

**THE EFFECT OF CAPACITY, WILLINGNESS AND OPPORTUNITY
ON TEACHERS JOB-RELATED PERFORMANCE**

by

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**Research report submitted in partial fulfillment
of the requirements for degree of
Master of Business Administration**

July 1998

DEDICATION

Specially dedicated to my mother and father;

my wife - Rosmaheran Mat Salleh

my daughter - Aisyah

my son - Luqmanul Hakim.

ACKNOWLEDGMENT

Firstly, I would like to express my gratitude and appreciation to my supervisor Dr. Yuserrie Zainuddin for the constant guidance and direction that he has given me throughout the research. I am also grateful to the management school lecturers for their guidance and sharing of knowledge throughout this one year of my course.

Secondly, I wish to express gratitude and heartfelt appreciation to Ministry of Education, Scholarship Department, State Education Department and all the officers and teachers involved in this research who have volunteered to fill up the questionnaires.

Most of all, I am very grateful to my wife, Rosmaheran Mat Salleh for her constant support, understanding and patience.

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ABSTRAK

Kajian ini adalah berkenaan dengan faktor-faktor yang boleh mempengaruhi prestasi kerja. Ia bertumpu kepada faktor-faktor kemampuan kerja seseorang guru, kesediaan seseorang guru untuk melaksanakan tugas mereka dan peluang-peluang yang dimiliki oleh guru-guru untuk melaksanakan kerja dengan sebaik mungkin. Dengan mengubahsuai model yang dibentuk oleh Blumberg dan Pringle, kajian ini cuba melihat perkaitan antara faktor-faktor yang dicadangkan oleh Blumberg dan Pringle iaitu kemampuan, kesediaan dan peluang dengan prestasi kerja.

Kajian ini dilakukan ke atas guru-guru sekolah menengah yang terpilih di Negeri Kelantan. Soalan soal-selidik telah diedarkan kepada 160 orang guru melalui pengetua sekolah masing-masing. Sebanyak 130 atau 81% daripada soal-selidik tersebut telah dikembalikan kepada penyelidik.

Daripada kajian ini didapati bahawa faktor kemampuan yang dimiliki oleh seseorang guru mempunyai perkaitan yang rapat dengan prestasi berkaitan kerja, serta akibat "moderating" daripada pengalaman kerja menunjukkan perhubungan yang signifikan terhadap "instructional process" dan "interpersonal relationships". Faktor "opportunity" dan akibat "moderating" didapati signifikan terhadap "professional responsibilities".

ABSTRACT

This study is concerned with the factors that can influence the job-related performance. It focuses on factors such as a teacher's job capacity, willingness to implement their duties and opportunity to possibly enhance their works. By altering the model constructed by Blumberg and Pringle (capacity, willingness and opportunity) with job-related performance.

This study was conducted on secondary school teachers selected in Kelantan. Questionnaires were distributed to 160 teachers through the respective school principals. About 130 or 81% of the those questionnaires have been returned.

From this study it was found that the capacity of a teacher has a close relationship with job-related performance. Furthermore, the result of moderating from job experience shows a significant relationship with instructional process and interpersonal relationships. The opportunity factor and result of moderating are found to be significant to professional responsibilities.

Chapter 1

INTRODUCTION

1.0 An Overview

Recently, much have been said regarding the performance of the public servants. Likewise, teachers are not spared. In determining the performance of teachers, what measurement to be used and how to quantify the performance are among the criteria that have to be kept in mind. In fact, determining the performance of a teacher is very subjective and a few variables such as capacity to work, willingness to work, and opportunity need to be considered.

Every end of the year the teachers are evaluated through a specific form. Lately, reflection from these records has indicated that it has become a mere routine. Teachers are still working at their normal performance levels. (Baharudin,1998)

Seldom do we see teachers who show a very significant work performance despite being awarded horizontal or vertical movements in their salaries. Does this mean that their performance records are normal and do not warrant further actions?

There is a general idea that these performance records are only meant for salary increment. Therefore, they will continue working mechanically and following a routines which even some considered them as boring. Basically, it is the faults of the first and second evaluators who evaluate records and in determine each teacher's performance merely on factors such as seniority and experience without due consideration being given to those records. (Baharudin,1998) The presence of prejudice in the attitudes of those evaluators towards their subordinates is a loss to teachers. It arises due to dissatisfaction towards subordinate teachers which may

be caused by only minor misunderstanding such as differences in ideas. Those the saying goes, "a year's drought cleared by a day's rain".

A small number of evaluating officers find it very difficult to evaluate a subordinate's work performance due to the lack of records and evidence. Nevertheless, the truth remains that evaluations which are usually satisfactory to the evaluation officer normally remain unchanged, even after being forwarded to the higher authorities who later carried out a survey thereon. (Ghani,1994)

In fact, the yearly performance record is not solely for the sake of salary increment. It should be one of the most important items of personnel development. These records could help the principals and head masters to develop their teachers' potential in bringing about student excellence. This can be done by analysing the facts contained in these records. (Mansor,1994)

For instance, having review these records, there may be teachers who need various courses to further develop themselves. Based on this, the school could then organise some in-house training programmes and courses for the teachers concerned if there are qualified teachers who are able to conduct the training. If the absence of such, there still are a lot of other officers who could be invited to conduct the necessary training. At least, with the availability of such training courses, teachers who are willing to attend could be easily sent to those courses even if they are conducted elsewhere. (Mansor,1994) Other factors contained in the performance record is information about the teachers' community services, whether at the village, district, state or national level. This is a change for principals and head masters to get their co-

operation in developing the school. These teachers' working experience can be used to guide students not only in the field of curriculum but also in co-curriculum.

Among other information contained in those performance records is the information about the teachers' community services, be it at the village, district, state or national level. This provides a chance for the principals and headmasters to seek their co-operations in developing the schools. Those working experiences of these teachers can be used to guide students not only in relation to the curriculum but also in the co-curriculum.

According to Pringle (1982), we have to consider various factors which are associated with job performance like capacity of work, willingness of work, and opportunity, and other factor that influence the relationship like experience. If not, the evaluation made can cause negative effects - frustrations, crisis and might be a topic of conversation which will later lead to diminishing work quality.

Valentine (1992) stated that is determining job performance, factors that must be considered are instructional process, interpersonal relationships, and professional responsibilities.

I. Instructional process

The teacher:

- A. Demonstrates evidence of lesson and unit planning and preparation (criterion).
- B. Demonstrates knowledge of curriculum and subject matter.
- C. Uses effective teaching techniques, strategies, and skills during lesson.
- D. Uses instructional time effectively.

- E. Evaluates student progress effectively.
- F. Provides for individual differences.
- G. Demonstrates ability to motivate students.
- H. Maintains a classroom climate conducive to learning.
- I. Manages student behaviour in a constructive manner.

II. Interpersonal relationships

The teacher:

- A. Demonstrates positive interpersonal relationships with students.
- B. Demonstrates positive interpersonal relationships with educational staff.
- C. Demonstrates positive interpersonal relationships with parents and other members of the school community.

III. Professional responsibilities

The teacher:

- A. Follows the policies, regulations, and procedures of the school and district.
- B. Assumes responsibilities outside the classroom.
- C. Demonstrates a commitment to professional growth.

Following that, it is important that a research is done based on the following aspects:

1. Has job-related performance been practised and implemented in schools?
2. What has 'capacity to work', 'willingness to work', and opportunity taken into consideration in identifying and increasing job performance?
3. Is the factor like experience considered in the relationship determination by capacity, willingness and opportunity towards the performance?

1.1 Statement of Problem

The primary concern of the study is to examine, what factors affect the teachers job-related performance such as instructional process, interpersonal relationships and professional responsibilities.

Specifically, the research to seems are:

1. How far that teacher capacity, willingness, and opportunity will effect their job-related performance?
2. How far experience play it role in influencing the relationships between capacity, willingness, opportunity and job-related performance.

1.2 Scope of The Study

The scope of this research will encompass the examination of the effect of capacity, willingness and opportunity on teachers job-related performance. On the other hand, other variables are predicted to have an influence on the relationships between capacity, willingness and opportunity on teachers job-related performance. This has being identified as teachers working experience.

1.3 Objectives of The Study

Specifically, the objectives of this research are as follows:

- i) To identify the effect of capacity, willingness and opportunity on teachers job-related performance.
- ii) To identify the strength of the relationship between capacity, willingness and opportunity and job-related performance.
- iii) To explore the possibility of using capacity, willingness, opportunity in determining teachers job-related performance.

1.4 Significant of The Research

- a) Offer guidelines to school administrators, education planners and Ministry of Education personnel in measuring job performance.
- b) Make school administration, educational planner, and Ministry of Educational personnel aware on how to increase job performance of teachers towards professionalism.

1.5 Definition of Variables

The capacity refers to the physiological and cognitive capabilities that enable an individual to perform a task effectively. The willingness refers to the psychological and emotional characteristics that influence the extent to which an individual is inclined to perform a task (Room, 1964). The opportunity refers as the particular forces surrounding an employee and the task that either enhance or constrain the employee's job performance (Blumberg and Pringle, 1982). The instructional process refers to how a teacher prepares his or her teaching aids, technique variation, giving students their self-confidence to attain an academic excellence. The interpersonal relationship refers to how a teacher build a relationship with others that is with the principal, colleague, supportive staff and also the students. The professional responsibilities refers to how a teacher build self awareness and is responsible towards his or her job, the principal and also the students.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

A large number of studies have been conducted on the topic of the effect of capacity, willingness and opportunity on teachers job-related performance. These studies range from identifying and determining the type of capacity, willingness, opportunity and teacher's behaviour that are most likely to produce effective job-related performance. (Morse and Wagner, 1978). On the whole, the teacher's behaviour has received considerable attention in these study.

2.2 Background of Research

Over the past fifty years, researchers have explored the extent to which such diverse variables as job satisfaction, personality characteristics, physical and mental abilities, motivation states, goals, job design, rewards, leadership style, organisational culture, group dynamics, and organisational design affect job performance (Pringle,1982). Although enlightening, such studies are invariably limited by their narrow scope. Research on the relationship of one or two variables with job performance are unlikely to identify strong, consistent predictors of performance.

A broader approach to above issues has been suggested by Blumberg and Pringle (1982). Taking the spectrum of variables posited to influence job performance, they classified these variables into three categories. The first two categories distinguished between an individual's "capacity to work" and "willingness to work" (Mace, 1935; Viteles,1953). Although similar to Vroom's (1964) formulation that performance is a function of ability and motivation, the concepts of capacity and willingness are more inclusive. Capacity to perform refers to the physiological and cognitive capabilities

that enable an individual to perform the task effectively. Capacity, therefore, includes ability, knowledge, experience, intelligence, state of health, level of education, energy level, motor skills, stamina, and related concepts. Willingness to perform refers to the psychological and emotional characteristics that influence the extent to which an individual is inclined to perform a task. This category includes motivation, job satisfaction, personality, norms, values, task characteristics, job involvement, self-concept, feeling of equity and so on.

But these two categories alone may be insufficient to account for job performance. Although there exists considerable evidence that capacity and willingness affect performance (Ghiselli,1996; Hunter,1983; Hunter & Hunter,1984; Locke & Latham, 1990; McClelland,1985; Rebne,1990; Schmidt, Hunter & Outerbridge,1986; Waldman & Springler,1989), it is clear that environmental factors beyond the employees' control can also help or hinder performance. McClelland (1985) has suggested, for instance, that "environmental opportunities" account for about 25 percent of the variation in operant behaviour. In the laboratory experiment, Peters, O'Connor, and Rudolf (1980) manipulated situational constraints such as job-related information, materials, and supplies to create facilitating and inhibiting conditions. This analysis demonstrated that these condition significantly affects performance.

In a field experiment, Peters, Fisher, and O'Connor (1982) reported that the subjects' situational control moderated the relationship between individual differences and performance. And, in a field study of 1,450 managers, O'Connor et. al., (1984) showed the higher reported constraints were related to lower supervisory ratings of job performance but that the relationship, although significant, was much smaller than expected.

Other field studies have indicated similar or stronger results. Sundstrom, Burt, and Knap (1980) reported that architectural privacy like having an enclosed, private office with a door, had a positive, limited relationship with job performance for clerical and mechanical employees. Colarelli, Dean, and Konstans (1987) noted that situational variables such as autonomy, feedback, and job context accounted for most of the variance in the supervisory performance ratings of newly hired accountants. Steel and Mento (1986), in a study of 438 branch managers of a finance company, showed that such variables as job-induced obstacles and policy or procedure constraints had a moderately significant relationship with supervisory performance appraisals. And, in an academic setting, Allison and Long (1990) reported that scientists' research productivity-measured by the publication rate and subsequent citation of journal articles- was significantly affected by the relative prestige of their departments. Prestigious departments enhanced productivity through superior facilities (such as laboratories, computers, libraries, graduate students' assistance, and released time) and the intellectual stimulation of colleagues. Along with these elements of opportunity, research productivity was also affected by higher levels of motivation created by linking rewards to productivity and by setting challenging standards for rank and salary. An excellent review of the literature that focuses on how ability, motivation, and opportunity may affect performance was prepared by Waldman and Spangler (1989).

Along these lines, Blumberg and Pringle (1982) defined opportunity to perform as the particular forces surrounding an employee and the task that either enhance or constrain the employee's direct control. Opportunity is comprised of such variables as technology, materials and supplies, working conditions, leader's behaviour,

mentorism, availability of information, organisational planning/scheduling systems, amount of time available, and the actions of significant others.

Blumberg and Pringle proposed a model in which performance is a function of the interaction of opportunity, capacity, and willingness, $P = f(O \times C \times W)$. They posit that all three elements must be present to some extent for performance to occur. The levels of performance that are predicted for various combinations of opportunity, capacity, and willingness are shown in Table 1 (Blumberg & Pringle, 1982, p.567). The predictions incorporate the economic concept of substitutability: two or more inputs can be substituted for one another to produce a specific amount of output (Samuelson, 1976). In this model, high capacity, when combined with low willingness and opportunity, is posited to produce the same performance as would high willingness combined with low capacity and opportunity. Opportunity alone, however, is predicted to have relatively less influence on performance than either capacity or willingness.

The purpose of this study is to provide an initial test of the Blumberg-Pringle model of performance. Specifically, data are gathered to test the extent to which opportunity, capacity and willingness combine to predict performance.

TABLE 1

Predicted performance levels for different combinations of opportunity, capacity and willingness.

Opportunity	Capacity	Willingness	Predicted Performance
Low	Low	Low	Very Low
High	High	Low	Low
Low	Low	High	Low to Moderate
High	Low	High	Moderate
Low	High	Low	Low to Moderate
High	High	Low	Moderate
Low	High	High	High
High	High	High	Very High

Source : Blumberg & Pringle, 1982.

2.3 Performance

Performance is defined as behaviours or actions that are relevant to the goals of the organisation in question. Specification of these goals represents a value judgement (Fiske, 1957) by those with the authority to make such judgements. Performance is not the outcome, consequence, or results of behaviour or action; performance is the action itself. In addition, performance is multidimensional, such that for any specific job there are a number of substantive performance components that are distinguishable in terms of their inter correlation's and patterns of covariation with other variables.

In recent years, the performance of individuals over time has received increased attention in the research literature. Specifically, two lines of research have developed,

each focusing on different aspects of performance over time. These studies has been concerned with the concepts of capacity to work, willingness to work, opportunity, job experience, seniority, and how they relate to job performance.

Similar arguments can be applied to other job attitudes, such as employee commitment, adjustment, and stress. Research has shown some significant relationships between individuals' commitment and performance (Meyer et. al., 1989).

Research looking at the relationship between job performance and seniority, job experience, job tenure, and age are all relevant to our investigation. Despite the labels used by the various authors, the conceptually distinct variables of job experience and job tenure have been confounded to the point where they have become synonymous. Specifically, most of the "job experience" investigations have operationalised this concept by using job tenure (McDaniel et al.,1988; Medoff & Abraham,1980,1981; Schmidt et al.,1986;1988). In the following review, the label of job tenure will be used. Job experience is qualitatively different from job tenure.

Early investigations found either no relationship or mixed results when investigating the seniority or tenure -performance relationship (Gordon & Fitzgibbons, 1982; Medoff & Abraham, 1980,1981). Recent investigations, however, have demonstrated an initially linear then plateauing relationship (Avolio et al.,1990; McDaniel et al., 1988; Schmidt et al., 1986)

The notion of seniority has also been investigated recently within a selection paradigm, obtaining similar results. Jacob et al.,(1990) found that, after controlling for

age, and cognitive and physical abilities, seniority added a significant linear contribution to the prediction of performance for individuals with 2 to 5 years on the job. After 5 years, however, this relationship became negligible (see also Gordon & Fitzgibbons, 1982).

The criteria are the job-related performance expectations of the teacher. These expectations should be based on educational research about effective teaching and schooling. Each expectation should represent commonly accepted thinking of scholars about the role of the teacher in educational process.

The measurement of individual work performance has been one of most prolifically researched areas in the industrial and organisational psychology literature. One tenet of this literature is that because of difficulties or limitations inherent in applied settings, the vast majority of performance measurement relies on subjective judgmental measures of performance (Guion, 1965; Lacho, Stearns, & Villere, 1979; Landy & Rastegary, 1989; Smith, 1986). Another tenet of the performance appraisal literature is that subjective judgements of performance tend to introduce distortion into the measurement process. Two strategies have traditionally been advocated to address the problems with subjective performance judgements: rating scale development and rater training. The results of rating scale comparison studies have indicated that format modification alone does not result in much improvement in performance ratings (Borman, 1991; Gomez-Mejia, 1988; Landy & Farr, 1980). Rater training, however, is an area that has received considerable attention and has shown potential for improving the effectiveness of performance ratings.

Although a number of approaches have been advocated for training performance

appraisal raters (see Smith, 1986; Woehr & Huffcutt, in press), one approach in particular has recently received considerable attention. This strategy, labelled *frame-of-reference* (FOR) training (Bernardin & Buckley, 1981), typically involves emphasising the multidimensionality of performance; defining performance dimensions; providing a sample of behavioural incidents representing each dimension (along with the level of performance represented by each incident); and practice and feedback by using these standards to evaluate performance. The primary goal of FOR training is to train raters to share and use common conceptualisations of performance when making evaluations. In this study, I postulated that, to the extent that raters evaluate performance provided by job experience, ratings will be more accurate.

The productivity of individuals and groups at work is generally assumed to be due in part to the quality of the supervision and leadership they receive. Guided by this assumption, researchers have long sought to identify the specific supervisory and leadership behaviours that contribute to managerial effectiveness (e.g., Bowers & Seashore, 1966; Dowell & Wexley, 1978; Fleishman, 1953; House & Mitchell, 1974; Luthans & Lockwood, 1984; Stohdill, 1963; Vroom & Yetton, 1973; Yukl & Nemeroff, 1979).

One supervisory behaviour that has recently begun to attract some attention is performance monitoring. Performance monitoring refers to the gathering of information about the work effectiveness and productivity of individuals, groups, and larger organisational units. This might be done by observing employees' work behaviour, inspecting their work output, asking them to report verbally about their work progress (e.g., during weekly staff meetings), or by reading documents that summarise key performance indicators. These tactics vary widely in their

obtrusiveness. In some cases, a manager's monitoring behaviour will be very apparent to those whose performance is being monitored, whereas in other cases it will not.

The impact of performance monitoring on individual and organisational effectiveness has generally been assumed to be a *conjunctive* one. (cf. Mintzberg, 1973; Yukl, 1989). That is, performance monitoring is typically thought to influence work productivity only to the extent that it is coupled with subsequent managerial action (e.g., providing feedback, rewarding good performance, eliminating barriers to work effectiveness).

Performance appraisal research has concentrated on a number of areas, for instance, the appraisal instrument, counselling and development of appraisees, rater training programs, and cognitive processes (see Banks & Murphy, 1985; Napier & Latham, 1986). In terms of the adoption of performance appraisal innovations by organisations, the impact of this research has been relatively limited in proportion to the amount of effort expended (Banks & Murphy, 1985). In comparison to other performance appraisal topics, the *context* in which performance appraisal is conducted has received only limited study. This is particularly interesting because the environment in which the performance appraisal process occurs has been designated as a source of considerable influence on the appraisal process (Ilgen & Feldman, 1983; Landy & Farr, 1980; Lawler, Mohrman, & Resnick, 1984; Mohrman & Resnick, 1981; Zammuto, London, & Rowland, 1982).

As Carroll and Schneier (1982, p.6) noted, a variety of contextual characteristics may influence performance appraisal. Landy and Farr (1980) designated as contextual factors those that are not explicitly related to the nature of the rater, ratee, or rating instrument but that may be considered part of the context in which the rating occurs.

Their process model of performance rating contains three contextual components: rating purpose, organisation characteristics, and position characteristics. Mohrman and Lawler (1981) specified as contextual such factors as the job characteristics and functional areas of appraisees, the nature of interpersonal relationships, and the structure, climate, and culture of the organisation.

A few studies have examined the potential impact of such contextual variables within the performance appraisal process. Svetlik, Prien, and Barrett (1964) found that job difficulty was weakly but positively associated with ratings of job competence but was not related to an overall performance rating. Bernardin and Beatty (1984, pp.268-270) described a measure, labelled "trust in the appraisal process," that assessed employees' perceptions of the accuracy and fairness in the assessment of their performance. In a field investigation, Bernardin and Beatty found that lack of trust in the appraisal process was associated with inflated appraisal ratings. Cleveland, Murphy, and Williams (1989) developed performance appraisal usage factors and studied the linkages between these factors and organisational structure constructs.

The thrust of recent research on performance appraisal has been on the appraisal process, that is, the cognitive operations of raters in observing, encoding, storing, and subsequently retrieving and evaluating performance information (e.g., see DeNisi, Cafferty, & Meglino, 1984; Ilgen & Feldman, 1983; Wexley & Klimoski, 1984). Process models of performance appraisal highlight the complexity of the appraisal process and the influence of various individual and organisational factors (e.g., rater and ratee characteristics and purpose of the appraisal). They also acknowledge that performance appraisals are rarely single evaluations made on single occasions (Ilgen & Feldman, 1983). Rather, performance appraisals represent an accumulation and

temporary culmination of information gathering and evaluation (Funder, 1987).

Many researchers (e.g., Blumberg & Pringle, 1982; Campbell & Pritchard, 1976; Dachler & Mobley, 1979; Ilgen, Fisher & Taylor, 1979; Schneider, 1978; and Wherry and Bartlett, 1982) have recognised the potential importance of constraining work circumstances as partial determinants of individual job performance. Recently, Peters and O'Connor (1980) presented a model that focuses on such constraining work factors and summarises their hypothesised influences are both performance and affective outcomes.

Individuals in the facilitating condition not only performed better, but experienced less frustration and dissatisfaction than their counterparts in the inhibiting condition. Peters, Chassie, Lindholm, O'Connor, and Kline (1982) simultaneously manipulated three of the eight constraint factors (i.e., job-related information, tools and equipment, materials, budgetary support, required services and help from others, task preparation, time availability, work environment) identified by Peters et. al., (1980) to create facilitating versus inhibiting work settings. Again, performance was higher and dissatisfaction and frustration lower in the low-constraint as compared to the high-constraint work setting.

2.4 Experience

Previous research has shown how another time-related factor associated with work-related ability, level of work experience, is positively related to job performance (McDaniel, Schmidt, & Hunter, 1988; McEnrue, 1988). Schmidt, Hunter, and Outerbridge (1986) tested a causal model of work performance that included the

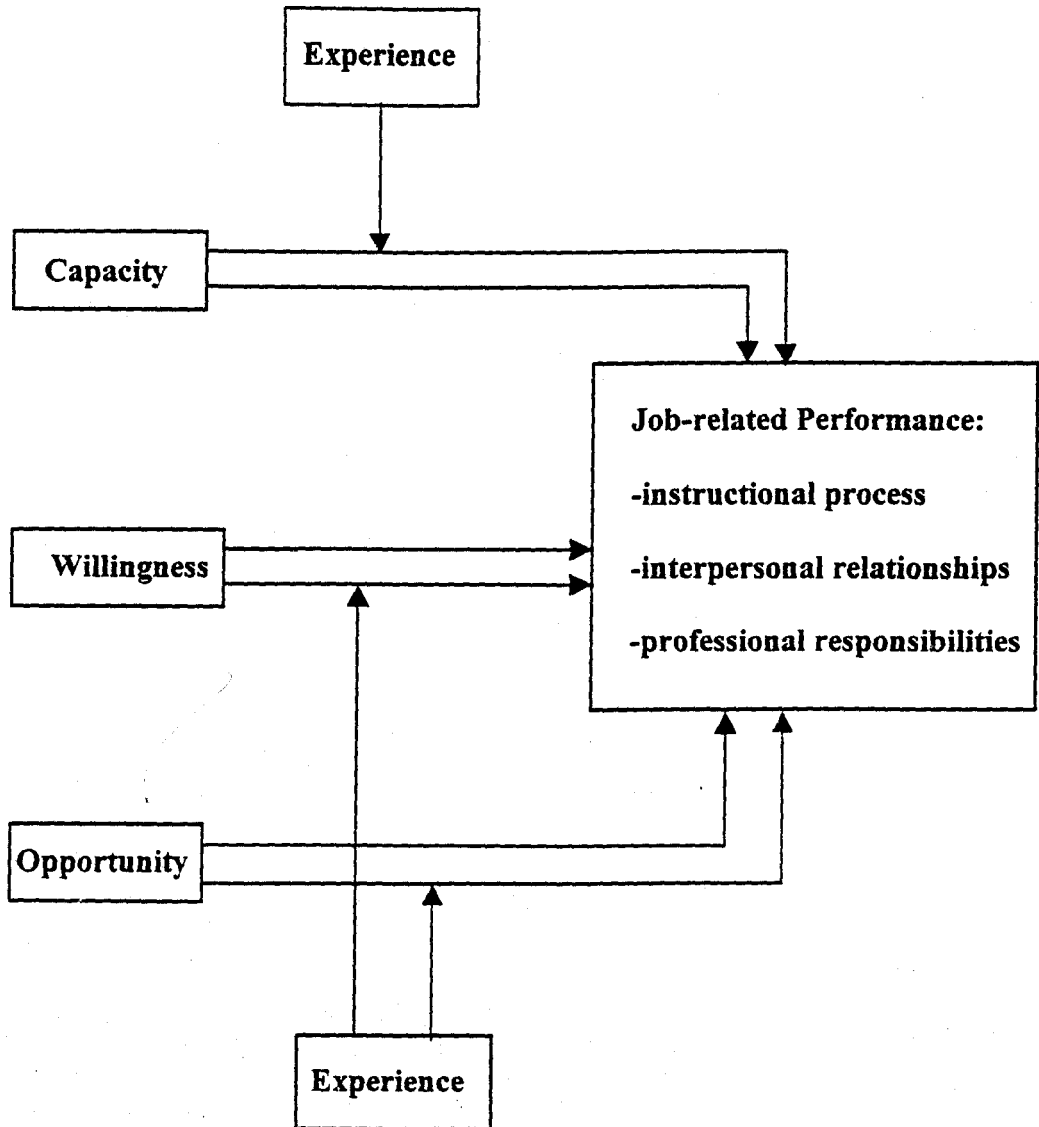
length of work experience as a factor in the prediction of performance and reported that work experience had a direct causal effect on degree of job knowledge. Degree of knowledge in turn positively affected work performance.

Recent meta-analyses seeking to address those discrepancies have shown that, on the average, age alone accounts for little variance in work performance (McEvoy & Cascio, 1989; Waldman & Avolio, 1986). However, as noted above, two studies have shown length of work experience to be consistently and positively related to work performance (McDaniel et al., 1988; Schmidt et al., 1986). Such experience involves the development of well-practised work skills that a person can accumulate working in an occupation, perhaps in more than one organisation during a career (McDaniel et al., 1988). Experience defined in this manner is a more comprehensive time-related indicator of performance than chronological age. One of the purposes of the current investigation was to compare the power of age and of experience in predicting work performance. We expected that experience would enhance the predictive power of age.

2.5 Theoretical Framework

The theoretical framework of the study is shown in Figure 1. The model shows the relationship between independent variables, dependent variables and moderating variable.

Figure 1: Schematic Diagram of The Theoretical Framework



Independent Variables

Moderating Variable

Dependent Variables

2.6 Research Hypotheses

From the theoretical framework discussed above, two group of hypotheses are developed for this study. They are as follows:

- H1 : There is a significant relationship between capacity, willingness, and opportunity on teachers job-related performance.
- H1(a): There is a significant relationship between capacity and teachers instructional process.
- H1(b): There is a significant relationship between capacity and teachers interpersonal relationships.
- H1(c): There is a significant relationship between capacity and teachers professional responsibilities.
- H1(d): There is a significant relationship between willingness and teachers instructional process.
- H1(e): There is a significant relationship between willingness and teachers interpersonal relationship
- H1(f): There is a significant relationship between willingness and teachers professional responsibilities.
- H1(g): There is a significant relationship between opportunity and teachers instructional process
- H1(h) : There is a significant relationship between opportunity and teachers interpersonal relationship.

H1(i) : There is a significant relationship between opportunity and teachers professional responsibilities.

H2 : Experience will moderate the relationship between capacity, willingness and opportunity on teachers job-related performance.

H2(a) : Experience will moderate the relationship between capacity and teachers instructional process.

H2(b) : Experience will moderate the relationship between willingness and teachers instructional process.

H2(c) : Experience will moderate the relationship between opportunity and teachers instructional process.

H2(d) : Experience will moderate the relationship between capacity and teachers interpersonal relationships.

H2(e) : Experience will moderate the relationship between willingness and teachers interpersonal relationships.

H2(f) : Experience will moderate the relationship between opportunity and teachers interpersonal relationships.

H2(g) : Experience will moderate the relationship between capacity and teachers professional responsibilities.

H2(h) : Experience will moderate the relationship between willingness and teachers professional responsibilities.

H2(i) : Experience will moderate the relationship between opportunity and teachers professional responsibilities.

Chapter 3

RESEARCH METHODOLOGY

This chapter describes the population and the sample size, selection and administration of questionnaires and statistical methods used to analyse the data collected. It examines the effect of capacity, willingness and opportunity on teachers' job-related performance.

3.1 Research Design

The method used in this research is survey. This method is felt to be more suitable in comparison with interviews or other methods. According to Sekaran (1992), this method is easy, cheap and time-saving. The researcher needs only to prepare a set of questions requiring the respondents to answer. Respondents require only a little time in answering questions given. Therefore, the respondents can answer the questions concerned in their house or whenever they have time. The researcher has given 2 days time for the respondents to answer those questions.

A respondent has to answer all questions based on Likert Scales by making 6 optional answers. The questions are divided into 6 sections in accordance with the categories studied. The first section is to study the opportunity given to teachers to enhance their job-related performance. At the initial stage, 10 question items were prepared in this section, but after a pilot study is carried out to study the validity and reliability of above questions, only 5 items are able to provide better values of Cronbach alpha.

In the second section, the researcher wishes to study the capacity of a teacher in enhancing their job performance. As many as 5 items were prepared in this section

and all the above 5 items have given a good Cronbach alpha value. In the third section, the study is made to understand the extent of the willingness of a teacher towards jobs that can enhance their performance. From the 16 questions prepared, only 6 items have explained the willingness to work with good Cronbach alpha value.

In the fourth section, questions are designed to study the instructional process. As many as 11 out of the 14 designated questions have given the best Cronbach alpha value. In the fifth section, the researcher wishes to study the interpersonal relationships among teachers. Eight items designed in the initial stage are adopted because they give a high Cronbach alpha value. Whereas in the sixth section, questions are designed to study the professional responsibilities among teachers. All the 10 questions used in the earlier stage have given the best Cronbach alpha value.

Teachers selected as respondents are selected randomly based on several categories in particular like marital status, work experience, sex and age. The task in selecting teachers is undertaken by the headmaster of the school involved. The researcher merely states the categories needed in this research.

3.2 Population and Sample

The population for this study comprises of secondary school teachers in Malaysia. The researcher assumed that the teachers in Kelantan represent the whole of Malaysia's teachers population. Some of the respondents are from urban schools while some are rural schools. The researcher had also chosen respondents from various teaching experience that is from those in their first year of teaching to those having more than sixteen years teaching experience.