

JOB PERFORMANCE, TASK PERFORMANCE, CONTEXTUAL PERFORMANCE: DEVELOPMENT AND VALIDATION OF A NEW SCALE

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ABSTRACT: In this study, it is aimed to develop a "Job Performance Scale" in order to measure the job performance of employees with a measurement tool with high validity and reliability based on scientific methods. The study was conducted with data obtained from three different sample groups, including universities, health and industry sectors. As a data collection tool, a draft scale consisting of 12 items prepared by the focus working group in the form of 5-point Likert was used in line with the literature. The data were analyzed with the package program. EFA and CFA were carried out in line with the validity studies. Furthermore criterion validity of the scale is also computed with using the job satisfaction scale. According to the results of the analysis, the "Job Performance Scale" consisted of two sub-dimensions and 11 items. As a result of reliability analyzes, it was determined that the scale was highly reliable. With its two-dimensional structure named task performance and contextual performance, it is evaluated that the scale will fill a gap in the field by meeting an important need for employees to determine and measure job performance in future researches.

Key Words: Job Performance, Task Performance, Contextual Performance, Scale Development,

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İŞ PERFORMANSI, GÖREV PERFORMANSI, BAĞLAMSAL PERFORMANS: BİR ÖLÇEK GELİŞTİRME ÇALIŞMASI

ÖZ: Bu çalışmada, çalışanların iş performanslarını bilimsel yöntemlere dayanarak geçerliliği ve güvenilirliği yüksek bir ölçme aracı ile ölçebilmek için, bir "İş Performansı Ölçeği" geliştirilmesi amaçlanmıştır. Çalışma, üniversitelerden, sağlık, sanayi sektörlerinden olmak üzere üç farklı örneklem grubundan elde edilen veriler ile yapılmıştır. Veri toplama aracı olarak çalışma grubu tarafından, literatür doğrultusunda 5'li Likert şeklinde hazırlanan 12 maddeden oluşan taslak ölçek kullanılmıştır. Veriler paket program ile analiz edilmiştir. Geçerlik çalışmaları doğrultusunda KFA ve DFA yapılmıştır. Ayrıca, iş tatmini ölçeğinden istifade edilerek, ölçeğin ölçüt bağımlı geçerliliği de sağlanmıştır. Analiz sonuçlarına göre "İş Performansı Ölçeği", iki alt boyut ve 11 maddeden oluşmuştur. Yapılan güvenilirlik analizleri sonucunda ölçeğin yüksek düzeyde güvenilir olduğu tespit edilmiştir. Ölçeğin, görev performansı ve bağlamsal performans isimli iki boyutlu yapısı ile, bundan sonra yapılacak araştırmalarda, çalışanların iş performansını belirlemeye ve ölçmeye yönelik önemli bir ihtiyacı karşılayarak alandaki bir boşluğu dolduracağı değerlendirilmektedir. İş Performansı Ölçeği, **Türkçe olarak çalışmanın en sonunda sunulmuştur.**

Anahtar Kelimeler: İş Performansı, Görev Performansı, Bağlamsal Performans, Ölçek Geliştirme,

Makale Türü: Araştırma makalesi

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INTRODUCTION

In order to maintain their existence in the changing competitive environment, organizations have started to give more importance to performance and performance management and development. When human resources, which are seen as the most difficult resource to manage in enterprises, are not directed correctly and effectively, they can cause performance degradation and therefore failure. The ability of organizations to achieve their goals and provide a competitive advantage over their competitors is realized by having employees who are high performing, skilled, perform their duties effectively and contribute to the success of the organization (Venkateswara Rao, 2016). In this context, job performance is an element that has a significant impact on the success of the organization.

Job performance is the degree to which the employee performs his / her job within the rules determined by the institution and shows the behaviors expected from him. (Al-Makhaita, Sabra & Hafez, 2014; Köroğlu Kaba & Öztürk, 2021). These behaviors are expected to contribute to the goals and objectives of the organization (Rotundo & Sackett, 2002; Özdevecioğlu & Kanıgür, 2009; Koopmans et al., 2016). Job performance is the contribution of employees to the objectives of the organization, the level of fulfillment of a job according to the specified conditions, or the behavior of the employee (Stajkovic & Luthans, 1998; Darvishmotevali et al., 2017; Leo & Lightning, 2017; Blom et al., 2018; Alessandri et al., 2018).

Job performance is generally considered in two dimensions, task performance and contextual performance (Borman & Motowidlo, 1993). Task performance is the behaviors that contribute to the achievement of the goals set in the job descriptions of the employees or the fulfillment of the requirements of the job on a personal level (Wang & Netemeyer, 2002; Avey et al., 2011; Harmancı Seren et al., 2018). Contextual performance, on the other hand, focuses on the behaviors of the employee that contribute to the effective functioning of the organization in addition to the task performance, and is expressed as the positive behaviors of the employees that are not in the job descriptions but supported by the institution (Guo & Ling, 2020; Aksoy & Çiçek, 2021; Elsner vd., 2021).

The importance of job performance, which has many effects on the organization and employees, has increased with modern management approaches that focus on people. In addition to ensuring that individuals demonstrate high job performance in organizations, numerous theoretical and practical studies have been carried out to understand the concept of job performance, to reveal the elements affecting job performance with its predecessors and successors, to develop and sustain the culture of high job performance, to determine and discuss its effects (Motowidlo, 2003; Halbesleben & Bowler, 2007; Gilboa et al., 2008; Schat & Frone, 2011; Wang et al., 2015; Kumar et al. 2021; Nye et al., 2022).

However, in this study, based on the fact that these activities related to job performance can be carried out, it is aimed to develop a "Job Performance Scale" in order to determine the job performance of individuals in enterprises / institutions operating in all sectors and to measure them with a measurement tool with high validity and reliability based on scientific methods. Job performance and its sub-dimensions, task and contextual performance, are the antecedent and successors of many desirable variables within the organization. This study is also aimed to contribute to the field literature of management and organizational behavior disciplines on issues such as measurement, control, and improvement of job performance.

1. THEORETICAL FRAMEWORK

1.1. Job Performance

Job performance is the quantitative and qualitative expression of what employees can achieve or provide for the purposes of the whole attitude and behavior they exhibit at work or for the purposes related to that job (Şahin & Kanbur, 2022). In other words, the quality of job performance in organizations depends on the mission, goals, functionality requirements, and organizational beliefs about the behaviors that are valued (Castilho, 2015). The concept of job performance is associated with Vroom's (1964) "Expectancy Theory" and Daniel Kahneman and Amos Tversky's (1979) "Expectancy-Value Theory". According to Vroom's expectancy theory, the employee's performance differs according to the degree of desire for the result he will achieve with his effort and the degree of expectation that a certain behavior will lead the employee to the result. In other words, according to this theory, an employee's effort for a job depends on two variables expressed as valence and expectancy. Valence can be explained as the degree to which the employee desires the reward, and the expectancy can be explained as the intensity of the employee's belief that a certain behavior will lead to a certain result. The Expectancy-Value Theory, on the other hand, claims that individual performance, determination and preferences are linked to the expectation relationship and duty value belief of individuals (Akkoç, 2017). According to these two theories, employees perform high as long as their expectations from the organization are met (Organ, 1977) The basis of this approach is the balance of organization – employee expectations. As a matter of fact, the relationship between employees and the organization is a kind of exchange relationship (Blau, 1964). Employees are in a kind of exchange with their organizations for the rewards they expect to receive as a result of their efforts (Eisenberger et al., 1986). Blau's "Social Exchange Theory" (1964) refers to the relative but not necessarily specific mutual imperatives associated with expectations that exist between employees and the organization (Coyle-Shapiro & Conway, 2005; Salanova et al., 2005; Pindek et al., 2019). According to this theory, employees perform highly to the extent that they believe that organizational activities are beneficial to them (Rhoades & Eisenberger, 2002; Razack & Upadhya, 2017). While employees with high performance provide an increase in organizational performance, this also directly affects the increase of the competitiveness of the enterprise (Liden et al., 1993; Methot et al., 2016).

1.2. Job Performance Dimensions

Job performance is generally considered in two dimensions: Task and contextual performance (Borman & Motowidlo, 1993):

Task performance is the quality and quantity of work required by the basic activities included in the job descriptions of the employees (Lockevd., 1984; Farh et al., 2007; Díaz-Vilela et al., 2015; Shin et al., 2016; Aggarwal et al., 2020). It is a situation consisting of the main components of the work, it is carried out by the employee and controlled by the manager. In other words, it is more of a situation that involves the employee fulfilling the main work obligations and related behaviors (Chan & Mak, 2012; Shantz et al., 2013; Clarke & Mahadi, 2016; Nemteanu et al., 2021; Pattnaik & Sahoo, 2021). These behaviors of the employees provide support to carry out the technical activities in the production process. Behaviors related to task performance include planning and organization, prioritization, showing responsibility, result-oriented and efficient work (Motowidlo, 1994; Leo & Lightning, 2017; Harmancı Seren et al., 2018; Van Zyl et al., 2021; Pattnaik & Sahoo, 2021; Arwab et al., 2022).

In this sense, task performance has an important place in terms of achieving both individual and organizational results (Law et al., 2009; Hultin et al., 2019; Jonsson et al., 2021).

Contextual performance, on the other hand, is the behaviors that contribute to the fulfillment of the basic task beyond the official job descriptions of the employees (Goodman & Svyantek, 1999; Díaz-Vilela et al., 2015). It ensures the development of the social and psychological environment of the organization (Kumar et al., 2021; Aboagye et al., 2022). In other words, it refers to the extra role performance of voluntary behavior that supports the context (Borman & Motowidlo, 1993; Acaray, 2019; Palenzuela et al., 2019). Although there is no complete distinction between contextual performance and task performance, task performance includes task-oriented actions that are clearly stated within the organization, while contextual performance usually involves actions whose ultimate goal is to improve task performance (Motowidlo, 1997; Cleveland vd., 2019). That is, contextual performance, although not part of the defined role requirement, describes a process of social change that involves voluntary behavior in favor of the organization. (Rhoades & Eisenberger, 2002; Erdilek Karabay et al., 2020). In this respect, contextual performance is positive behaviors that encourage activities such as helping others and collaborating and are supported by the institution in this respect (Motowidlo et al., 1997). These; voluntary participation in work, assisting co-workers, following organizational rules and procedures, adopting and defending organizational goals (Koopmans et al., 2013; Leo & Lightning, 2017; Jiang et al., 2022).

2. METHOD

2.1. Question of the study

Today, the competitive environment requires organizations to use performance measurement and valuation systems in order to benefit from new opportunities and adapt to changing environmental conditions, in other words, in order to maintain the existence of the organization in the long term (Akkoç et al., 2012). In this study, it is aimed to develop a "Job Performance Scale" in order to determine the job performance in the enterprises / institutions operating in all sectors and to measure the validity and reliability with a high measurement tool based on scientific methods based on the education, industry and health sectors, which are considered as the sectors where job performance is important. In addition, this study aims to contribute to the literature on the disciplines of management and organizational behavior, such as job performance, measurement, control and improvement of an important variable that is the predecessor and successor of many desired variables within the organization.

2.2. Sample and Scale Development

A study team of 50 people was first formed to determine the items for measuring job performance. This team has been selected from academicians who are experts in organizational behavior, strategic management, personnel management, and institution managers who have worked in related institutions in these fields. In line with the opinions of this team, the sub-dimensions of job performance, task performance and features for measuring contextual performance were determined item by item. In determining the items, the perceptions of the individuals in the organization regarding the job performance were taken into consideration and the features that could explain this variable were tried to be described with expressions. In line with the opinions of this team, the characteristics for measuring job performance were determined item by item. In determining the items, the

perceptions of the individuals in the organization about the job performance were taken into consideration and the features that could explain this variable were tried to be described with expressions. By combining the experiences and opinions of all participants who formed a focus group, a draft form was created with two dimensions and 19 items.

The 19-item draft form was again submitted to the opinion of seven academicians who are experts in the field, rearranged within the framework of the latest opinions and the following two dimensions and 12-item "Job Performance Scale Draft Form" was developed:

Table 1: Job Performance Scale (Draft)

First Dimension: Task Performance	1.	I have the competencies that my job requires.
	2.	I work effectively/efficiently.
	3.	I understand and carry out work-related procedures.
	4.	I am proficient in all areas related to my work.*
	5.	I work in a planned and organized manner to conclude the task defined to me in full and on time.
	6.	I am eager to acquire new skills related to my job.
Second Dimension: Contextual Performance	1.	I take extra care and take extra responsibilities while doing my duty.
	2.	I contribute to the creation of a positive working environment in my institution.
	3.	If I encounter a situation that prevents the task from being done, I try to fix it.
	4.	I help and encourage my friends to complete their work.
	5.	Even if there are criticisms inside or outside the institution, I defend my institution.
	6.	I am proud to be a part of this institution.

**This item was removed from the scale as a result of later analysis.*

2.3. Data Collection and Statistical Analysis

The questionnaire designed for the research consists of three parts. In the first part, there is an information note to give the participants information about the study, in the second part, four questions about demographic variables (age, gender, marital status, institution studied), and in the third part, the final version of the draft "Job Performance Scale" consisting of twelve statements. The responses of the respondents were determined by a 5-point Likert type (1: "I Strongly Disagree"- 5: "I Strongly Agree") scale. In the analysis of the research data, package data analysis program was used. In the analyzes, descriptive statistics were first made to determine the demographic characteristics of all three working groups, then validity and reliability analyzes of the Job Performance Scale were made, and in the last stage, analyzes were made regarding the criterion validity.

2.4. Universe and Sample

For the research, three different sample groups were determined by convenience sampling method. The purpose of conducting the research by selecting three different sample groups is to increase the generalizability of the findings obtained at the end of the study. The aim of the study by selecting three different sample groups is to increase the generalizability of the findings obtained at the end of the study. The first sample group consists of academic and administrative staff working in higher education institutions belonging to public and foundations. The second and third sample groups consisted of personnel working in institutions/businesses in the health and industry sectors in Mersin. In the determination of these sectors, the sectors where the effects of the perception of job performance are thought to be felt to a significant extent were taken into consideration and education, health and industry sectors were preferred. The created questionnaires were sent to the participants between **23 September 2022 - 15 November 2022**, and data related to the study were collected. Detailed information about the sample groups is presented below.

2.4.1. First Sample Group

Academic and administrative staff working in public and foundation-owned higher education institutions constitute the participants of the first sample group of the research. Questionnaire forms related to the research were delivered to approximately 600 people working in public and private education institutions within the research universe and identified by convenience sampling method. Of the questionnaires answered, 390 were found suitable for analysis.

The first sample group consists of a total of 390 academic and administrative staff, 255 men (65.4%) and 135 women (34.6%) working in educational institutions in the public and private sectors. In the first sample group, 225 were married (57.7%), 165 were single (42.3%), 256 were public (65.6%), and 134 (34.4%) were from foundation universities. The average age of the participants working in educational institutions in the public and private sectors was determined as 31.28 years and the average working time was determined as 11.2 years.

2.4.2. Second Sample Group

The personnel of public and private health institutions in the Mersin region constitute the participants of the second sample group. There are approximately 10000 personnel in this universe. The sample size was calculated as 370 people at a 95% confidence interval (Sekaran, 1992). Questionnaires related to the research were delivered to a total of 750 people working in public and private health institutions within the research universe who were identified by convenience sampling method. Of the questionnaires answered, 387 were found suitable for analysis.

The second sample group consisted of 206 women (53.2%) and 181 men (46.8%) working in health institutions in the public and private sectors, a total of 387 public and private health sector employees. In the first sample group, 227 were married (58.7%) and 160 were single (41.3%). The average age of the participants in the health sector was determined as 31.82 years and the average working time was 9.57 years.

2.4.3. Third Sample Group

The employees of the enterprises located in Mersin and Tarsus Organized Industrial Zones constitute the participants of the third sample group of the research. There are approximately 15000 employees in this universe. The sample size was calculated as 375

people at a 95% confidence interval (Sekaran, 1992). Questionnaires related to the research were delivered to a total of 600 people working in the enterprises within the research universe and identified by convenience sampling method. Of the questionnaires answered, 417 were found suitable for analysis.

A total of 417 industrial sector employees consisting of 248 men (59.5%) and 169 women (40.5%) working in enterprises located in Mersin and Tarsus Organized Industrial Zone constituted the third sample group. Of the third sample group, 238 were married (57.1%) and 179 were single (42.9%). The average age of the participants in the industrial sector was determined as 33.32 years and the average working time was determined as 12.4 years.

2.5. Construct Validity

Validity is the degree to which the scale serves the intended use and the degree to which the feature to be measured can be measured correctly without being confused with any other variable (Ercan & Kan, 2004). In this study, structural validity analyzes were made for the "Job Performance Scale" to be developed. Structural validity is the state of the relationships between dimensions that are in accordance with the theory and the extent to which the expressions in the scale measure the properties to be measured correctly (Westen & Rosenthal, 2003). Exploratory and confirmatory factor analyses were performed to show that the conformity and adequacy of the Job Performance Scale to structural validity is supported by theory and evidence (Bademci, 2017, 2019).

2.5.1. Exploratory Factor Analysis

Exploratory factor analysis (EFA) is a multivariate statistic that aims to find, explore, and discover a smaller number of unrelated but conceptually consistent variables by bringing together a large number of interrelated variables (Büyüköztürk, 2016; Gürbüz & Şahin, 2018). The research started by making EFA for the data collected from the first and second sample groups consisting of academic and administrative staff working in public and foundation-owned higher education institutions and personnel in the health sector. However, before moving on to EFA, it should be checked whether the data collected is suitable for this analysis. This conformity can be examined through the Kaiser-Meyer-Olkin (KMO) test and the Bartlett's Test of Sphericity. The KMO test provides information on the suitability of the data set for factor analysis and the suitability of the data structure for factorization. According to the classification made by Kaiser (1974), the degree of conformity of the dataset according to the results of the KMO test is indicated as 0.90-1.00: "Great", 0.80-0.89: "Precious", 0.70-0.79: "Intermediate Level", 0.60-0.69: "Acceptable Level". That is, it is desirable that the KMO coefficient for these two aspects is higher than 0.60. Bartlett's Test of Sphericity, on the other hand, analyzes the existence of a relationship between variables on the axis of partial correlation. If the test turns out to be meaningful, it indicates the appropriateness of the data set. In addition, this is an indicator of the normality of the data set (Büyüköztürk, 2016; Çalışkan, 2022a). According to the results obtained, KMO Coefficient was found as 0.911, Bartlett-Sphericity Test Chi-Square value as 3689.8 ($p < .001$) for the first sample group, KMO Coefficient as 0.877 for the second sample group, and Bartlett-Globality Test Chi-Square value as 2342.1 ($p < .001$). According to these results, it was determined that the data set was suitable for EFA (Kalaycı, 2006; Hair et al., 2010). Basic components analysis was used as an inference method when performing EFA. As the rotation method, the varimax method was preferred. Factor loads, eigenvalues and variances of the scale items are presented in Table 2.

For the first sample, EFA started with a total of 12 items. The determinant in the created correlation matrix is determined as = 0.001. In the created matrix, it was seen that there was no expression that crossed the threshold value and received a cross-charge. It was determined that there was no item below the threshold value of 0.5 in the anti-image correlation matrix. However, the factor load related to the fourth item in the scale of task performance (I am proficient in all areas related to my job.) is 0.287. It is generally based on factor loads above at least 0.32, and it is recommended that the load value be at least 0.5 when it is desired that the factors consist of as strong substances as possible (Meyers et al., 2005; Gürbüz & Şahin, 2018; Çalışkan, 2022b). Therefore, regarding task performance 4. The item has been removed from the scale at this stage. The fact that the factor loadings of other items are above 0.6 indicates that they have high factor loading. As a result of EFA, it was seen that the scale was grouped under two factors whose eigenvalue was greater than 1. The total variance explained by the two factors on the scale is 65.42%. After this stage, exploratory factor analysis with the data of the second sampling was performed again with 11 items belonging to the scale. The determinant of the correlation matrix was found to be = 0.001. In the resulting matrix, it was determined that there was no items that was cross-loaded and located above the threshold value. Since no item in the anti-image correlation matrix falls below the threshold value of 0.5, no item has been removed from the scale. It was seen that the scale was again grouped under two factors as expected and the total variance explained by the factors was 71.66% for the scale.

One item was removed from the scale and the scale became a two-dimensional, eleven-item final. In addition, the fact that the factor loads for all items have a value above 0.8 shows that the results of the analysis are at a good level (Meyers et al., 2005).

Table 2. Exploratory Factor Analysis Results

Dimensions					
Sample 1			Sample 2 (Health Institutions)		
	1. Factor	2. Factor		1. Factor	2. Factor
Eigen value	3.97	3.01	Eigen value	4.93	2.56
Explained Variance	38.61	26.81	Explained Variance	48.21	23.45
Item Code	Factor Loadings		Item Code	Factor Loadings	
TP5	.890		TP3	.923	
TP3	.851		TP2	.910	
TP2	.844		TP5	.902	
TP6	.822		TP1	.897	
TP1	.801		TP6	.836	
TP4	This item has been removed from the scale.		TP4	This item has not been used on scale.	
CP3		.910	CP5		.912
CB6		.889	CB2		.906
CP5		.862	CP6		.892
CP1		.853	CP4		.863
CP2		.822	CP3		.841
CP4		.820	CP1		.814
Total Variance Explained	65.42%		Total Variance Explained	71.66%	

At this stage, in order for the dimensions in the measurement tools to be valid alone, the discriminant validity analysis was performed due to the necessity of differentiation from other dimensions. Discriminant validity describes the level at which any dimension within the scale differs from another dimension (Fornell & Larcker, 1981). The correlation coefficients between the dimensions of the Job Performance Scale are given in Table 3. In order for the decomposition between dimensions to be at a significant level, the correlation coefficients must be below 0.85 (Schweizer, 2014; Stieler, 2017). As a result of the analysis, it was determined that the separation between the dimensions was at a reasonable level.

Table 3. Job Performance Scale Discriminant Validity Analysis

Job Performance Scale	Sample 1		Sample 2	
	Task Performance	Contextual Performance	Task Performance	Contextual Performance
Task Performance	1.00	.749**		
Contextual Performance			.788**	1.00

**p<0.001.

2.5.2. Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) is performed with the aim of testing and verifying the structure of a measurement tool based on a solid theoretical structure or a previously developed, repeatedly used and accepted measurement tool with a new data set (Gürbüz & Şahin, 2018; Çalışkan et al., 2021b). DFA was conducted to test the structural validity of the "Job Performance Scale", which was developed on two different sample groups consisting of academic and administrative staff working in public and foundation-owned higher education institutions and personnel in the health sector, on a different third sample group such as the industrial sector. The necessary analyzes were made with the package program and the found compliance goodness values were presented in Table 4. For the compatibility of the working model in CFA, AGFI, GFI, CFI and NFI values are expected to be 0.90 and above, and RMSEA values are expected to be lower than 0.10 (Steiger, 1990; Byrne, 1994; Schermelleh-Engel et al., 2003; Schumacker & Lomax, 2004; Çalışkan, 2019). It was determined that the "good fit" values for the values of the goodness of compliance (AGFI, GFI, CFI and NFI) found as a result of the CFA showed an "acceptable" compliance value for the value of (RMSEA) (Meydan & Şeşen, 2011; January, 2020). In other words, as a result of EFA, it was seen that the structure revealed on two different samples was confirmed by CFA. This result shows that the Job Performance Scale developed is statistically verified and significant. The model obtained by CFA is presented in Figure 1 and Table 4.

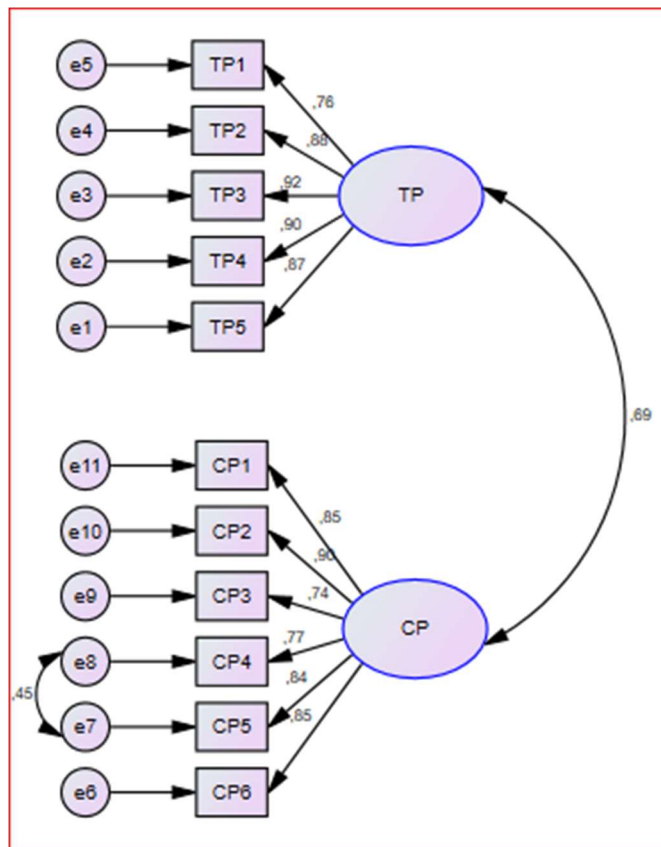


Figure 1. CFA Structure of the Third Sample Group

Table 4. Third Sample Group (Industrial Sector) CFA Results

Job Performance Scale	χ^2	df	χ^2/df	RMSEA	NFI	GFI	AGFI	CFI
Acceptable Fit			$\leq 5df$	≤ 0.10	≥ 0.90	≥ 0.90	≥ 0.85	≥ 0.95
Good Fit			$\leq 3df$	≤ 0.05	≥ 0.95	≥ 0.95	≥ 0.90	≥ 0.97
Sample 3 First Level CFA	72.13	42	1.72	.06	.93	.91	.88	.97

n= 446; *p<0.001.

Not: $\Delta\chi^2$ =Normal Theory Weighted Least Squares Chi-Square, df = Degrees of Freedom, RMSEA= Root Mean Square Error of Approximation, NFI= Normed Fit Index, GFI= Goodness of Fit Index, AGFI= Adjusted Goodness of Fit Index, CFI = Comparative Fit Index.

2.5.3. Criterion Validity

In addition to exploratory and confirmatory factor analyses to ensure the validity of the scale, the criterion validity, which is a validity technique that examines the relationship of the data collected from each of the three sample groups with one or several external criteria, was examined (Büyüköztürk, 2016). In this context, the job satisfaction scale was included in the research model for the data collected from the second and third samples, used as the predecessor variable and the correlations between the job satisfaction and job performance

were examined. The reason for choosing this variable for criterion validity is that the relationships between job satisfaction and job performance have been frequently discussed in studies (Akkoç et al., 2012; Veerasamy et al., 2013; Cullen et al., 2014; Haider et al., 2018; Shafique et al., 2018; Çalışkan, 2018; Davidescu et al., 2020; Loan, 2020; Kaştelan Mrak et al., 2021).

The scale developed by Arnett (1999) and Judge et al. (2009) was used to measure the job satisfaction of individuals in the second and third sample group. On a scale of 5 items, questions are like "I feel satisfied with my job" and "I'm excited about my job." The Cronbach Alpha value of the scale, the Turkish validation of which was made by Akkoç et al. (2012), was reported as .81.

The relationships between the Job Performance Scale (JP) and the Job Satisfaction Scale (JS) for both sample groups were analyzed and the results are presented in Table 5.

Table 5. Relationships Between Variables within the Scope of Criterion Validity

Variables	Sample 2 n=387			Sample 3 n=417		
	Sample Mean	Sample standard deviation	JP	Sample Mean	Sample standard deviation	JP
JP Scale	3.89	.83	1	4.01	.98	1
JS Scale	3.67	.89	.72**	3.88	.77	.79**

** p< .01

According to the results obtained, positive and significant relationships were obtained between job satisfaction and job performance in both sample groups.

2.6. Reliability analysis

Finally, analyses were made regarding the reliability of the Job Performance Scale. Internal consistency reliability refers to whether the items in the scale are consistent among themselves (Bayık & Gürbüz, 2018). In determining the reliability of the scales, one of the most widely used methods is the Cronbach's Alpha test, since it is a method that accurately and consistently extracts the concept to be measured, taking into account all the items in the scale (DeVellis, 2003; Ercan & Kan, 2004; Pekkan & Çalışkan, 2020). Cronbach's Alpha coefficient is a measure of the internal consistency and homogeneity of the items in the scale (Tezbaşaran, 1996). The fact that the Cronbach Alpha coefficient is greater than 0.70 means that the scale is highly reliable (Gürbüz & Şahin, 2018). In order to measure the internal consistency of the Job Performance Scale, the internal consistency of the scale was calculated for all three sample groups and shown in Table 6. In addition, it was determined that all of the adjusted item to total correlations of the items belonging to the scale were higher than the default threshold value (0.20) (Büyüköztürk, 2006; Çalışkan, 2021). As a result, these findings show that the internal consistency of the proposed scale is ensured and the scale is highly reliable.

Table 6. Job Performance Scale Internal Consistency Results

Variables	Number of Items	Cronbach's α		
		Universities	Health	Industry
Job Performance Scale	11	.871	.914	.943
➤ Task Performance	5	.896	.927	.935
➤ Contextual Performance	6	.863	.906	.929

DISCUSSION AND CONCLUSION

Employees with a high level of performance ensure an increase in organizational performance, which in turn increases the competitiveness of great importance for enterprises. For this reason, organizations need employees with high performance (Stajkovic & Luthans, 1998; Wang & Netemeyer, 2002; Avey et al., 2011; Darvishmotevali et al., 2017; Blom et al., 2018; Alessandri et al., 2018).

In this study, a scale has been developed in order to detect, discover, successfully, and effectively conceptualize, measure, and control the perception of job performance of individuals within the organization. Qualitative and quantitative research methods were used in the development of the scale. Three separate samples consisting of individuals working in enterprises and institutions belonging to universities, health and industrial sectors, which are considered to be the sectors where the effects of low/high job performance can be felt intensely, were delivered to the 12-item "Draft Job Performance Scale Form", data were collected and analyzed.

Exploratory factor analysis (EFA) was performed to test the structural validity of the scale. The first sample group consisted of academic and administrative staff working in higher education institutions belonging to public and foundations. The second sample group consisted of personnel in the health sector. When the EFA results of both samplings were examined, a two-factor structure with an eigenvalue greater than 1 was obtained. **As a result of the analysis, a total of 11 expressions and a scale consisting of two dimensions were obtained.** CFA was then applied to reveal whether the two-factor structure of the Job Performance Scale obtained as a result of EFA would be verified in a different sector. **With CFA, it was concluded that the two-factor structure of the scale named Task Performance and Contextual Performance was confirmed.**

As a final step in the validity of the scale, the criterion validity was examined. In this context, the variable of job satisfaction was included in the research model, used as the premise variable and the correlation between it and job performance was examined. For criterion validity, the reason for choosing the job satisfaction variable is that the perceptions of individuals about job satisfaction are effective in the high performance of the organization is evaluated. Because, the quality of job satisfaction has a significant impact on the quality of the tasks performed by the employees of the organization. It is stated that those who work with high job satisfaction work more efficiently, their relations with the enterprise they work for are strengthened and they strive to do their duties with better quality (Çalışkan &

Gündoğdu Özel, 2018). Institutions apply a number of managerial techniques to increase the job satisfaction of their employees. As a result of these efforts, positive developments are achieved in the performances and activities of employees who experience a high level of job satisfaction (Akkoç et al., 2012; Veerasamy et al., 2013; Cullen et al., 2014; Haider et al., 2018; Shafique et al., 2018; Davidescu et al., 2020; Loan, 2020; Kaštelan Mrak et al., 2021). With this in mind, as a result of correlation analyses made with the data obtained from the second and third sample groups, positive and significant relationships were obtained between job satisfaction and job performance.

All the results obtained can be considered evidence that the Job Performance Scale is a valid measurement tool.

In order to determine the reliability of the Job Performance Scale, each of the three sample groups was subjected to the Cronbach's Alpha test separately. The internal consistency of the Job Performance variable as a whole and the sub-dimensions of Task Performance and Contextual Performance were calculated, and as a result, **it was determined that the scale was highly reliable.**

Although the Job Performance Scale is originally designed to be used as a whole, since the internal consistency values of the sub-dimensions related to the scale are quite high, **it may be possible to apply both sub-dimensions individually.**

The developed scale is an easy-to-use scale with a very low number of items compared to other scales in the literature. By taking advantage of this scale, organizations are evaluated to achieve significant gains in how to increase job performance and how to benefit from this situation. **The developed scale will be able to be used not only in universities and health and industry sectors in sample groups, but also in all other sectors operating in both the public and private sectors, including enterprises / institutions.** Since there is no such reliable and reliable scale on such different sample groups in the literature, it is evaluated that the Job Performance Scale will fill an important gap for enterprises and institutions in all sectors. In addition, for the scale development studies, a large number of foreign publications were used as well as domestic publications. **This contribution strengthens the universal representation of the scale and suggests that the scale can also be used in different cultures in other countries.**

In addition, during the one-on-one interviews conducted with both expert scientists and some of the health and industry sector employees, it was found that the Job Performance Scale is an easily understandable, simple to apply and allows the participants to clearly express their perceptions about the phenomenon of job performance.

It is evaluated that the Job Performance Scale, with its two-dimensional structure including the concepts of Task Performance and Contextual Performance, will fill a gap in the field by meeting an important need to determine and measure the variable of job performance in future researches. In future researches on the subject, it can be said that the application of the scale in different samples and the examination of its interaction with different variables will further strengthen the findings obtained in this study on the reliability and validity of the scale.

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JOB PERFORMANCE SCALE**Task Performance**

- ✚ I have the competencies that my job requires.
- ✚ I work effectively/efficiently.
- ✚ I understand and carry out work-related procedures.
- ✚ I work in a planned and organized manner to conclude the task defined to me in full and on time.
- ✚ I am eager to acquire new skills related to my job.

Contextual Performance

- ✚ I take extra care and take extra responsibilities while doing my duty.
- ✚ I contribute to the creation of a positive working environment in my institution.
- ✚ If I encounter a situation that prevents the task from being done, I try to fix it.
- ✚ I help and encourage my friends to complete their work.
- ✚ Even if there are criticisms inside or outside the institution, I defend my institution.
- ✚ I am proud to be a part of this institution.

JOB PERFORMANCE SCALE		STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
ITEMS						
First Dimension: Task Performance						
1	I have the competencies that my job requires.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I work effectively/efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I understand and carry out work-related procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I work in a planned and organized manner to conclude the task defined to me in full and on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I am eager to acquire new skills related to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Dimension: Contextual Performance						
1	I take extra care and take extra responsibilities while doing my duty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I contribute to the creation of a positive working environment in my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	If I encounter a situation that prevents the task from being done, I try to fix it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I help and encourage my friends to complete their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Even if there are criticisms inside or outside the institution, I defend my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I am proud to be a part of this institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

İŞ PERFORMANSI ÖLÇEĞİ

Görev Performansı

- ✚ İşimin gerektirdiği yetkinliklere sahibim.
- ✚ Etkili/verimli bir şekilde çalışırım.
- ✚ İşle ilgili prosedürleri anlar ve yerine getiririm.
- ✚ Bana tanımlı görevi tam ve zamanında sonuçlandırmak için, planlı ve organize çalışırım.
- ✚ İşimle ilgili yeni beceriler kazanmak konusunda istekliyim.

Bağlamsal Performans

- ✚ Görevimi yaparken ekstra özen gösterir, ilave sorumluluklar alırım.
- ✚ Kurumumda olumlu bir çalışma ortamı oluşturulmasına katkı sağlarım.
- ✚ Görevin yapılmasına engel bir durumla karşılaşırsam, düzeltilmesi için uğraşırım.
- ✚ İşlerini tamamlamaları için arkadaşlarıma yardımcı olur, teşvik ederim.
- ✚ Kurum içi/dışı eleştiriler olsa bile, ben kurumumu savunurum.
- ✚ Bu kurumun parçası olmaktan gurur duyarım.

İŞ PERFORMANSI ÖLÇEĞİ		KESİNLİKLE KATILMAM		KARASIZIM		KESİNLİKLE KATILIRIM	
MADDELER		KATILMAM	KATILMAM	KARASIZIM	KATILIRIM	KESİNLİKLE KATILIRIM	KATILIRIM
1. Boyut: Görev Performansı							
1	İşimin gerektirdiği yetkinliklere sahibim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Etkili/verimli bir şekilde çalışırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	İşle ilgili prosedürleri anlar ve yerine getiririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Bana tanımlı görevi tam ve zamanında sonuçlandırmak için, planlı ve organize çalışırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	İşimle ilgili yeni beceriler kazanmak konusunda istekliyim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Boyut: Bağlamsal Performans							
1	Görevimi yaparken ekstra özen gösterir, ilave sorumluluklar alırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Kurumumda olumlu bir çalışma ortamı oluşturulmasına katkı sağlarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Görevin yapılmasına engel bir durumla karşılaşırsam, düzeltilmesi için uğraşırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	İşlerini tamamlamaları için arkadaşlarıma yardımcı olur, teşvik ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Kurum içi/dışı eleştiriler olsa bile, ben kurumumu savunurum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Bu kurumun parçası olmaktan gurur duyarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>