

**ABSTRACT**

*Contextual performance corresponds to activities that go beyond the job description to fulfill job-specific tasks and also are not directly related to the work but refers to those behaviors that affect the organizational, social, and psychological context in which the work is performed. Contextual performance is a multidimensional concept and this article is purported to revisit the conceptualization of the variable in multiple dimensions by various researchers and finally to construct a tool to evaluate the employee's performance which is the main focus of human resource management research and practice. The Contextual Performance Scale is developed by the authors (2022) and the scale was operationalized on four major dimensions of Contextual performance. A panel of five experts in the field of Income Tax, Counselling, Psychology, and Education established the content validity of the scale, and the pilot study was conducted among the employees of the Income Tax Department. The validity and reliability of the tool were established in addition to the internal consistency. The Cronbach alpha of the tool is 0.94. The tool thus developed to evaluate contextual performance is named as Mano-Dharma Scale of Contextual Performance.*

**Keywords:** *Contextual performance, Altruism, Conscientiousness, Interpersonal and Relational Skills, Personal Characteristics.*

**Introduction**

Organizations nowadays are pressured by rapid technological change and are compelled to “turn on a dime” to best position themselves for global competitiveness (Manring, 2003). In today’s competitive world, in an organization apart from the prescribed roles specified in the job description, the employers expect their employees to be more committed in pursuit of a common goal and positively engaged to go the extra mile, not restricting themselves to the formal task behaviors (Borman & Motowidlo, 1993; Motowidlo & Van Scotter 1994; Van Scotter & Motowidlo, 1996). The larger organizational interest can be achieved only when the employees display a positive attitude towards the organizational rules and policies and show care and concern for all the stakeholders involved.

**Contextual Performance**

The performance of an employee that goes beyond the formal roles and obligations like helping a coworker who is lagging in his or her task, introducing a newly joined employee to the work culture, maintaining good working

completion of a task, sharing of information and other critical resources, abiding by the rules and regulations and supporting organizational policies are termed as contextual performance (Motowidlo & Schmit, 1999; Bass & Riggio, 2006; Pradhan et al., 2012). However, these contextual activities are considered critical catalysts for the accomplishment of task function.

**Need to construct a tool for contextual performance**

Contextual Performance not only deals with a cluster

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relationships with peers, taking extra effort for the timely of uniform behaviors but also conceptualizes the diversity and multidimensional aspects of those behaviors (Van Dyne & Le Pine, 1998). These contextual behaviors as they facilitate enhanced communication and improve social interaction among the workforce are significant to any organization. (Borman 1978; Katz & Kahn, 1978; Arvy & Murphy, 1998;). The effectiveness of not only the workgroups but the organizations as a whole does improve and it is proven by various studies also.(Podsakoff & Mackenzie, 1997). The identification of contextual characteristics, incorporation of relevant performance measures while designing effective employee performance systems, and evaluation of contextual performance are essential in the process of selection, training, and annual appraisal of personnel in an organization for its effective functioning and development.

**Objective of the study**

To develop and validate a scale for evaluation of the contextual performance of the employees in an organization.

**Methodology**

The sample chosen was employees of the Income Tax Department in Tuticorin and Tirunelveli.

**Construction of Contextual Performance Scale**

The concept of contextual performance can be measured through various dimensions as applicable to the stakeholders on whom the study is to be conducted. From the literature and taking into consideration, the organizational climate of the sample chosen, the scale was constructed based on four dimensions - Altruism, Conscientiousness, Interpersonal and Relational Skills, and Personal Characteristics. Each dimension was again classified into various sub-dimensions and they are depicted as under:

**Dimensions of Contextual Performance**

**Altruism**

Altruism refers to those behaviors which are aimed at helping a co-worker selflessly. It involves goal-directed action that helps improve the well-being of others. Helping is a promotive behavior that emphasizes small acts of consideration leading to interpersonal harmony. It is cooperative and non-controversial.

**Conscientiousness**

Conscientiousness refers to being purposeful, determined, disciplined, dutiful, reliable, orderly, punctual, and responsible (Costa & McCrae, 1992) and it is related positively to job performance (Barrick et al., 2001). In an organizational setup Knowledge of self-control is very much essential for personnel selection, placement, or task assignment.

**Self Control**

- ❑ Tangney et al. (2004) state that the ability to control oneself is an important component of behaving conscientiously. Individuals differ in their level of self-control which can be classified as stop-control (Inhibitory control) and start-control (Initiatory control). Self-control is found to relate positively to desirable and negatively to undesirable behaviors thereby creating an impact on contextual performance.
- ❑ Stop-control is self-control that refers to the ability not to perform an undesirable behavior that is short-term attractive but long-term undesirable. In other words, the outcome of successful stop-control is the absence of undesirable behavior.
- ❑ Start-control is the self-control that refers to the ability to perform a desired behavior that is short-term unattractive but in long-term desirable. In other words, the outcome of successful start-control is the presence of desirable behavior.

**Interpersonal and relational skills**

Interpersonal skills are the life skills that we use every day to communicate and interact with other people individually or in groups. People with good interpersonal skills can easily handle difficult situations with emotional balance by responding appropriately.

- ❑ Communication skills improve relationships among the employees and also enable them to perform their tasks spontaneously with clarity leading to proactive behavior which is preferred by any organization.
- ❑ Conflict-solving in the workplace is an important process that enables to maintain a balanced and safe work environment.

- ❑ Influencing skills are very much required to bring the people around us to our way of thinking without using force and acknowledging others' opinions.
- ❑ Social networking skills facilitate knowledge sharing among individuals, groups, and also with other organizations. Hence it had become an integral part of organizational design to promote inter-organizational community building.

### Personal Characteristics

- ❑ Persistence to a goal is the ability to work despite obstacles and it is the master skill to success. It is a meta-cognitive learning skill necessary for the successful transition to the next stage.
- ❑ Personal initiative is a behavior that is goal-directed, action-oriented, consistent with the organizational mission, self-starting, proactive, and persistent in spite of barriers and setbacks (Frese et al., 1996) and it positively predicts overall performance.
- ❑ Motivation to work is an intrinsic and internal drive to put forth the necessary effort and action toward work-related activities. Motivated employees will have increased commitment and proficiency leading to improved job satisfaction resulting in individual and organizational development.
- ❑ Creativity and innovation are characteristics people seek to look at the world in new ways and form ideas to improve it. Creativity serves to express an idea while innovation seeks to solve an issue. These behaviors enable the employees to perform well in the workplace.
- ❑ Adaptability is the capacity to make appropriate cognitive, behavioral, or affective adjustments in the presence of uncertain or novel circumstances (VandenBos, 2007). Since change is a constant in life, the skill of adaptability allows the employee to adjust to that change be it procedural or technical.

### Construction of Contextual Performance Scale

The items were developed based on the concept and reviews related to contextual performance in articles published in journals, unpublished research works and select items from previously developed tools by others.

The items were modified to cater to the needs of the population chosen i.e. employees of the Income Tax Department taking into consideration their social, cultural, demographical, and psychological aspects also.



Initially, 57 items were framed and the scale was designed as a five-point Likert Scale where the respondent had to choose strongly agree, agree, uncertain, disagree, and strongly disagree for each item.

Scoring was done as 1 to 5 for strongly agree, agree, uncertain, disagree, and strongly disagree respectively for each positive statement and in the reverse order for negative statement.

The number of items under the dimensions namely Altruism, Conscientiousness, Interpersonal and Relational Skills, and Personal Characteristics are 7, 12, 10, and 11 respectively.

### Content validity

Content validity refers to the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure. Content validity is a crucial step in scale development and it can be characterized as face validity or logical validity. Face validity indicates that the measure appears to be valid, "on its face" whereas Logical validity indicates a more rigorous process, such as using a panel of experts that provides constructive feedback about the quality of the newly developed measure and objective criteria with which to evaluate each item. Lynn (1986) recommended a minimum of three experts. Two experts from the field of Education, one expert from the field of Psychology, one expert from the field of counseling, and one expert from the Department of Income Tax were chosen and the instrument were chosen for validation. The experts reviewed the adequacy, representativeness, and ambiguity of the items. The tool was edited and restructured based on the suggestions made by the experts.

### Pilot study

A pilot study was undertaken to identify the coding errors, format problems, and ease of administration among the employees of the Income Tax Department stationed at Tuticorin and Tirunelveli by providing the link for Google form which contained the statements along with items. Values

demographic details of the sample chosen. The officials were requested to go through the statements and submit their responses and the scores were calculated for each item.

**Item analysis**

Item analysis refers to the process of statistically analyzing assessment data to evaluate the quality and performance of the test items (Thompson, 2021). Item whole correlation was computed to select the consistent and relevant items in the tool. The item whole correlation is a measure of the reliability of a multi-item scale and a tool for improving such scales. The responses received from the respondents were tabulated. The row and column of the table were assigned for the number of respondents and the number of items in the scale. Scores of each respondent were recorded and the sum of the scores was calculated individually for each respondent.

According to Greg, (2022) results of item-whole correlation can assist show discrimination in questionnaire

ranging from 0 and 0.19 can suggest that the item is not discriminating well; values around 0.2 and 0.39 show good discrimination; values 0.4 and higher imply very significant discrimination. According to the literature, the corrected item-whole correlation should be >0.3 (Maltby 2007, Brzoska 2010). The items with an ‘r-value of 0.264 and above were retained to prepare a final version which contained 40 items.



**Reliability**

Reliability refers to how consistently a method measures something. Cronbach’s alpha is used for calculating reliability coefficients for survey instruments that use Likert-type responses. Cronbach’s alpha coefficient with higher values denoting increased reliability. The coefficient of correlation between each item by all the scores and the sum of scores for all items for each score was calculated and the correlation coefficient was computed to be 0.94 establishing the reliability of the tool.

**Final Version of Mano-Dharma Scale of Contextual Performance**

Sl. No.	Statement	SA	A	UC	D	SD
1	When my colleagues had been absent I help them with their work later.					
2	I motivate new employees in the department even though it is not part of my job.					
3	I help others when their workload increases.					
4	I suggest innovative ideas whenever possible to improve the overall quality of the department					
5	I spend time listening to co-workers’ problems and worries.					
6	I willingly attend programs not mandated by the department out of academic interest.					
7	I readily disseminate the needed information to my co-workers.					
8	If unable to come to work, I give advance notice to my superior.					
9	I do things as soon as I am asked to do them.					
10	I keep on trying to do some difficult tasks even though there is a possibility of going wrong.					
11	I am still able to concentrate at work when things around me are very hectic.					
12	I can continue working even when I am physically / mentally tired.					

13	I comply with the rules, regulations, and procedures of the department even if others don't notice me.					
14	I handle the department's property with care.					
15	I strictly adhere to the values, policies, and objectives of the department.					
16	I am emotionally attached to the department.					
17	I treat the department's problems as if they are my own.					
18	All the success I have had in professional terms is due to the department.					
19	The department gives me a great feeling of security.					
20	When I submit a detailed report to my superiors, I can explain the facts of the case lucidly.					
21	Through effective communication, I draw the attention of my colleagues.					
22	I intend to handle problematic situations in a better manner					
23	I can present my position clearly and thoughtfully.					
24	I propound recommendations to the department to improve the procedures.					
25	I remind co-workers not to do actions harmful to the department.					
26	I share creative ideas with colleagues.					
27	I always demonstrate concern about the image of the organization.					
28	I pay attention to announcements, and messages about the department.					
29	I introduce and explain the policies of the department to acquaintants and relatives during personal times.					
30	I persist in overcoming obstacles to complete a task despite difficult conditions and setbacks.					
31	I take the initiative to solve a problem related to my work even when it is not assigned to me.					
32	I comply with the instructions even when my superior and colleagues are absent.					
33	I take the initiative to give constructive feedback, to improve the performance of others in my team.					
34	I tackle challenging assignments enthusiastically.					
35	If the department does not provide the training required for me to perform the functions effectively, I look for information from other sources.					
36	I spend my spare time learning and improving skills relevant to my job.					
37	I acquire work-related knowledge at my own cost.					
38	I can speak up with my colleagues and superiors with ideas for new projects or changes in procedures.					

## Conclusion

Evaluation of the contextual performance of an employee not only enables the individual to identify his/her strength and weaknesses but also provides a clear picture for the organization to keep track of the progress, take appropriate measures for solving preventable problems, and motivate underperforming employees to meet the standard of work expected by them. In that way, the Mano-Dharma scale of contextual performance is a valid and reliable tool to assess the contextual performance of employees of an organization.

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