

Job Resources and Job Performance of Universitas Terbuka's Lectures

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Abstract

Institutional supports to lecturers play a very important role in increasing job performance. These supports include the availability of job resources (supervisor support, peer support, working atmosphere, and lecturer autonomy in completing tasks and making decisions). This article discusses relationship and the influence between the job resources and job performance of lecturers at Universitas Terbuka. A survey was conducted among lecturers in Universitas Terbuka. The results show that job resources have no significant relationship with the job performance.

Keywords: job resources, job performance

Introduction

Every organization both government and private have vision and missions. To achieve the vision and missions firstly, the goals of the organization should be achieved. The goals of organization stipulated in some of activities plans must be conducted by organization, the units in organization, also by an individual in organization. The accomplishment of organizational goals can be viewed from the performance of each employee.

According to Simanjuntak (2005:3), "the three main factors that influence the performance of the company are the organizational supports, management capability, and the performance of each person in the company". He also implies, "individual's performance is affected by many factors which can be classified in three groups, i.e individual's competence, organizational supports, and management supports". Organizational and management support to every staff also holds a very important role in improving the employees' performance. Organization's supports include work design and organizational context. (Walker, 1992).

Bakker dan Demerouti (2007:312-313) mentioned that:

Job resources may be located at the level of the organization at large (e.g. pay, career opportunities, job security), the interpersonal and social relations (e.g. supervisor and co-worker support, team climate), the organization of work (e.g. role clarity, participation in decision making), and at the level of the task (e.g. skill variety, task identity, task significance, autonomy, performance feedback)

The availability of job resources either in the form of physical facility, compensation, the easiness in the work, supervisor and co-workers' supports, the convenience working environment, and conducive working climate are assumed to have a strong relationship and affected staffs' job performances.

The Study conducted by Bakker et. al. (2003) showed that the effects of job resources in improving the employees' professionalism are very powerful if employees have less workload and less work demands. In another study, Demerouti et al. (2001) state that the lack of job resources supports (such as giving feedback to employees' performance, giving working supervise, and giving chances for employees to participate in institutional' decision-making) will affect the employee organizational sense of belonging and work.

Job resources have important meaning for workers as a driving force to motivate them to achieve organizational goals. According to Bakker *et al.* (2003) "Job resources have motivational potential, therefore the lack of such resources will have detrimental effects on workers' motivation and performance, eventually leading to disengagement from work and reduce of professional efficacy". In other research, Bakker *et al.* (2003) stated, "Poor or lacking job resources preclude actual goal accomplishment, which is likely to cause failure and frustration. In its turn, this may lead to withdrawal from work, and reduced motivation or commitment. When the external environment lacks of resources, and individual cannot reduce the potentially negative influence of high job demands, they cannot achive their work goals".

Schaufeli and Arnold (2004) mentioned, Job resources may play either as an intrinsic motivational role or as extrinsic motivational role. As an intrinsic motivational role, they foster employees' growth, learning and development. As an extrinsic motivational role, they are instrumental in achieving work goals". Bakker, Demerouti dan Verbeke (2004) state, "when employees notice that they have resources available and are not presently overwhelmed by job demands, they, in exchange for those resources, tend to engage in pro-organizational actions. Organizational resources include job control, potential for qualification, participation in decision making', and task variety. Social resources refer to support from colleagues, family, and peer groups". (Demerouti *et al*, 2001).



The Job Demands-Resources Model of Burnout

Source: Bakker *et al*. *A Multigroup Analysis of the Job Demands-Resources Model in Four Home Care Organizations*. 2003. International Journal of Stress Management. Vol.10, No.1, p.16

Dessler (2006) stated, "Performance management is a process of consolidating the goal setting and the performance appraisal and development into a single shared system, which aims to ensure that the employee's performance will support the company's strategic objectives. Also Earlier, Dessler (2000) stated, "Performance appraisal is defined as evaluating an employee's current or past performance relative to his or her performance standards". Many factors influence the employees' performance. According to Mondy (2008) "The aspects that influence a person's performance include traits (attitude, appearance, and initiative), behaviour, competencies, and goal achievement". Walker (1992) mentioned that "certain variables which influence performance are controlled by management: work design (the tasks or activities to be performed, job content), organizational context (e.g., supervisory style, organization of the work, physical working condition, commutation, hours of work, etc.), and performance objectives (presumably related to organizational objectives)". Walker also stated, "performance is a function of both effort and abilities and will results in outcomes-productivity for the organizational and personal rewards in the form of pay, benefits, job security, recognition from coworkers and superiors, and promotional opportunities for individual employees" (Walker, 2000)

Performance produced by the employees will become an input for the management in making decisions related to human resources. The purposes of performance

assessment in general are to reward past performance and to motivate future performance improvement (Gomes, 2003).

Methodology

This study aimed to get a picture of the relationship and the influence of job resources to UT lecturer's job performance. Simple random sampling used to gain the data. A pilot survey conducted to test the validity of questionnaire items. Thirty-two UT's lecturers took part in the pilot study. They were asking to evaluate the instruments individually. Based on their information, some questions are simplified to avoid confusion while filling in the questionnaire. Sample size in this study was 53. Pearson' Correlation was used to test the hypothesis.

Results of the Study

Employees' and institutional internal factors will influence employees' job performance. For these assumptions, the higher the knowledge, skills, competence, physical condition, psychological condition, superiors and co-workers support, organizational culture and climate, the higher the human resources performance. The Cross tabulation analysis (crosstabs), Pearson Correlation, and somers'd used to determine the effect, the contribution and the degree of relationship between the job of resources and job performance.

A combination factors of job resources, both internal and external organizational environment factors, and other factors derived from employees themselves can produce job performance. The supports of each environment, internal or external, and all of the skills, knowledge, ability, attitude, physical condition, working experiences, as well as psychological factors derived from employee can encourage the creation of employees' working behavior. Positive working habits can boost employee' performance and ultimately achieve individual and organizational goals. Otherwise, negative working habits make employee's performance lower.

UT's Lecturers Perceptions about UT's Job Resources Support

a. Supervisor Supports

The institution or organization's supervisor always faced two main orientations, the orientation of the given tasks and orientations in employees (Heidjrachman, 2000). Supervisor' supports are: giving the widest possible opportunity for employees to enhance their capabilities and skills through education and training or through promotion or special assignments; providing working guide and instructions; giving attention to employees' work results; establish effective cooperation, creating an effective working systems and harmonious and convenience working environment; also giving rewards and attention to employees' career development.

UT's overall Supervisor' supports which includes: supervisor attention to the employees' work results, supervisor given trust, co-operation between supervisor and

employees, supervisor' rewards, and supervisor attention to employees career development can be seen in Figure 1.

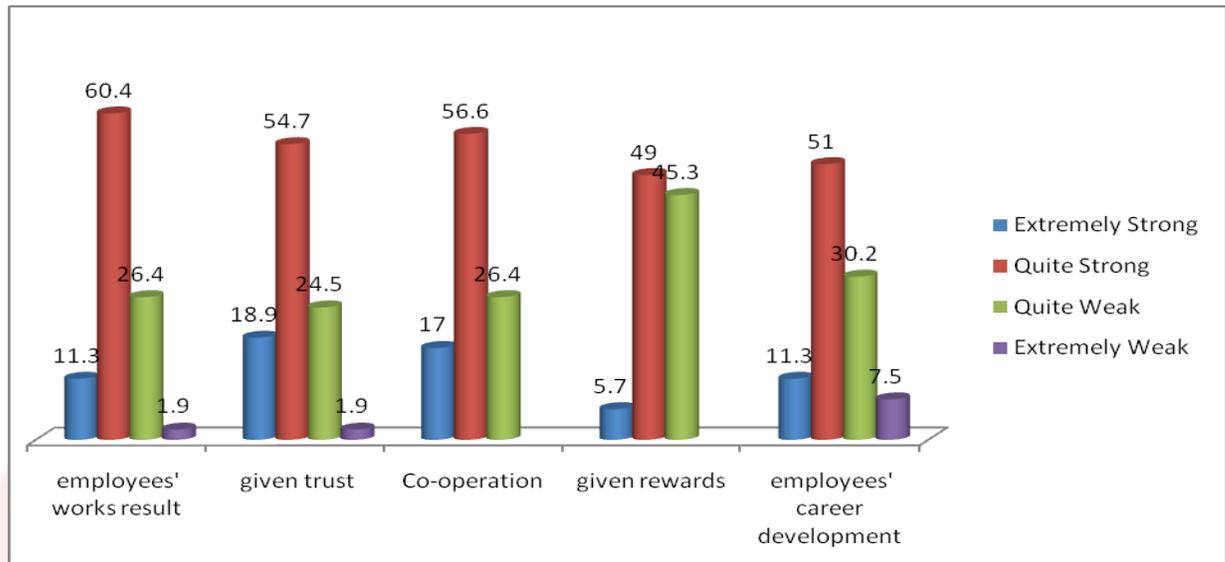


Figure 1. UT Lecturers' Perception of UT's Supervisor Supports

From figure 1, it can be seen that more than 49% of respondents said that UT's supervisors' supports for UT's lecturers are quite strong.

b. Colleagues Supports, Teamworks, and Working Environment Supports

Employees' job performance is strongly influenced by their satisfaction with their job. The higher the job satisfaction, the higher the performance, on the contrary, the lower the job satisfaction the lower the employees' performance is. The working conditions and the support from colleagues will influence job satisfaction. A harmonious working relationship between co-workers indirectly will encourage performance improvements. Each employee would tend to pay attention and give supports to their colleague if they have harmonious relationships.

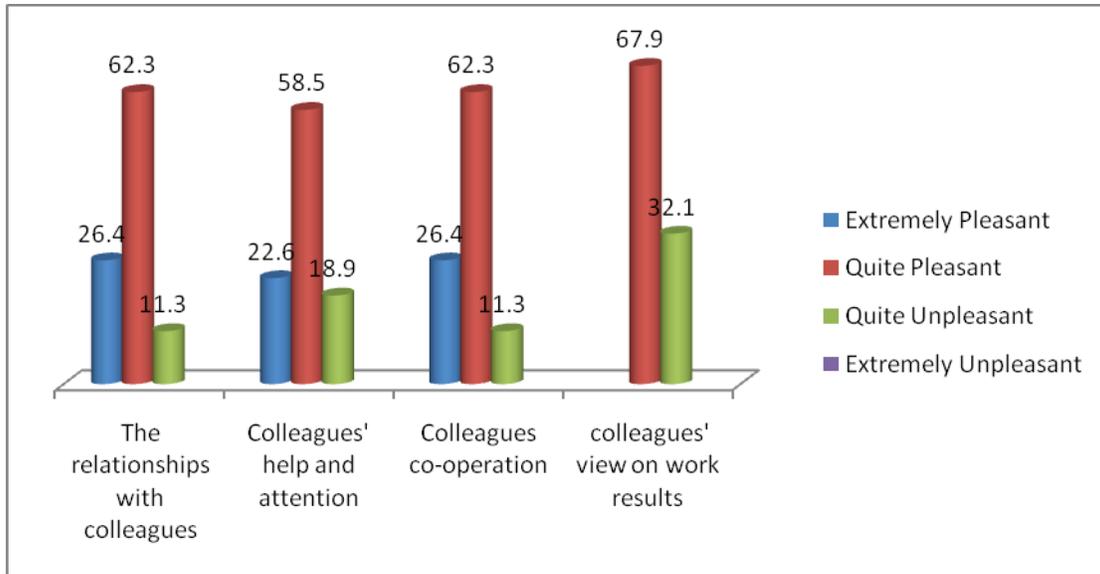


Figure 2. Colleagues' Supports and Team Works

More than 60% of respondents state that colleagues' support and team works at UT are pleasant. (Figure 2)

Workplace conditions, working environment and working atmosphere that can increase access, convenience, and flexibility of employees are also expected to increase employees' productivity so that its performance is also increasing. Every employee will feel comfortable and secure in a harmonious working environment.

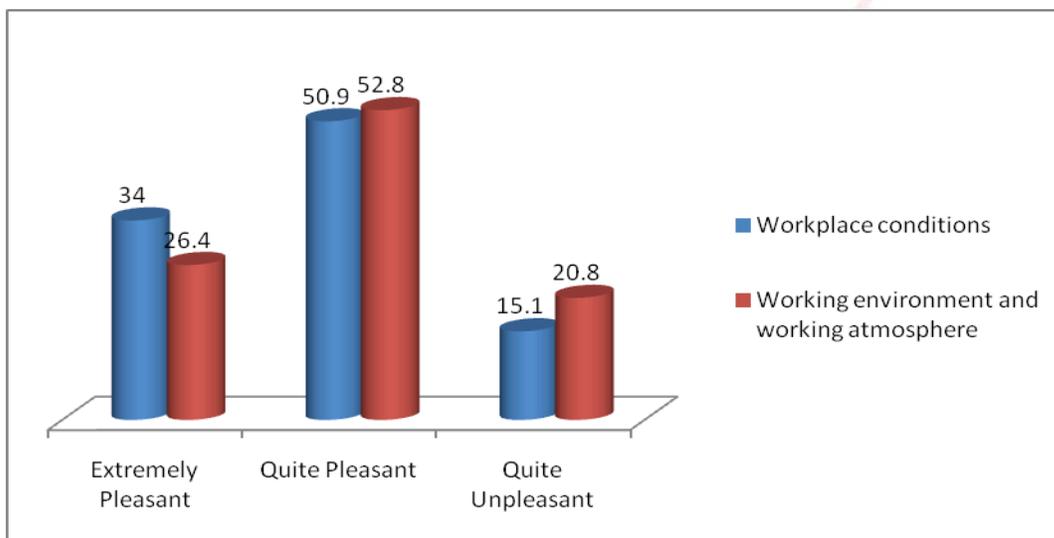


Figure 3. Working Environment

Figure 3 shows that more than 50% of respondents say that UT's working environment is quite pleasant.

c. **Autonomy**

The autonomy aspects consist of the responsibility and given trust from the institution. The UT Lecturers' autonomy in taking action and decision for completing tasks assigned can encourage the employees for looking the best ways to complete the tasks assigned effectively and efficiently.

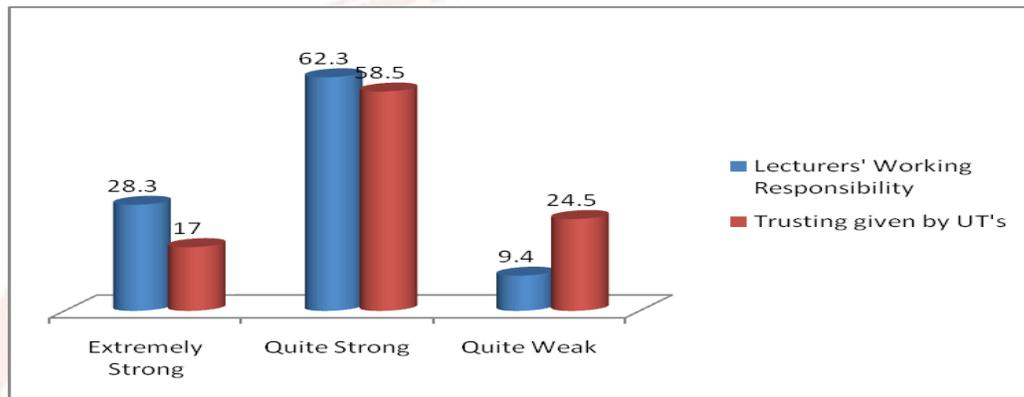


Figure 4. Lecturers Working Responsibility and Trusting Given by UT's

The greater the responsibility and trust given to the employees will cause psychological impact on employees themselves that they are important for institution or organization. The responsibility and trust given by UT will increase the quality of work. Figure 4 shows that more than 50% of respondents say that lecturers working responsibility and trust given from UT to lecturers are quite strong.

UT's Lecturers Job Performance

The performance value of UT's lecturer's is based on the performance appraisal from faculty leaders. The performance value was set from 25 (low) to 36 (high). To simplify the process of data analysis, the performance values are divided into three levels, i.e., low (25-28), medium (29-32), and high (33-36). Based on the data obtained, 81% of the respondents get high job performance value. Figure 5 gives an overview of UT's lecturers' job performance value.

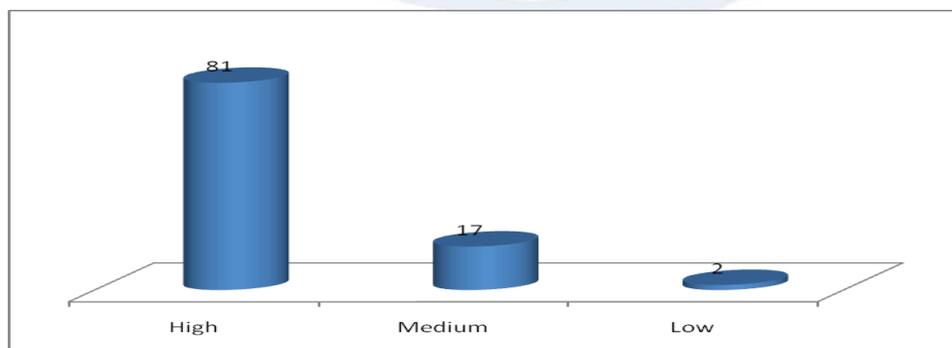


Figure 5. UT's Lecturers' Job Performance Appraisal

Relationship between Job Resources and Job Performance

Job performance is the result of a combination of factors of job resources, whether it is institutional internal or external environmental factors, or factors derived from lecturers' themselves. The support from environment, either internal or external, and all of the lecturers' skills, knowledge, ability, talents, physical condition, working experiences, as well as psychological factors are derived from the lecturers can encourage the creation of employees behavior. Positive Working habits can boost employees' performance. Therefore at the end they will reach individual and institutional goals or increasing the organizations performance. On the contrary, negative working habits will lower the employee's performance.

Table 1 Job Resources * Job Performance Crosstabulation

		Job Performance			Total
		Low	Average	High	
Job Resources	Average	1	5	12	18
	High	0	4	31	35
Total		1	9	43	53

Table 1 shows that there is a tendency for lecturers with high job resources supports will also have high job performance as well. To strengthen these results Pearson Correlation test was used.

Hypothesis:

There is a significant relationship between job resources and job performance

Table 2 Job Resources * Job Performance Correlations

		Job Resources	Job Performance
Job Resources	Pearson Correlation	1	.253
	Sig. (2-tailed)		.068
	N	53	53
Job Performance	Pearson Correlation	.253	1
	Sig. (2-tailed)	.068	
	N	53	53

The correlation value between job resources and job performance is 0.253 with probability significancy 0.068. If probability value is lower than 0.05, we can say that the correlation between job resources and job performance is significant, the

hypothesis is accepted. Otherwise, if probability value is higher than 0.05 the hypothesis is rejected. The results as shown in Table 2 means there is no significant relationship between job resources and job performance, therefore the hypothesis is rejected.

Insignificant this relationship may come from the great supports from UT. This creates a safety sense or comfort feeling within lecturers without realizing whether they achieve their performance targets or not.

Insignificant relationship between job resources and job performance may also because UT's lecturers never receive feedback from their superior or supervisor on their performance. The UT's employees will try to do their best to achieve the organizational standard performance if they know about their assessment performance. In this case, if they get low performance's value last month than they will make many efforts to increase their job performance and productivity. Otherwise, if performance's target is higher than last month's assessment, then the employee will keep trying to maintain their performance so its value does not decrease.

Other assumption that may cause insignificant relationship between job resources and job performance is the high demands towards the lecturers. In this case, job resources and job supports cannot reduce the negative effects of high job demands. In the situation where work demands are low, employees will have enough time to think of the best way to accomplish the task assigned to them and learn from feedback from supervisor.

Conclusion

Job resources may have insignificant relationship with job performance if there is no performance feedback from superior or leader. Without feedback, lecturers or employee cannot analyze whether they do their best or not. On the other hand, the high job resources and the high job supports cannot reduce the negative effects of high job demands. Concerning high working demands, employees or lecturers will try to accomplish their task on time but without optimal quality.

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