

JOB PERFORMANCE IN THE EMPLOYEES OF AN INSTITUTION

Llontop Arista¹, Suarez Peña², Villón Prieto³

¹Yesica (<https://orcid.0000-0003-1534-970X>)

yesicall@ucvvirtual.edu.pe

Universidad Cesar Vallejo, Perú

²Willan (<https://orcid.org/0000-0002-6992.2842>)

suarezpw@ucvvirtual.edu.pe

Universidad Cesar Vallejo, Perú

³Rafael Damián (<https://orcid.org/0000-0002-5248-4858>)

Universidad Cesar Vallejo, Perú

KEYWORDS

job performance,
performance,
collaborator,
institutions,
teachers

ABSTRACT

The main purpose of this article was to carry out a thorough assessment of Job performance in institutions, through a rigorous exploration of the available research. The methodology applied was bibliographic research and thus be able to obtain valuable and important information, and then be able to analyze all the research that is relevant to the topic and research objectives. This exploration was through an analytical study of the various investigations of the most prominent scientific journals such as Scopus and Scielo, which are highly recognized in the scientific corporation. The study will contribute the factors involved and their preeminence in personal and institutional progress. In this compilation of research it can be highlighted that one of the factors that stands out in Job performance is emotional intelligence, emotions play an important role in job performance, it is also said that family and personality show us how it is that We can have adequate job performance and the management skills developed by managers positively influence the level of performance of teachers and this indicates that teachers who show a good disposition towards work also present performance that makes students improve their learning. . Saying that high performance will influence the achievement of institutional purposes.

I. INTRODUCTION

The Education sector is important and very remarkable in the lives of children and adolescents, with education being a universal right that is recognized in the various treaties with different nations, the United Nations (UN) (2022) indicates in one of its sustainable development goals for the year 2030 that quality education can be ensured for all. But currently education in Peru is in crisis, according to the Society and Foreign Trade of Peru, which places us in 82nd place out of 134 countries that participated in this study, constituting a drop of 4 positions in relation to the index of the previous year. Therefore, it is important to emphasize that education has a transformational role in the contribution and development of the country, seeking to guide students through their teachers, so that they can obtain significant learning in the achievement

of their development to achieve their objectives for the good of the country's growth.

For this reason, job performance in institutions is of utmost importance to be able to achieve the objectives established in each organization and even more so in an educational institution in which this in one way or another will be reflected in the progress and progress of students and with a view to formal growth in the country. employee performance is defined in "the actions, behaviors, and results that employees perform or produce and which are connected to the objectives that an organization has of those that will contribute to them" cited (Torlak et al. 2019, p. 21), in this sense Lei et al. (2024), refers that job performance can be defined as a set of employee behaviors that have some expected value for their place of work (positive or negative) in which the collective job performance of a university depends to a large extent on what the academics of all the faculties or departments achieve. In itself, the result of a series of worker behaviors that has positive effects and negative contribution to the achievement of organizational tasks is performance (Leitao & Goncalves, 2019). The performance result is strongly influenced by ability, motivation and opportunity (Vermeeren et al. 2014), likewise employee performance is a sample of the level of achievement and the goals or objectives of implementation of the vision, mission and strategic plans of the organization that indicate the successful implementation of activities or established policies (Thaief et al. 2024), it should be noted that Campbell and Wiernik (2015) say that job performance refers to the actions or behaviors that individuals perform at work and that contribute to the overall functioning of the organization. This also comes from the initiative and ingenuity shown by employees, as well as the efficiency with which they fulfill this responsibility (Rothman and Coetzer 2018). Therefore, job performance considers how employees contribute to the organization's objectives to reach individuals (tasks or function) and organizational objectives cited (Peral 2020, p. 3)

That is why job performance is considered a fundamental pillar for institutions to obtain optimal results and thus generate better productivity, and even more so in the educational field is to be able to develop improvements and advances in the progress of student teaching and not being able to have adequate job performance is where the objectives of the institution cannot be achieved. In his research, Rughoobur (2024) says that the factors that come to do emotional work, burnout, job satisfaction, and psychological health of employees have been identified as the potential factors that intervene in employee job performance. However, Sánchez (2023) states that job performance is associated with work performance, in this sense employees will develop their activities within an entity, involving the amount of work or tasks they have to perform, and this has to be aligned with the objectives of the institution that have to be met, taking into account competition, quality levels and this in order to achieve the proposed goals. Therefore, many times in institutions it has been seen that some employees choose to look for other means or possibilities that do not generate stress or some type of long working day. In this regard, Bielinska et al. (2024) report that employee job satisfaction is a source of benefits both for employees themselves and for companies operating in a dynamically changing environment. However, Lumbreras et al. (2020) found that Latin America has not yet resolved the barriers that exist in the various organizations, and these are since they are aimed at making only technological investments, neglecting human beings, taking into account that the objectives cannot be met with ignored, demotivated, and dissatisfied employees. It has been found that job performance is a detonating factor of efficiency and efficiency of institutional workers and that decision-makers adopt reactive rather than proactive postures (Pashanasi et al., 2021).

This current research will be of high quality in its theoretical aspect since it will provide information that will be very select on job performance, which will contribute as a contribution to future research. Also in the practical aspect, the results that will be obtained from this research will be very useful to be able to propose various alternative solutions and understand the

problems in the institutions, as well as in strengthening job performance in collaborators for their well-being and to be able to achieve the goals. On the other hand, in the methodological aspect, a literature review of duly validated articles that are reliable will be used, which will be the evidence or guides in future research. And ultimately, as far as the social aspect is concerned, it will allow us to plan and carry out programs that are aimed at promoting adequate resources for better job performance in employees and this generates the achievement of goals in educational institutions and thus better learning is obtained.

The general objective is to carry out a systematic bibliographic review that is focused on job performance in the collaborators of an institution and in the same way the specific objectives were raised as follows: i) identify the factors that affect job performance, ii) highlight the importance of job performance in an institution.

II. METHODOLOGY

Design. A systematic review of the literature of articles and scientific studies in research on job performance in organizations was carried out.

Search Strategy. The search was carried out in the first place in Scopus were scientific articles on topics of Job performance and job performance AND Teachers that have been published both in the national and international context. This search is without limit of language. Likewise, systematic reviews of various scientific research in SciELO were carried out, having the keywords such as job performance AND education, performance AND collaborators, with no date limit.

Inclusion and exclusion criteria. In relation to the search for systematic reviews of research, it was possible to take into account the application of scientific articles, complete articles, as well as those that contain conclusions on how job performance affects an organization. As for the exclusion criterion, it was that the research should have job performance in institutions as the research topic.

Data extraction. Carrying out the initial search, 155 articles related to the subject were located in Job performance, but 33 of which are complete were selected.

Data analysis. The information was extracted from the year of publication, authorship, purpose, conclusions

III. RESULT (TALK)

By executing a rigorous study that is coherent with the theme of this research, it has been involved in the search for information that is extremely relevant taking into account the objectives that were established in which it is to execute a systematic bibliographic exploration that is focused on job performance in the collaborators of an institution. For which we find Yeniaras & Kaya (2022) in their research, he explains the mediation process by which customer prioritization and product complexity affect service performance through *work* stress and its limit conditions. This study finds that both customer prioritization and product complexity increase work stress. Furthermore, this article concludes that business links have a bittersweet nature as a personal resource and reverse the relationship between customer prioritization and work stress, while strengthening the direct negative relationship between product complexity and *work* stress. The findings demonstrate the critical role that personal networks play in reducing *work* stress and improving customer service performance for small and medium-sized businesses that adopt customer-centric strategies, such as customer prioritization. Lei et al. (2024) also revealed the efficacy of psychological counseling as a post-measurement intervention to reduce burnout among academics. However, it also revealed a limitation in

which such counselling, while it might be effective in reducing burnout, does not improve performance. Since the advice is not ideally intended to improve performance in the workplace, it means that the advice does not automatically lead to competent, revitalised, motivated, passionate and competent staff. Conversely, a decrease in performance can contribute to the persistence of burnout. In light of these findings, it is recommended that HR recruitment professionals incorporate a comprehensive assessment of all candidates' skills and attributes, i.e., their mental, academic, and psychological domains. In such a way, Wahab & Tvasari (2019) found that managerial competence and learning orientation were positively related to job performance. In addition, they revealed that business leadership mediated the relationships between general competence and learning orientation and job performance. It provides evidence of how such leadership is important for impressive job performance. Harwood & Froehlich (2021) also presented a case study of an international primary school located in Jakarta, Indonesia, which is based on both quantitative and qualitative data. Quantitative analyses revealed that there is a positive relationship between proactive feedback-seeking and subjective teacher performance. Likewise, the results of Siddiky & Haque (2021) proposed in their study to identify the components that affect students' academic performance mediated by their motivation to learn. This study confirmed that there is evidence of a very strong positive association between students' academic performance and their motivation to learn. It was suggested in this study that students, their families, and educational institutions should play an important role in strengthening students' motivation for learning, which would lead to better academic performance. However, Du toit et al. (2022) in their research showed that the effect of perceived organizational support (POS) on teachers' performance is conditioned by teachers' work-elaboration behaviors in the organization. More specifically, organizational support is important for teacher performance. In their study, Alsheikh et al. (2017) show a significant impact of the management practices of the various human resources (compensation and benefits, training and development, and evaluation and achievements), organizational culture, motivation, and knowledge management on job performance. The researcher recommends strengthening the relationship between their job performance in knowledge management. Syafri et al. (2015) in their results also showed that competence, motivation and work design were significantly influenced by employee performance. It was also found that local wisdom was a significant moderator of the performance of the students.

employees. On the other hand, integrity, discipline, and rewards were not significantly related to worker performance. And most importantly, Jia et al (2021) find their article focused on grassroots public employees and exploring the impact of how work-family relates to job performance. The results found show that the aptitude and balance of work-family relationships has a significant impact on job performance, and work commitment and work consumption playing a mediating role in the influence process. Rughoobur (2022) reveals that job satisfaction seems to positively influence job performance. Emotional work, burnout, and employees' psychological health did not appear to significantly affect employees' job performance. It recommends that more support be provided in terms of employee counseling and more job turnover to avoid burnout, a supportive supervisor/manager where employees can voice their concerns, and a design of work could be a solution to give employees more autonomy in the workplace. Without leaving aside what Peral (2020) says, the results of his study showed that the personality traits of the "big five" indirectly influenced job performance (behavior in the role, organizational citizenship behavior) through the elaboration of the work as a mediator. Delgado et al. (2021) points out in their results that what has been proposed will have a valuable capacity to explain performance, concluding that emotional intelligence plays an outstanding role in what is job satisfaction and the performance of educators. And so also Haider, S; Jabeen, Sh; & Ahmad, J (2018) conclude by referring that well-being in the psychological aspect will mediate between the fact that there can be a balance between personal

and work life and work performance, seeing in an adequate way the satisfaction of collaborators with co-workers improves job performance, in which the strengthening of this will balance psychological well-being. And Lado (2017) in their research suggest that emotional stability. Accountability and extroversion are three strong predictors of performance ratings. Castro et al. (2023) also find a

association that is positive in emotional intelligence and job performance, and in another aspect, emotional intelligence and job performance, these are negatively related to emotions that are also negative. This study establishes that, by trying to regulate negative emotions, they improve the emotional intelligence and job performance of teaching collaborators. Huaita and Luza (2018) conclude that where a teaching collaborator develops, this will help to promote better teachings in their students, which is why job satisfaction will influence the performance of teachers, this indicates that teachers who reflect an adequate disposition towards their employment, will also present performance that will make students advance in their learning. Gamarra et al. (2023) emphasize that the job performance of a servant is subject to several elements, which are their individual appreciations, their way of performing and the compensations being of great relevance in which they transfer those that are benefits that are of great help to the corporation and the technical position that those involved are, which will be seen in skills and abilities that employees will reveal and even more so in the knowledge of the position they occupy. Otarola (2016) concludes that the managerial skills developed by managers have a positive influence on the level of performance of teachers. Polo et al. (2023) state that job performance in the management scenario is fundamental to the extent that it increases responsibility, it is oriented to the administration of state resources for the benefit of the entire community as a whole, which considers multiple elements that are transcendent, with ethical and transparent aspects being the highest priority and from this managers have to operationalize with high axiological and clear indexes in all the activities they carry out in which they have to define goals as motivational elements in the conduct of work, which are developed by the servants while they are fulfilling their functions exercising a collective of capacities and behaviors exhibited by the collaborators of the entities in order to achieve results and the achievement of organizational objectives. Alboramandan & Dahleez (2021) tell us, which proposes a model of the effects of workplace spirituality on job performance through the mediation effects of work commitment, effective commitment, and organizational trust. Significant mediation effects of work engagement, affective engagement, and trust were found organizational in the relationship between spirituality in the workplace and the work performance of academic staff. And in his research, he mentions that Ramírez et al. (2020) conclude that there is no evidence of a significant correlation between job satisfaction and teacher performance. On the contrary, Harol & Khadijah (2023) their study showed that different types of incentives influence the job stabilization process, which in turn influences job performance. The study recommends the need to encourage collaboration through department-level incentives, and collective incentives should be evenly distributed among employees, regardless of performance. And it is similar to De Ree et al. (2018) taking into account their research was based on how does a large unconditional increase in salary affect the job performance of employees in the public sector? They found in their research that the large pay increase significantly improved teachers' satisfaction with their income, reduced the incidence of teachers having outside jobs, and reduced self-reported financial stress. However, after two and three years, the salary increase did not lead to any improvement in student learning outcomes.

Discussion : Reviewing and analyzing the various research and taking into account the findings that are related to the topic on which they are based on the contributions of Jia et al (2021) indicate that the quality and balance of work-family relationships has a significant impact on

job performance, as well as Peral (2020) the results of their study showed that the personality traits of the "big five" indirectly influenced the job performance (behavior in the role, organizational citizenship behavior), these indicate that family and personality show us how we can carry out an adequate job performance, it is also very prominent in the research of Delgado et al. (2021), Haider, S; Jabeen, Sh; & Ahmad, J (2018), Lado (2017) and Castro et al. (2023) found that emotional intelligence, emotions play an important role in job performance which are positively associated and this causes psychological well-being providing a balance in their personal life and in job performance. We take into account that Huaita and Luza (2018) indicate that job satisfaction will influence the performance of teachers, this indicates that teachers who show good disposition towards work, also present performance that

they make students improve their learning. It should be borne in mind that Otarola (2016) refers to us concluding that the managerial skills developed by managers positively influence the level of performance of teachers. It corresponds to the contribution of Jiménez & Echevarría (2021) who highlight that job performance is highly related to the behavior of the members, so that the best personal development of a participant implies a positive contribution aimed at the development of the institution from a high performance to the achievement of institutional purposes and thus be able to continue with the path of competitiveness.

IV. CONCLUSIONS

When conducting a systematic research review search in which we sought to focus on the articles that are indexed in the Scopus and Scielo database, in which the topic of Job performance in institutions was investigated, these investigations that have been carried out for many years indicate that the most important factor in job performance is that emotional intelligence, Emotions play an important role in job performance, which are positively associated and this causes psychological well-being, providing a balance in your personal life and in job performance.

It was also found that the quality and balance of work-family relationships has a significant impact on job performance and thus it is also shown that job satisfaction will influence the performance of teachers, this indicates that teachers who show good disposition towards work, also present performances that make students improve their learning. It must be seen that the managerial skills developed by the directors have a positive influence on the level of performance of the teachers. We highlight the importance of job performance because it will be possible to achieve the objectives generated by an institution and without it there is no growth or improvements. That is why the relevance of the literature that is related to job performance is highlighted, which offers essential knowledge and thus be able to adequately address this challenge. This will help to provide quick and adaptable responses in the institutions by their managers and collaborators.

BIBLIOGRAPHIC REFERENCES

- Abdullah, N. A., & Akhar, M. (2016). Job satisfaction through organizational citizenship behaviour: A case of university teachers in Pakistan. *Alberta Journal of Educational Research*, 62, 1-149.
- Aboramandan, M., & Dhleez, K. (2021). Workplace Spirituality and Job Performance in Higher Education. *Journal of Management, Spirituality and Religion*, 18, 128-150. doi:10.51327/HVB2461
- Abugre, J. (2014). Job satisfaction of public sector employees in sub-saharan África: Testing

- the minnesota satisfaction questionnaire in ghana. *International Journal of Public Administration*, 37, 1-655. doi:10.1080/01900692.2014.903268
- Abugre, J. (2014). Job satisfaction of public sector employees in sub-saharan Africa: Testing the minnesota satisfaction questionnaire in ghana. *Journal*, 1-98. doi:10.1080/01900692.2014.903268
- Alshelkh, G., Alpawafleh, E., Halim, M., & Tambi, A. (2017). The impact of human resource management practices, organizational culture, motivation and knowledge management on job performance with leadership style as moderating variable in the Jordanian Commercial Banks Sector. *Journal*, 1-19. doi:10.6000/1929-7092.2017.06.48
- Belle, N., & Cantarelli, P. (2015). Monetary Incentives, Motivation, and Job Effort in the Public Sector: An Experimental Study With Italian Government Executives. *Review of Public Personnel Administration*, 35, 1-1234. doi:10.1177/0734371X13520460
- Cen, C. (2023). HOW DO FINANCIAL INSTITUTIONS LEVERAGE THE BENEFITS OF E- LEARNING TRAINING PROGRAMS? A MODERATE MEDIATION STUDY CONDUCTED IN FINANCIAL INSTITUTIONS IN INDONESIA. *Journal of Modern Project Management*, 11, 79-97. doi:10.19255/JMPM03206
- De ree, J., Muralidh, K., Prandham, M., & Rogers, H. (2018). Double for nothing? Experimental evidence on an unconditional teacher salary increase in indonesia. *Quarterly Journal of Economics*, 133, 993-10391. doi:10.1093/qie/qlx040
- Du toil, A., Redelinghuys, K., & Van der Vaart, L. (2024). Organisational Support and teacher s performance: The moderating role of job crafting. *sudafricana de psicología industrialarrow-drop-down* 48(1), 1-10. doi:10.4102/Sajip.v48i0.2004
- Haron, I., & Khadiak, K. (2023). EFFECT OF INCENTIVES ON EMPLOYEES PERFORMANCE IN THE PUBLIC SECTOR, MINISTRY OF LOCAL ADMINISTRATION CASE-STUDY OF JORDAN. *Ibero-American Journal of Exercise and Sport Psychology*, 18, 1-79.
- Harwood, J., & Floehlich, D. (2021). Proactive Feedback-Seeking, Teaching Performance, and Flourishing Amongst Teachers in an International Primary School. *Professionnal and Practice-based Learning*, 20, 1-425. doi:10.1007/978-3-319-60943-0_21
- Huang, E., Benson, J., & Zhu, Y. (2021). Teacher management in China: The transformation of educational systems. *Book*, 1-22. doi:10.4324/9781315693040
- Jia, L., Phawitpirivakiti, C., & Terason, S. (2022). THE EFFECTS OF WORK-FAMILY CONFLICT AND WORK-FAMILY SUPPORT ON JOB PERFORMANCE OF

CHINESE GRASSROOTS CIVIL SERVANTS. *Journal*, 1-18.
doi:10.24857/rgsa.y18n8-022

Jiang, Y., Jamil, S., Zaman, S., & Fatima, S. (2024). Elevating organizational effectiveness: synthesizing human resource management with sustainable performance alignment. *Journal of Organizational Effectiveness*, 11, 392-44713. doi:10.1108/JOEPP-03-2023-0111

Jiany, Y., Jamil, S., Zaman, S. I., & Syeda Anum, F. (2024). Elevating organizational effectiveness: synthesizing human resource management with sustainable performance alignment. *Journal of Organizationd Effectiveness*, 1-385. doi:10.1108/JOEPP-03-2023-0111

Kumar, N., Liu, Z., Flinchbaugh, C., Hossain, Y., & Hossain, N. (2022). Impact of emotional labour on taking charge to predict employee's creative and task performance: The moderation of performance-based pay from the lens of self-determination theory. *Journal*, 6, 1-137. doi:https://doi.org/10.1371/journal.pone.0269196

Lado, M., & Alonso, P. (2017). The Five Factor Model and Job Performance in a Low-Complexity Position: A Quantitative Synthesis. *Journal of Work and Organizaciones* arrow_drop_down33 *Psychology* (3), pp. 175-182, 1-19.

Lee, Y., & Kim, J. (2024). Examining the seniority-based pay system in Korean companies: current trends and its implications for Asian economies. *Journal*, 1-19.
doi:10.1050/13802381.2024.2354834

M, L., Alam, G., Bashir, K., & Pinoping, G. (2024). Whether academics' job performance makes a difference to burnout and the efecto of psychological counselling— comparison of four types of performers. *Whether academics*, 6, 1-19. doi: https://doi.org/101371/journal.pone.0305493

Peral, S., & Geldenhuys, M. (202). The indirect relationship between personality and performace job crafting behaviour. *Revista Sudafricana de Psicología industrial* arrow_drop_down46(1), pag.1-12, 1-12.
doi:10.4102/Sajip.v46i0.1715

Ramírez, P. T., Ortiz de Agui, M. L., & Martínez Morales, C. (2020). Professional satisfaction and university academic performance. *InterCambio.Dilemmas and transitions in education superior* arrow_drop_dow7(2)pp. 66.78, 1-18.

Roknuzzaman, S., & Haque, I. (2022). Factors Affecting Students' Academic Performance Mediated by their Motivation for Learning. *Journal*, 1-324.
doi:10.24191/ajue.v20i1.25696

Salazar, A., & Paravic, T. (2005). Climate Work Performance in Workers of Public Institutes. *Medical Journal of Chile* arrow_drop_dow133(3), pp.315-322, 1-15.

Sandoval, H., Silva, L., & Queiroga, F. (2022). A comprehensive approach to job performance in the service sector: a systematic review of the literature. *BAR, Braz. Adm. Rev.* 19 (02) • 2022, 1.19. doi:http://doi.org/10.1590/1807-769bar2022210046

- Syafri, M., Jusoh, A., Sukali, I., Othman, M., & Nor, K. (2021). Moderating effects of local wisdom in improving employee performance in indonesia. *Journal Pengurusan*, 44, 1.79.
- A comprehensive approach to job performance in the service sector. (2022). *BAR, Braz. Adm. Rev.* 19 (02) • 2022, 1-19.
- Volkan, Y., & Jiker, K. (2022). Customer prioritization, product complexity and business ties: implications for job stress and customer service performance. *Journal of Business*, 37, 1-487. doi:10.1108/JBIM-08-2020-0404
- Wahab, A., & Tyasari, I. (2019). Entrepreneurial leadership for university leaders: A futuristic approach for Pakistani HEIs. *Journal*, 1-19. doi:10.1016/j.apmr.2019.09.002
- Yu, M., Wen, J., Smith, S., & Stoke, P. (2022). Building-up resilience and being effective leaders in the workplace: a systematic review and synthesis model. *Leadershin and Organization Depelopment Journal*, 43, 1-1098. doi:10.1108/LODJ-09-2021-0437