2001),	1. Output 2. Quality 3. Lost time 4. Turnover 5. Training time or promotion ability 6. Satisfaction
Vroom (1964)	Multiplication of ability and motivation as the job performance.
Smith (1976)	Hard criteria and soft criteria. hard criteria (organizational records) soft criteria (subjective evaluation)
Peters & O'Connor (1980)	8 situational resource factors linked to job performance. 1. Job-Related Information. 2. Tools and Equipment. 3. Materials and Supplies. 4. Budgetary Support. 5. Required Services and Help from Others. 6. Task Preparation. 7. Time Availability. 8. Work Environment.
Blumberg & Pringle (1982)	Opportunity to perform X Capacity to perform X Willingness to perform Capacity to perform: Ability, age, health, knowledge, skills, intelligence, level of education, endurance, stamina, energy level, motor skills. Willingness to perform: Motivation, job satisfaction, job status, anxiety, legitimacy of participation, attitude, perceived task characteristics, job involvement, ego involvement, self-image, personality, norms, values,

Bernardin & Beatty (1984)	perceived role expectations, feelings of equity. Opportunity to perform: Tools, equipment, materials, and supplies; working conditions; actions of co-workers; leader behaviour; mannerism; organizational policies, rules, and procedures; information; time; pay Six job performance magnitudes. 1. Quality 2. Quantity 3. Timeliness 4. Cost-effectiveness 5. Need for supervision 6. Interpersonal impact.
Murphy (1989)	1. Task behaviors 2. Interpersonal behaviors (communicating and cooperating with others) 3. Downtime behaviors (work-avoidance behaviors, lateness, tardiness, absence, or broadly, to the negative pole of time on task), and 4. Destructive/hazardous behaviours (behaviours that lead to a clear risk of productivity losses, damage, or other setbacks)
Campbell et al. (1990)	Eight job performance components. 1. Job- specific task behaviors: as a part of job the behaviors undertaken by an individual. 2. Non –job –specific task behaviors: do not relate only to a particular job 3. Written and oral communication behaviors: include formal and informal oral and written demonstrations to various listeners in many different jobs in the work force 4. Demonstrating effort: reliability or persistence and intensity of the individuals to complete the task 5. Maintaining personal discipline: individual would be expected to be in respectable standing with the law 6. Facilitating peer and team performance: acting as a good role model, coaching, giving advice or helping to maintain group goals 7. Supervision or leadership position: responsible for meeting out rewards and punishments. These aspects of performance occur in a face to face manner 8. Management or administration: setting organizational goal or answering external impetuses to assist a group in achieving organizational goals.
Viswesvaran (1993)	10 dimensions of individual work performance. 1. Overall job performance capture overall effectiveness, overall work reputation, or amount of all individual dimensions rated.

2. **Job performance or productivity** includes ratings of quantity or ratings of volume of work produced.

3. **Ratings of effort** are statements about the amount of work an individual expends in striving to do a good job.

4. **Interpersonal competence** is an assessment of how well an individual gets along with others.

5. **Administrative competence** is a rating measure of the proficiency exhibited by the individual in handling the coordination of the different roles in an organization

6. **Quality** is an assessment of how well the job was done.

7. **Job knowledge** was a measure of the expertise demonstrated by the individual.

8. **Communication competence** reflects how well an individual communicate regardless of the content.

9. **Leadership** is a measure of the ability to successfully bring out extra performance from others

10. **Compliance with rules or acceptance of authority** assessed the perspective the individual has about rules and regulations.

Borman and Motowidlo (1993) comprehensive two dimensions of task performance.

Borman and Brush (1993) contextual performance.
Two basic dimensions including:
1. In-role work performance
2. Extra-role performance

Borman and Brush (1993) Four broad managerial performance dimensions such as:
1. Technical activities and mechanisms of management
2. Interpersonal dealings and communication
3. Leadership and supervision, and
4. Useful personal behavior and skills (e.g., persistence, handling crises and stress, organizational commitment).

Motowidlo et al. (1997) Behaviours instead of results as the job performance.

Viswesveren & Ones (2000) Three broad dimensions:
task performance
organizational citizenship behavior
counterproductive behaviors

Opatha (2002) Three groups which are:

	<ol style="list-style-type: none">1. Traits: Traits refers to particular qualities or characteristics the employee possesses which can be assessed.2. Behaviors: Behaviors are the ways employee acts in relation to the job.3. Result: Results are outcomes produced by the employee.
Rotundo & Sackett (2002)	Three main performance dimensions under the general performance factors including: <ol style="list-style-type: none">1. Task performance2. Citizenship performance3. Counterproductive performance
Sonnentag et al. (2008)	the most basic level, process and outcome. And three dimensions: <ol style="list-style-type: none">1. task: work quality, planning and organizing work, being result-oriented, prioritizing, and working efficiently2. contextual: taking initiative, accepting and learning from feedback, cooperating with others, and communicating effectively, showing responsibility, being customer-oriented, being creative, and taking on challenging work tasks3. adaptive performance: showing resiliency (coping with stress, difficult situations and adversities), coming up with creative solutions to novel, difficult problems, keeping job knowledge up-to-date, keeping job skills up-to-date, dealing with uncertain and unpredictable work situations and adjusting work goals when necessary
Fluegge (2009)	<ol style="list-style-type: none">1. Task performance2. Organizational citizenship behavior3. Creative performance.
Koopmans et al. (2011), Koopmans et al. (2013)	Four important dimensions: Task performance: Completing job tasks, Work quantity, Work quality, Job skills, Job knowledge, keeping knowledge up-to-date, working accurately and neatly, planning and organizing, Administration, Decision making, solving problems, Oral and written Communication, Monitoring and controlling, Resources Contextual performance: Extra tasks, Effort, Initiative, Enthusiasms, attention to duty, Resourcefulness, Industriousness, Persistence, Motivation, Dedication, Proactivity, Creativity, cooperating with and Helping others, Politeness, Effective communication, Interpersonal relations, Organizational commitment. Adaptive performance: Generating new, innovative ideas, adjusting goals and plans, to situation, learning new tasks and technologies, being flexible and open-minded to others, understanding other group or cultures,

	showing resilience, remaining clam, analyzing quickly, Acting appropriately.
Curral (2013).	Counterproductive work behavior: Off-task behavior, too many or longer breaks, Presenteeism, Absenteeism, Complaining, Tardiness, doing tasks incorrectly, Accidents, Insulting or gossiping about coworkers, Fighting or arguing with coworkers, Disregard of safety, Misusing Privileges, Aggression, Theft, Substance use Various behaviors contribute to the accomplishment of or detraction from organizational goals
Janudin & Maelah (2013)	PMS: planning, controlling and measuring expected performance. job satisfaction: staff's satisfaction towards work environment. Competence: a mixture of knowledge, skills and abilities of individual
Mendis & Weerakody, (2014)	Quantitative and Qualitative. The quantitative dimensions are work targets, project deadlines, and limited resources qualitative dimensions are new ideas, errors at work and time utilization
Campbell & Wiernik (2015)	1. Technical performance 2. Communication 3. Initiative, Persistence, and effort 4. Counterproductive work behavior (CWB) 5. Supervisory, managerial, executive (i.e., hierarchical) leadership; 6. Hierarchical management performance 7. Peer/team member leadership performance 8. Peer/team member management performance
Wang & Yang (2017)	work intention work environment work capability

Source: based on literature

Based on the above thorough review of the theory of job performance, the vibrant nature of job performance has been discussed by most of the researchers and has used numerous dimensions and indicators for measuring job performance up to now. According to Viswesvaran (2001) there are Objective evaluation and subjective evaluation, hard criteria and soft criteria, direct measures and indirect measures and Levy (1993) says judgmental and non-judgmental measures of job performance. Also, Ramawickrama et al. (2019) pointed out studies on job performance had defined the concept of job performance differently and used diverse magnitudes for measuring job performance.

The result of most of the studies in this discipline have significant

contradiction, due to that researchers started to use meta-analysis to review prior research and tried to frame an acceptable model for performance forecast. In this line Miller & Monge (1986) and Barrick & Mount (1991) used meta-analysis yet again to adjust the relationship between job performances with some of the predecessor of job performance and got a debated result. Still the Meta-analysis continues to be used because same defect still exists due to the reason of the studies still solely focused on one or two dimensions of performance. In addition, few studies attempted to investigate the relationship among these antecedents. Some mediator factors or pragmatic variables could be wrongly deemed as vital backgrounds, because investigations between antecedents were not conducted in previous research. It is contended that examining and shaping what is already known about job performance and its backgrounds could make greater development.

Further to that, Ramawickrama et al. (2017) identified 20 dimension from the study of 1986 to 2011 under the title of “A Synthesis towards the Construct of Job Performance” such as; Pro-social behaviour, Organization citizenship, Task performance, Interpersonally oriented, Downtime behaviour, Destructive behaviour, Job precise task behaviour, Non job precise behaviour, Written and oral communication, Signifying effort, Personal discipline, Peer and team performance, Supervision or leadership, Management/ supervision, In role work performance, Extra-role behaviour, Contextual Performance, General work behaviour, Adaptive work behaviour and Counterproductive behaviour. Therefore, job performance is a construct with multiple dimensions, it can be generalized crossways jobs, the precise indicators can change between jobs (Viswesvaran, 2002).

3.4 Empirical Findings of the Determinants of job performance

Table 3 Empirical Findings of the Determinants of job performance

Authors and Year	Determinants of JP (Independent Variables)	Dependent Variable	Major Findings
Blumberg & Pringle (1982)	personality, motivation, leadership, job satisfaction, attitudes,	Job performance	job satisfaction, job attitudes, personality, motivation, leadership are the most studied backgrounds of job performance.
Schuler & Youngblood, 1986	performance appraisal system	job performance	Performance appraisal system have impact on the result of the worker's job performance
Sonnentag & Frese (2001)	Motivation	performance	individual variances or individual characteristics

			such as general mental ability and personality as bases for variation in performance, situational aspects as facilitators for performance, and performance regulation perspective as the performance process. Further they highlighted that motivation is vital for performance.
Rothmann & Coetzer (2003)	emotional stability, extraversion, openness to experience, conscientiousness and agreeableness	task performance and creativity	Big five personality factors such as conscientiousness, emotional stability, openness to experience and extraversion were related to task performance and creativity. Management performance was described by agreeableness., emotional stability, openness to experience.
Spector et al., (2004)	level of ability level of motivation	Employee performance	Level of ability and the level of motivation were determining the employee performance.
Sonnentag et al. (2008)	Person-specific factors, (Big five personality factors) Situation-specific factors	Job performance	Person-specific factors and Situation-specific factors are the two major factors that affect job performance of a person
Sareena 2009	Personality	Job Performance	employee personality had a strong constructive association with employee job performance
Saetang et al. (2010)	goal setting role ambiguity job satisfaction.	job performance	three factors including goal setting, role ambiguity and job satisfaction. Nevertheless, role ambiguity had meaningful negative impact on perceived job performance.
Thomas &	organizational tenure	job	a curvilinear association

Feldman (2010)	performance.	between organizational tenure and job performance. Even though there was a constructive connexion among organizational tenure and job performance, the intensity of the relationship reduce as organizational tenure increases. Furthermore, researchers discovered that the intensity of the experience performance relationship was high among newer workers, females, non-Caucasians, and college-educated employees.
Koopmans et al. (2011)	work engagement, satisfaction and personality	individual work performance
Chandrasekar (2011)	workplace environment	organizational performance
Nasurdin & Khuan (2011)	distributive justice, procedural justice, Age	task performance contextual performance.
		work and organizational psychologists suggested work engagement, satisfaction and personality are the influencing determinants of individual work performance workplace environment factors that had been determined by job support, supervisor support or affiliation, chance to get promoted, performance response, goal set, office incentives, mentoring, coaching and also the physical work environment In between distributive justice and task performance had an important and constructive relationship. procedural justice had significant positive connection with contextual performance. Age not affect the moderated relationship between justice-performance.

Jankingthong & Rurkkhum (2012)	organizational justice, work engagement, public service motivation Transformational leadership	job performance.	Organizational justice, work engagement, and public service motivation were affects directly on the job performance. Transformational leadership has mutually direct and indirect effects on performance
Resubun (2013),	organizational culture	employee performance	organizational culture has both direct and indirect effect on employee performance where it indirectly effects through job satisfaction.
June, Kheng & Mahmood (2013)	Competency, person-job fit	job performance	Competency and person-job fit had a significant association on job performance of employees.
Oyewole & Popoola (2013)	job satisfaction, job stress, self-concept and work-family conflict	job performance	The results discovered job satisfaction, job stress, self-concept and work-family conflict have a noteworthy joint consequence on library personnel's job performance.
Saeed et al. (2013)	organizational culture, Manager's attitude, job content personal problems, and financial rewards.		There is a positive impact of organizational culture, Manager's attitude, job content and financial rewards on employee's performance but. personal problems obstruct the performance of employees.
Mbaabu (2013)	Rewards Training motivation	Employees' performance	It was found that rewards, training and, motivation are the factors that play a key role in raising employees' performance in the work place among lectures working in the Institute of Human Resource Management (IHRM).
Kanchanopast	Working motivation	job	working motivation

(2013)	factors;	performance	included working completion, reorganization, working progression, working characteristic, opportunity, responsibility, management policy, supervision, relationship with their superior, relationship with co-worker, working position, working stability, safety, privacy, working conditions, and payment have relationship with job performance.
Mekonnen (2014)	Motivation training ability experience and age	employees' performance	Motivation and training have significant positive effect on employees' performance, but employees' ability has no meaningful effect on their performance. Further he discovered that employees' experience and age determine their performance for some point. It means performance increases with the increase in age and experience until some point and beyond that point performance declines even with increasing in age and experience.
Anitha (2014)	employee engagement factors; (workplace wellbeing, compensation program, leadership, working environment, policies and procedures, team and co-worker relationship, training and career development)	employee performance.	Employee engagement factors have a significant effect on employee performance.
Rakshana & Sareena 2014	financial Motivation, non-financial motivation	employee performance	Financial motivation and non-financial motivation

Muda, Rafiki & Harahap (2014)	communication factors, job stress and motivation	Employee job performance	have a positive relationship with employee performance communication factors, job stress and motivation are the variables simultaneously effect on employee's performance
Bhatia & Balani (2015)	Internal communication	employees performance	Internal communication is the major source in enhancing the performance of employees.
Dinpanah & Morzapour (2015)	Professional managerial motivational factors	job performance	professional, managerial and motivational factors were determined the experts' job performance,
Kuria & Nzuve 2015	level of motivation	Employee performance	The level of motivation of members should focus to improve the employees' performance in an organization.
Aboazoum, Nimran & Musadieq (2015)	organizational culture job satisfaction training and development stress	Employee performance	significant relationships between variables such as organizational culture, job satisfaction, training and development on employee performance. insignificant relationship was originated between stress and employee performance.
Iqbal et al. (2015)	Communication barriers, stress Working hours, trainings, and financial rewards	Employee performance.	Trainings and financial rewards have positive effect on employee performance. And stress, working hours and communication barriers have obstruct the employee performance.
Thao & Hwang, (2015)	organizational culture, working environment, empowerment, participation, leadership, coaching, motivation, and training	Employee performance	Out of eight factors the three factors such as leadership, motivation and training have direct effects toward employee performance at the case company of Petro Vietnam Engineering

Kuria & Nzuve (2015)	job security, working conditions, Autonomy	Job performance.	In the State Law offices, job security, working conditions and autonomy were found to be the factors of job performance.
Angeles et al. (2015)	job satisfaction Factors	performance level.	There is a significant relationship between the factors of job satisfaction and performance level.
Somsa-ard & Mahamud (2016)	motivation factors	Work performance	Importance factors of work motivation of employee impacting the employee work performance,
Khuong & Yen (2016)	job stress Overload role ambiguity role conflict working relationship career development and working environment	job performance	Job stress factors such as work overload, role ambiguity, role conflict, and also working relationship, career development, and working environment influence on job stress and employee job performance.
Kihia, (2016)	work environment salary and allowances job security	Employee performance	work atmosphere, salary and payments and job safety were highly affecting on the employee performance.
Khuong et al. (2016)	job stress. team spirit, relationship at work compensation and benefit, career development and working environment	Employee performance	career development, team spirit, relationship at work, compensation and benefit, working environment, job stress have significant positive effects and significant negative effects on employee performance through the mediate factor of job satisfaction, employees working in hospitality industry.
Shaikh, Tunio & Shah (2017)	Motivation communication job stress factors.	Employees performance	Motivation, communication and job stress factors are explaining the variance in Employees' performance.
Mensah (2018)	talent management	Job performance	considered talent management as a serious

			success factor of job performance
de Menezes & Escrig (2019); Tuffaha (2020)	knowledge management, ICT, employee's empowerment, innovation and creativity organization culture	employee performance.	knowledge management, information and communication technology, employee's empowerment, innovation and creativity and organization culture have a important influence on employee performance.
Sareena Umma & Dhivya 2020	Emotional Intelligence	Job Performance	Emotional intelligence has sturdy positive association on job performance.
Tunio, Agha, Salman, Llah, & Nisar, (2021)	Diversity climate, personality traits, and self-esteem	Job Performance	Three independent variables such as: diversity climate, personality traits, and self-esteem affect job performance. The interrelationship is mediated by job satisfaction which creates effective job performance.

Source: The authors compile based on literature

On the source of the literature, Sonnentag et al. (2008) concluded that performance can be distinguished in terms of process and outcome, at the most elementary level. Besides, it can be differentiated between task, contextual, and adaptive performance as a multidimensional concept. Further, a theoretical outline of individual work performance was proposed by Koopmans et al. (2011). They suggested this context can serve as a theoretic basis for future research and exercise. Further they proposed four important magnitudes of individual work performance which were task performance, contextual performance, adaptive performance and counterproductive work behaviour, and they suggested for the further researches can control empirical support and applied significance of this framework and impressed adaptive performance is a separate dimension that necessary to consider for the future empirical researches. It is hoped that this review provides a step toward reaching agreement on the conceptualization and operationalization of individual work performance (Koopmans et al., 2011). This model is a comprehensive model which provides detail aspects of job performance with the diverse research arenas, including professional health, psychology and administration. Therefore, it can be considered as a massive study and their heuristic framework is generalizable to all types of job. Koopmans and others composed numerous of job performance connected dimensions which have been used by previous researchers and all those dimensions have been categorized into above four. This Koopmans et al. (2011) can be used as

the theoretical basis for future research and practice. The authors also proposed four key dimensions of individual work performance namely task performance, contextual performance, adaptive performance and counterproductive work behaviour. Additionally, they have anticipated to conduct empirical studies for future researchers connecting with different types of jobs. As a result of the above findings, classifications that have been used in earlier stage up to the present were reviewed. It shows that different researchers have used different measures for determining purpose of job performance due to its complication (Ramawikrama et al., 2017).

According to Viswesvaran (2002) job performance is an intellectual, dormant paradigm that cannot be jagged out or measured directly in an only one dimension. It is made up of multiple dimensions. These dimensions, divide to indicators that can be measured directly and simplify across jobs. Therefore, this study used a comprehensive theoretical model which provides detail aspects of job performance with the four different dimensions of an employee job performance which was developed by Koopmans et al. (2011). Also, the study considers the theoretical model developed by Sonnentag et al. (2008) with three major dimensions from the theoretical perspective. Therefore, these theoretical models are taken to study the job performance of academic and administrative heads of the universities, since they play multidimensional roles within their list of duties.

Then the study found empirically sixty-two items in overall from the year 1982 to 2021 and from the relevant data bases. At that point all these factors were compared with each other, the overlapping factors are dropped and some factors are merged finally sixty-eight items are chosen relevant to the study context. Then these sixty-eight items are group in to seven job performance components based on the working definition given on this study. The following table 3.5. shown the seven components (dimension) and sixty-eight items (indicators) of job performance to the study context.

3.5 Job Performance Components and Indicators Based on Theoretical and Empirical Perspective

Table 4 Job performance components and indicators to the study context

Nature of Work	Knowledge and Skills	Achievement Factors	Adaptive Factors	Content Performance Factors	Job-oriented Factors	Disciplinary Factors
Work quantity	Job skills	Additional Work	Being up-to-date	Quality of work	Outcomes of the work	Discipline
Working accurately and neatly	Job knowledge	Perseverance	Remaining calm	Attention to duty	Being on time	Industriousness
Workplace environment	Creativity	Enthusiasm	Being collaborative	Organizing work	Work efficiency	Complaining
Job content	Level of ability	Self-starting	Challenge taking	Planning work	Resourcefulness	Insulting or gossiping about co-workers
Policies and procedures	Competency	Taking in charge	Proactivity	Training	Effectiveness	
Job security	Person-job fit	Self-concept	Innovation	Absenteeism	Committed to work	
Distributive justice	Problem solving	Goal setting	Helping others	Politeness	Job satisfaction	
Procedural justice	Communication	Dedication	Flexibility	Coaching	Work engagement	
		Career development	New tasks and technologies	Empowerment	Participation on DM	
		Independent work	Managing uncertainty		Compensation program	

			Showing resilience			
			Managing changes			
			Cultural Adjustment			
			Understanding other groups or cultures			
			Initiative			
			Analyzing quickly			
			Organizational culture			
			Team and co-worker relationship			
			Team spirit			

Source: Authors compile based on literature

4. Conclusion

Human resource is an organization's really esteemed assets and the basic building block of any organization. It is a major source of competitive advantages, and the people working in the organization independently and jointly contribute to the accomplishment of its goals. The human resource is serious and tough to manage because human behaviour is vastly impulsive. They differ from individual to individual and same individual act differently at the different points of period. In spite of biological and cultural likenesses, human beings are varying not only their appearance but also in their competences grounded on their living family, training, skills and personal potentials etc. (Ramawikrama et al., 2017). The main objective of this paper is to amalgamate the different dimensions and indicators of the construct of job performance from the literature on theoretical and empirical perspective and to create a new paradigm towards the context of academic and administrative heads of the Universities. Also, it tries to achieve the four precise objectives.

The first objective was to elaborate the denotation of job performance by using prevailing definitions by different authors and defining the working definition. The authors were vigilant to define job performance according to the job, work responsibilities, personal abilities and existing environments. Second objective to find out the dimensions of job performance used by existing literature, vase variety of dimensions and indicators found and decided that job performance is a multidimensional concept. Therefore, scholars face complications in applying clear-cut measurement magnitudes. As an outcome, the selected seven dimensions of job performance were linked among the indicators of well-known two theoretical models and to integrate these theoretical models with empirical evidences to the diverse dimensions and indicators of job performance in relation to different professions based on their usage. Later the fourth objective is to create a new paradigm of job performance towards the context of academic and administrative heads of the universities, its identified seven dimension with sixty-eight indicators to create the new paradigm to the context of academic and administrative heads of the universities.

This study utilized a desk research method to studied thoroughly job performance, its dimensions and indicators and made a comparison amongst the scholars and formulated the employed definition for job performance and suggested more suitable measurement dimensions for measuring job performance such as: nature of work, knowledge and skills, achievement factors, adaptive factors, contents performance factors, job oriented factors and disciplinary factors by adding newness to the prevailing literature. Further, realistic findings were studied based on different occupations in service sector organizations specifically to the context of academic and administrative heads of the universities. Finally, the study endorse that experiential studies can be done specially for job performance of various employees in diverse careers including professional in education, health and administration, which are associating with service organizations in different nations.

7. References

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