

**MANAGERIAL COMPETENCY AND JOB
PERFORMANCE AMONG VETERINARY OFFICERS
IN THE DEPARTMENT OF VETERINARY SERVICES
MALAYSIA**

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**MANAGERIAL COMPETENCY AND JOB PERFORMANCE AMONG
VETERINARY OFFICERS IN THE DEPARTMENT OF VETERINARY
SERVICES MALAYSIA**

By

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Othman Yeop Abdullah
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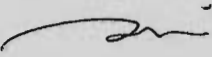
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ABSTRACT

This quantitative research paper entitled Managerial Competency and Job Performance among Vet-officer in the Department of Veterinary Services (DVS) Malaysia, aims to investigate the relationship between managerial competencies and job performance among the Vet-officers of DVS Malaysia. The managerial competencies comprised of planning & organizing, leadership, controlling and personal attribute. The respondents from this study comprised of 105 Vet-officers from DVS Malaysia. Data were analyzed using Statistics Package for Social Science (SPSS) version 17. Test conducted were Pearson's correlation and regression. The results of the study showed that the level of managerial competency and overall job performance among Vet-officer are at moderate level. This study also showed that only personal attributes had a positive and significant influence on employee job performance. Overall, the four dimension of managerial competency jointly explained about 23 per cent of the variance in job performance. Therefore, it can be concluded that personal attributes were an important predictor of job performance. Based on this finding, it is important to note that in an effort to improve job performance of employees, problem of personal attributes must be encountered before embarking on improving the competency of the employee.

Key word: Job Performance, Managerial Competencies, Vet-officer, DVS

ABSTRAK

Kertas penyelidikan kuantitatif bertajuk Kompetensi Pengurusan dan Prestasi Kerja di kalangan pegawai Veterinar di Jabatan Perkhidmatan Veterinar (JPV) Malaysia , bertujuan untuk mengkaji hubungan antara kompetensi pengurusan dan prestasi kerja di kalangan pegawai Veterinar di JPV Malaysia. Kompetensi pengurusan terdiri daripada perancangan & organisasi , kepimpinan , kawalan dan sifat peribadi . Responden kajian ini terdiri daripada 105 pegawai Veterinar dari JPV Malaysia . Data dianalisis dengan menggunakan Pakej Statistik untuk Sains Sosial (SPSS) versi 17. Ujian yang dijalankan adalah korelasi Pearson dan regresi berganda. Keputusan kajian menunjukkan bahawa tahap kompetensi pengurusan dan prestasi kerja di kalangan pegawai Veterinar adalah pada tahap sederhana. Kajian ini juga menunjukkan bahawa hanya sifat-sifat peribadi mempunyai pengaruh yang positif dan signifikan terhadap prestasi kerja. Secara keseluruhan, empat dimensi kompetensi pengurusan secara bersama menjelaskan kira-kira 23 peratus daripada varians dalam prestasi kerja. Kesimpulannya, sifat-sifat peribadi merupakan varians yang penting dalam prestasi kerja. Berdasarkan hasil kajian ini, masalah berkaitan sifat-sifat peribadi perlu ditangani terlebih dahulu sebelum memulakan usaha bagi meningkatkan prestasi pekerja.

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LIST OF ABBREVIATION

Abbreviation		Meaning
DVS	=	Department of Veterinary Services
Vet-officers	=	Veterinary Officers
NKEA	=	National Key Economic Area
EPP	=	Entry Point Project
NAP4	=	National Agriculture Policy 4
GDP	=	Gross Domestic Product
WTO	=	World Trade Organisation
AFTA	=	Asian Free Trade Agreement
JPV	=	Jabatan Perkhidmatan Veterinar

CHAPTER 1

INTRODUCTION

1.2 Background of Study

Delivering quality services to the public has been the interest of Department of Veterinary Services (DVS) since its first establishment in 1888. It is imperative as it eventually reflects the competency and effectiveness of the whole government machinery. With fierce global challenges to face, organizations worldwide have recognized people as the most treasured resource for sustainable organizational development (Tzafrir, Meshoulam & Brunch, 2007).

It is vital that civil servants be more professional in performing their tasks. This calls for civil servants to be practical, transparent and more importantly, able to deliver a steadfast service for the pleasure of the people. All these necessitate a knowledgeable and skillful workforce that have the right approaches, energetic and possess the right frame of mind. Organization, according to Dewey, Montrosse, Schroter, Sullins, and Mattox (2008) employs various strategies and measures to identify and further improve necessary managerial competencies to ensure their services, delivered efficiently.

Economic, political and social trends have changed the way organizations do business (Dess & Picken, 2000; Yukl, 2006). The last 20 years has shown tremendous changes in the public organization.

With a flatter organization, some management level was abolished, and the public becomes a focal point. The pressure to response fast to a problem and many opportunities that appear in an environment that changes economic, politics and technology environments rapidly has made the Vet-officer as the managers who play the vital role in guiding and directing the front-line worker to success.

As managers focus on issues that happen in within their organization, they have to focus not only on the issues of the organizational entities, but also the ones that cut across the whole organization. Moreover, in order to do this, they must succeed from every angle (Hay Group, 2001). For continuous personal development, an individual in managerial roles have to become dynamic to be effective (Jackson, Farndale & Kakanadse, 2003; Brownell & Goldsmith; Tubb & Schultz, 2006). Simon (2007) and Smith and Hughey (2006) believed that managers need to be leaders of change and transformation to be effective on a managerial level.

The development of managerial competencies is most often prerequisite for virtually any self-respecting organization (Boyatzis, 1982; Burgoyne, 1989). Organization should adapt to the constant changes in the working life's environment that has high demand for the occupational competencies and qualification of the workforce (Ellstrom 1997; Hanno et al., 2000). Without the ubiquitous list of competencies, organization discovered that it is not easy to convince stakeholders of the commitment for effective management (Mckenna, 1999).

Therefore, it is important to identify the right competencies to develop a competent manager. However, Tai (2011) stated that if organization are emphasizing that it is crucial for a manager to possess specific managerial skills, this may not be a right

decision as the organization may approve unsuitable managerial skills for development.

Mathewman (1999) and Rankin (2000) noted that based on survey done by Industrial Relation Services, competencies are utilized by many United Kingdom companies to improve both individual and corporate performance. The study discovered an explicit competency model which can be used to enhance an individual manager's performance, and it brings culture change into the manager's role.

Based on competency modeling (Carreta, 1992), employees can be considered competent when they performed the task assigned to them well. Organization used competency-based approach to determine the required individual abilities and to help them to improve their human resource management system, of which include performance enhancements (United Nations Industrial Development Organization, 2002). In order to have a well-organized human resource management, the organization has to make sure that the competency is being designed specifically for each work. Thus by improving competency, the organization would also enhance its overall performance. In order to support competitive strategy, it is a must an organization to monitor individual's competencies as this will lead to better job performances (Tai, 2011).

Competency helped the organization copes with rapid environment changes by incorporating business plan with the organization's human resources strategy (Heffernan & Flood, 2000).

Thus, competency is the element that ties the corporation together by looking at people holistically. It also links the purpose, process and performance to the organization so that the organization understands the importance of competency and use it to better the organization's performance (Wynne & Stringer, 1997).

For years, organization has been experimenting the competency model and systems and has been intensified in the last three decade especially in United States and developing countries (McLagan, 1997). However, despite the numerous studies, there are not much information that relates the study of managerial competencies to Vet-officers' performances in the public organization.

1.2.1 Department of Veterinary Services Malaysia (DVS)

DVS in Malaysia started in 1888 as an agency to control exotic and domestic animal disease. Over the years, the organization and functions of the organizations have progressed to meet the growing demand for veterinary services globally.

DVS underlines the core services in livestock health, commodity development as well as support services in a related field. Accountabilities enshrined for DVS under Government Gazette Volume 48, no 13 dated 24th June 2004 include, control, prevention and eradication of animal diseases, breeding, animal feed, farmer's socio-economic aspects, laboratory services, quality assurance for animal-based product and veterinary's related law enforcement. DSV also provides consultancy services to aspirant entrepreneurs to establish the animal-related industry.

In terms of food production, particularly the animal-based industry, DVS roles and function is to provide services supporting the advancement of the industry which covered animal health, veterinary-related public health, food safety regulation, and import/export procedure.

The current DVS organization is structured to achieve the following objectives: (1) strengthen and maintain animal health status conducive to the animal industry, (2) public health assurance through control of zoonotic diseases and production of food from animal based product, (3) encourage sustainable livestock production and value added industry (4) explore, develop and promote animal-related industry and (5) promote animal welfare practise (see www.dvs.gov.my).

To meet these objectives, the DVS has 10 divisions as follows: Planning, Sanitary/Phytosanitary and Biosecurity, Research and Innovation, Industry Development, Production and Development of Genetic Resources, Enforcement, and Administration, Diagnostic and Quality Assurance, Downstream Industry Development and Training and Career Development (see www.dvs.gov.my).

The development of the animal industry is accomplished through national development policies which include National Key Economic Area (NKEA) for agriculture under Economic Transformation Programme (ETP) conveyed as part of Malaysia's National Transformation Programme. Within the NKEA, government initiated Entry Point Project (EPP) which encompassed five central role which include : (1) to provide facilities and support whenever possible,

(2) to expedite regulatory changes, reduce obstacle, and facilitate EPP project implementation, (3) to offer government contract based on merits kingdoms, market-friendly, transparent and timely, (4) to act immediately upon receiving feedback from private sector and (5) to produce annual achievement project report (see http://etp.pemandu.gov.my/Agriculture-@-Agriculture_.aspx). NKEA for agriculture will focus on the growth potential which will assist Malaysia to grow in the global market. Simultaneously, focus will also be given to national efforts to ensure food security.

The second core policy which DVS is fully committed is to establish the Fourth National Agriculture Policy (NAP4). NAP4's principal objective is to maximize the use agriculture sector resources to ensure its contribution to National Gross Domestic Product (GDP), earn via agricultural exports and at the same time, increase farmers, breeder, fisherman's income (see <http://www.mardi.gov.my/documents/10138/84337a74-8185-4ddb-b8f76e00bd858>).

Policy instigated such way to enable Malaysia to meet the trade liberalization established by World Trade Organisation (WTO) and the Association of Southeast Asian Nations Free Trade Area (AFTA). All support services are being reinforced, particularly the competency of Vet-officer in a related field.

Today, DVS is one of the core organizations pertaining to services given to livestock industry development in Malaysia. How efficient and reliable it delivers the services entrusted to the department?

For that purpose, research is exploring the dimension of managerial competencies and job performance held by Vet-officers that are believed to have been built around four (4) elements/facets of (i) planning and organising, (ii) leadership, (iii) controlling, (iv) personal attribute.

1.3 Problem Statement

DVS is the sole government agency tasked with the provision of core services development of national veterinary industry. There are nine main areas of thrust services provided by DVS accounts for at least 36 sub- thrust services throughout the country. The main area of thrust service areas are disease control, veterinary inspection, veterinary extension and consultation, veterinary medicine, disease investigation and diagnostic, regulatory, animal breeding, livestock production and farmer's training, (see *www.dvs.gov.my*).

Anticipation citizens, communities, profits, as well as non-profit organizations or stakeholders, must be met. Delivering effective and efficient through quality public services is primary concern of any government organization.

Despite the Vet-officer implementing and executing the services entrusted to them, there are still complaints from the general public related to the delivery of services. 2011Statistics (see *http://www.dvs.gov.my/e-permit-1-sistem-permohonan-permit-import/export*) revealed that a total of 93 complaints were lodged via multiple channels concerning the quality of public service delivery related to DVS.

It certainly is an eye opener for DVS management on whether the Vet-officers' competency is affecting their performance in delivering services needed by the public.

The surveyed by the Public Survey Management Competency Team (2012) in China found out that the Chinese government's low efficiency and productivity were caused by the public's official lack of managerial competencies. Moreover, the public officials holding leadership positions see their subordinates as incompetent, and similar negative view was felt by the subordinates on their leaders' managerial competencies (Public Managerial Competency Survey Team, 2012). According to Shang (2007), this negative perception shared by both leaders and subordinates is seen as one of the most notable obstacles that affect efforts to improve an organization's performance.

Tai (2011) in her study of the Royal Malaysian Customs Department's job performance found out that competency element of decision significantly related to job performance of the Customs officer. Even though the result cannot be generalized, it certainly provides empirical evidence to certain extent that the competency is related to job performance.

Malaysian public services have shown much improvement in delivering services. Nonetheless, there are still complaints raised by the public. As the Prime Minister Najib Razak said, "therefore, every civil servant today faced with the challenge of finding the balance between developing the capacity, knowledge, skills and competencies of a new concept of time" (see *Utusan Malaysia*, 12 Mac 2013).

There is no doubt that the success of any organization heavily relies on the effectiveness and efficiency of its employees, especially in delivering services to the public. Therefore, there is an imperious need for the public service delivery in Malaysia to have outstanding employees who can perform excellently. The Prime Minister, Najib Razak (2013) outlined four values that the civil servants should uphold. They are loyalty, dedication, competence, and integrity. Most importantly, civil servants should be held as backbone of national development. He added that the said values should be there to ensure transformation takes place immediately in line with the requirement to disclose the government's aspiration (see *Bernama news*, 30 August 2014).

As for DVS, the department has started compiling systemically all the public complaints received since 2013, as a way to heighten the quality of public service delivery and to make sure that DVS staff are more responsive toward it. The highest complaint received is closely related to the attitudes of the public servant. With a continuously improved system that assists to complete task, relay better information and practice good communication within the department, it is obvious that those problems arise due to human attitudes and lack of skills. The effectiveness of the delivery system must be assessed against the perception of its client.

In such scenario, understanding the cause of the problem is crucial. It was hypothesized that overall job performance is potentially related to competencies in terms of (i) planning and organizing, (ii) leadership, (iii) controlling, (iv) personal attribute. Therefore, this research attempts to explore the extent to which these competency elements are related to job performance.

1.4 Research Questions

In a descriptive study, research question includes who, what, when, where, and how the topic are being develop (Cooper & Emory, 1995). They identified research question used to achieve the objective of research.

The research questions addressed are:

- (i) What is the level of job performance among the Vet-officers in terms of identified managerial competencies?
- (ii) What is the level of identified managerial competencies among Vet-officers in DVS?
- (iii) Does managerial competency have a positive impact on the job performance of Vet-officers?

1.5 Research Objectives

The study's objective is to determine the impact of managerial competencies on the job performance of the Vet-officer in DVS. Specifically, the objectives of this study are:

- (i) To determine the level of job performance among Vet-officers;
- (ii) To determine the level of identified managerial competency among Vet-officers;

- (iii) To investigate whether managerial competency of planning and organizing contributes positively to the level of job performance among Vet-officers;
- (iv) To investigate whether managerial competency of leadership contributes positively to the level of job performance among Vet-officers;
- (v) To investigate whether managerial competency of controlling contributes positively to the level of job performance among Vet-officers;
- (vi) To investigate whether managerial competency of personal attributes contributes positively to the level of job performance among Vet-officers.

1.6 Significance of Study

The significance of this study can be observed from both theoretical and practical aspects. Theoretically, this study will contribute to both managerial competencies and job performance literatures, and provide empirical evidence in relation to the linkage between managerial competencies and job performance.

On a practical level, this study will provide some insights on some of the managerial competencies that perceived as important for Vet-officers. As such, this will help the Vet-officers in managing their human resources towards higher performance. It is believed that these managerial competencies are thought to affect the level of job performance required. The findings of this study can validate whether this notion is correct or not.

1.7 Scope and Limitation of Study

This study are narrowed to a group of veterinary's manager at Department of Veterinary Services Malaysia, and the finding cannot be generalized to other occupational and institutional context. In compassed to the research design, this study is not able to give any statement of causation. Association between the variables will only be interpreted, rather than established.

1.8 Definitions of Key Terms

1.8.1 Competency

Competency, according to Hayes (1979) and Hay Group (2001), is a skill of a person that measurable and can be defined as an ability and willingness to do a task, basic knowledge, motive, trait, social role. It is also connected to effective performance in a particular job, organization or culture.

The competency identified can be clustered into four (4) dimensions:

i) **Planning and Organizing**

Planning is a particular process that involves thinking and organizing certain activities prerequisite to achieve the desired goal or goals.

Organizing is when an organization plays a role to develop an organizational structure and assign human resources to ensure that the goals can be achieved.

ii) Leadership

Leadership involves the sources, both social and informal, utilized by managers to inspire others' actions. Subordinates will be more passionate in carrying out their tasks if they are led by capable leaders.

iii) Controlling

Controlling is when actions are taken to ensure that the intended performance goes as planned. Controlling consists of three steps, and they are (1)

establishing standards of performance, (2) actual performance is compared against standards, and (3) corrective actions will be taken when needed.

iv) Personal attributes

Personal attributes refer to individual traits that are believed to result from an identified cause. The traits can be results from life experiences, and the traits are the ability to stay calm, deliberative, observant, likable, resourceful or a risk-taker.

1.8.2 Job Performance

Behavioral components of task performance (Motowidlo et. al., 1997).

1.7.3 Vet-officers

Veterinary officers (G41) that act as manager

1.8.3 Public Service

Public Service as referred to Article 132 of the Federal Constitution

1.9 Organization of Dissertation

In this introductory chapter, the statement of the problem, research questions, research objectives, and significance of the study have been presented. Chapter 2 will review selected literatures on managerial competencies and job performance. Besides that, a literature review on the relationship between managerial competencies and job performance is also provided. Chapter 3 will discuss the methods and the instrument used in this study, and the distribution of the questionnaire. Chapter 4 discusses the methods used to analyze the data collected and the overall results of the study. Finally, Chapter 5 discusses the findings and provides some recommendations for future research and management practices.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The previous chapter is organized to show the direction of this research. It flows into the second chapter where the concept of job performance, competency and development of managerial competency are further discussed. Within the conceptual context of this study, it is vital to review the previous literature and relevant theories that strengthened managerial competency and job performance inter-relationship. A chronology of selected studies on managerial competency sums up the emphasis and focus of the research. To develop the research framework and hypothesis, this chapter continues with elaboration of the past and present in the association of managerial competency with particular reference to the aspect planning and organising, leadership, controlling and personal attributes.

2.2 Job Performance

With reference to Caretta and Ree (2000), job performance in employee selection, training (Goldstein, 1991) and compensation (Milkovich & Newman, 2005), is viewed by organizational researchers as an important criterion variable. Despite performance's importance, significant disagreement has categorized the discussion regarding its more appropriate conceptualization. Historically, this disagreement is established through distinctions such as (a) ultimate, intermediate, or immediate

indicators (Thorndike, 1949); (b) composite or multiple factors (Schmidt & Kaplan, 1971); and (c) objective or subjective elements (Austin & Villanova, 1992).

Campbell (1990) in his study gave an important contribution to this literature by conceptualizing or hypothesizing performance as functional behaviors connected to organizational goals. This definition highlights what Wexley and Klimoski (1984) found where they mentioned that the behavioral nature of performance is in contrast to outcomes or individual attributes that appraisal traditionally address. Rather than the focusing on the result, Campbell indicated that employee should be rewarded for participating in actions that enable goals to be achieved, thus highlighting the behavioral essence of the construct (see also Campbell et al., 1993).

Consequently, researchers took the effort to test structures to identify behavioural dimensions within the performance domain after Campbell (1990) shared his conceptualization of performance (Burke et al. 2002; Hunt, 1996; Motowildo, 2003; Viswesvaran , 2001).

These structures included Campbell's (1990) original eight factor model test, Borman and Motowildo's (1993) distinction between task and contextual performance, as well as notions of a single factor (Viswesvaran et al., 2005) without a clear consensus, yet, regarding a comprehensive behavioural model of performance. Additionally, the relatively recent emergence of behavioral dimension has triggered substantial modeling of focal categories while neglecting further explorations of the elusive structure of job performance.

2.3 Model of Job Performance

A theory is a set of related ideas and definitions that presents a view specifying relation among variables with the intention of enlightening and predicting (Ghauri, Gronhaug & Kristensland, 2005). In order to provide the substance for this research framework, Boyatzis' model of job performance is the best to depict the research objective.

Competency is defined by Boyatzis (1982) as a person's fundamental characteristics such as motive, traits, skills, one's self-image or role in the society, or knowledge used that is related to efficiency and higher performance. He identified behavioral or personal competencies that influenced effective job performance in the workplace (Watson et al., 2004) which focused on the person in the job, not the job itself. With the stated definition, Boyatzis (1982) provide evidence that shows possessing characters enables an individual to lead and eventually leads to efficient and/or higher job performance. Thus offered a model known as Boyatzis's Model of Effective Job Performance (Figure 2.1).

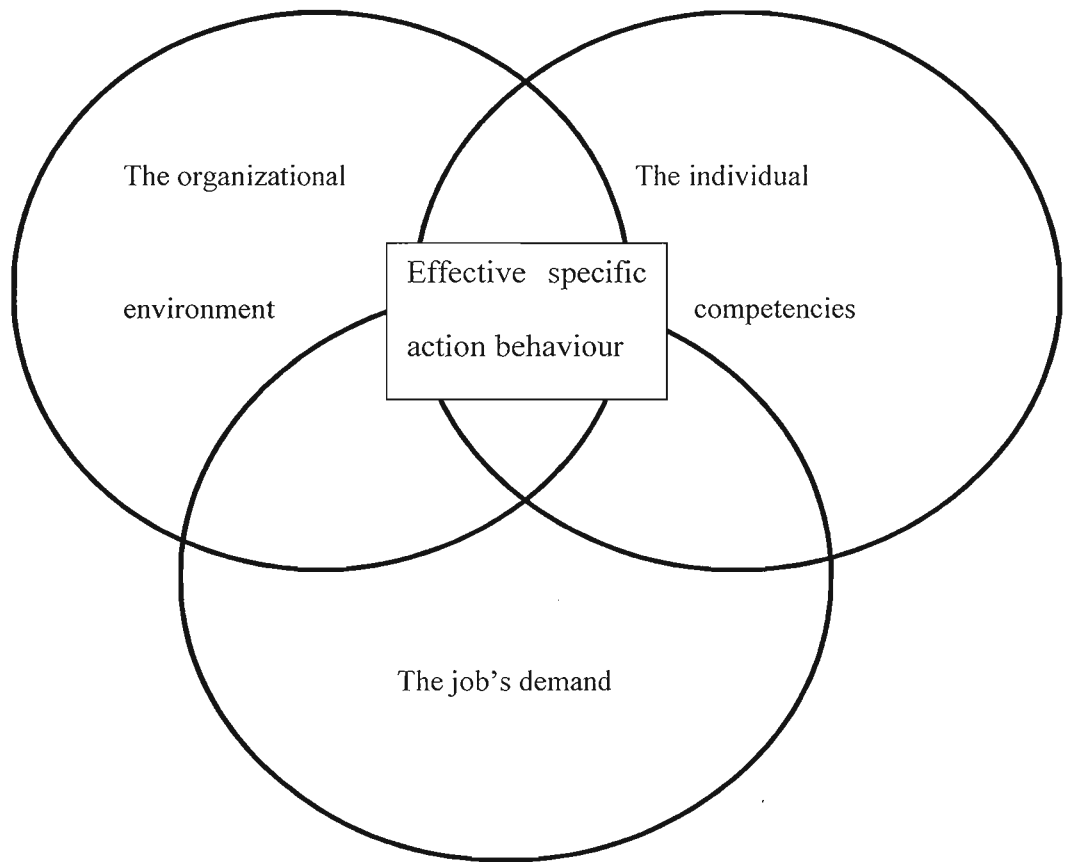


Figure 2.1
Boyatzis's model of effective job performance

Source: *Iversen O. I. (2000)*

Boyatzis's Model of Effective Job performance emphasized the interdependence of actual job performance with the individual's competencies, demands of the job, and the organizational environment. The intersection between individuals' competencies, the requirements of the job, and the organizational context indicates an adequate particular action or behavior occurred when those three critical components are consistent.

Valuing (vision, values, and philosophy), competencies (knowledge and abilities), life and career stage, cycles or mode, style, and individual interest are the categories individual's competency refers to.

Undoubtedly, according to Bergenhenegouwen, Ten Horn & Mooijman, (1997) and Spencer and Spencer (1993) these elements are the aspects of core personality that determines an individual's attitude and responses to particular task and enables occupation, job or work to be performed correctly.

Work, function, and roles fall into the category of job demands and Hoffman (1999) mentioned that each task has its set of requirement that covers both environment's macro and micro factors. He further explained that these two elements are ignored, despite its importance and are not used to define competency (Hoffman (1999).

Organizational environment comprises of culture and climate, structure and system, industry maturity and the organization's strategic position. In view of this, Lindsay and Stuart (1997) agreed that within the organizational environment, people might be seen as competent because of their abilities to handle given tasks the way the organization wants it to be treated.

Therefore, based on the above discussion, managerial competency, as suggested by Boyatzis (1982) and Spencer and Spencer (1993), in this study is defined as an input measure, instead of an output. As the findings of this study could have distinct development focus, Hay Group (2001) explanation on competency was used in this study. They describe competency as a measurable representative of a person that is associated to performing jobs effectively. Competency is also viewed from a behavioral aspect as it can be established within an individual.

2.4. Concept of Competency

Competency is a measurable characteristic and it can be defined in terms of a personality and eagerness to do a task, generic knowledge, motive, trait, social role, or skill that is related to performing effectively in a certain job organization or culture (Hayes,1979; Hay Group 2001). Competencies defined by Page and Wilson (1994) as personal characteristics required by an excellent and effective managers. From these definitions, the term competencies have been adopted to describe knowledge and skills and other individual traits.

White's 1959 article used the word 'competence' as a concept for performance motivation. Lundberg, in 1970, further defined the concept of the "Planning the Executive Development Program". The term became more powerful when it appeared in McClelland's 1973 seminal paper, "Testing for Competence rather than for Intelligence". A Harvard University professor, McClelland (1973) suggested that the term competency is used to challenge traditional criteria of assessment that had emphasized more intelligence evaluation in the higher education system. A conceptual framework based on his work was later reinforced by other researchers in the field of education, business and human resource management (Spencer & Spencer, 1993).

In his book, 'The Competent Manager' Boyatzis (1982) describes competency as 'an underlying characteristic of a person which results in effective and/ or superior performance in a job'. Competency is seen as an underlying characteristic of an individual or social role on knowledge.

He believed that the behavioral or personal competencies can influence the effectiveness of a person's performance at workplace (Watson et al., 2004). With the stated definition, Boyatzis (1982) provided an indication that the possession of the characteristics precedes to effective and superior performance on the job. Spencer and Spencer (1993), who furthered Boyatzis' original work, emphasize the point that competencies must be related to performance in the workplace.

The simplest example provided that describes competencies and performance are the studies conducted on salespersons. Based on that study, they were able to determine the linkage between competency and performance of a salesperson. Knowledge and skill competencies are seen as traits that are easier to develop compared to self-concept, traits and motives (personal competencies).

Various researchers have also expanded competency's definition. Quinn, Faerman, Thompson, and McGrath (1990) stated that competencies can be related to knowledge and skills needed for efficient tasks execution.

Being efficient in certain competencies means the person must be able to complete the task within expected results with precise qualifications and personal attributes. Burgoyne (1993) used a functional perspective to define competency. He describes competence as improving performance of employees to achieve the goals of the organization. Boyatzis (1982) and Klemp (1980) also agreed that an individual would be considered to have effective and /or superior job performance if he or she shows certain conducive characteristics when doing a particular job.

Competencies are viewed by human resource management as an organizational tool to determine employee's training programs (Kravetz, 2008). Hoffman (1999) concluded that the three top point of competency consisted of: (i) a person's qualification and personal attributes, (ii) behavioral, and (iii) individual's performance outcome.

The most general and detailed definition of competency was proposed by Parry whose explanation was acknowledge by various researchers (Lucia & Lepsinger, 1999): A competency is a cluster of related knowledge, skills, and attitudes that influences a significant part of one's job (a role or responsibility). It is associated with job performance, measurable against well-accepted standards, and can be enhanced by continuous training and development program (Lucia & Lepsinger, 1999).

Knowledge refers the theoretical or practical understanding of the subject, for example, facts, information, and skills acquired through experience or education. Skills or expertise, refer to the ability to do something well. Examples of skills are typing and computation using decimals (Kravetz, 2008). Ability is defined as talent, skill, or proficiency in a particular area. Examples of abilities include planning and implementation. KSAs are essential aspects of competencies, but competencies are more behaviour-based rather than skill-based. In brief, each competency requires several KSAs. While KSAs may inspire competencies just as personal traits may inspire competencies, competencies are not KSAs. In other words, having the KSAs does not automatically mean that one has a particular competency (Kravetz, 2008).

Wood and Payne (1998) proposed 12 items as fundamental criteria for competency-based recruitment and selection. They are communication, flexibility, achievement orientation, developing others, customer orientation, problem-solving, teamwork, analytical thinking, leadership, relationship building, planning skills and organizational skills.

Competency, according to Brophy and Kiely (2002), is skill, knowledge, behaviors and attitude to perform the role effectively. They also stated that a competency framework is considered to be beneficial in helping jobholder to contribute notably to their personal development.

In today's management of ruthless competition, effective management is a critical success factor for both private sector and public organization. (Slitter, Bouchard & Bellemare, 2005). Public organizations are under heavy pressure to integrate the ongoing global changes. Organization must be able to bring forth a competent manager in order to be recognized (Boyatzis, 1982; Caird, 1992; Eyre & Smallman, 1998). Thus, human resources management has become the core factor to accelerate organization's development (Ibrahimkhan, 2006).

Nowadays, human resource management incorporated the importance of competency in their organization, especially in improving job performance, which in turn increase the organization competitiveness (Velde, 2001; Cardy & Selvarajan, 2006). An effective manager who faces new challenges daily, needs to know what set of knowledge, skills, and attitudes that are required to help him/her succeed in a rapidly changing global economy.

As the competitiveness of the workforce increases, the opportunities to be successful will also increase .

Private sectors have widely used the competency approach by identifying the needs to improve a worker's performance. (Agut, Grau & Peiro, 2003). At a one-dimensional level, the competency model seeks to classify the ideal mixture of skills, knowledge, attitudes, and experience, of which adding value to employee's performance their respective organization (Gorsline, 1996).

2.5 Managerial Competencies for Vet-officer

In recent years, competencies have evolved tremendously in helping organizations to manage the shifting environment. The competency-based approach put the human being at the midpoint of attention and underlines the importance of human resources to reach organization's goal (Heffernan & Flood, 2000; Cheng, Dainty and Moore 2003). Therefore, competencies have become a human resource system's mutual language that enables it to match the resources needed (Woodruffe, 1991).

With regards to this, occupational competence, managerial competence is a key factor. Based on a conception given some support by research conduct by Boyatzis (1982), the fundamental thrust is to acknowledge that organizational effectiveness is connected to organization's managers performance.

It is commanding to recognize which particular set of key managerial competencies required for an organization to achieve its strategic goal.

It is vital to check or evaluate those competencies on a regular basis (Homer, 2001). Therefore, the Vet-officer is equipped with core competencies to match the job description as follow:

(1) Animal care duties include:

- Animal inspections, disease investigations, make tentative diagnosis and differentiation of animal and zoonotic diseases;
- Veterinary procedures (sampling, surgery, injections);
- Prescription medicines and veterinary biologics;
- Advisory and animal health education to pet owners;
- Recorded cases, laboratory testing feedback, and provides reporting and final diagnosis;
- Refer the case to a specialist and do a repeat treatment if necessary.

(2) Veterinary inspection duties include:

- Examination of the animal health;
- An inspection of the premises, livestock products and animal feed to ensure the quality of food and animal feed;
- Perform inspections on livestock fertility and suitability for breeding purposes;
- Issuing a Certificate of Veterinary Inspection for the movement of animals and animal products.

(3) Carrying out prevention, eradication and control of animal diseases and zoonotic diseases including:

- Investigation of diseases and epidemics such as conducting clinical examination and post-mortem;

- Surveillances of animal and zoonotic diseases;
- Survey of disease epidemiology;
- Action control and prevention of the spread of disease such as disinfection; vaccination, treatment, destruction, and monitor the movement of livestock;
- The duties of veterinary legislation and ethics for ensuring compliance, order, standards and regulations of veterinary and animal husbandry.

(4) Carrying out sample testing and diagnostic veterinary laboratory animals including:

- Sample collection and screening of animals and/or post-mortem examination if necessary;
- Analyse information from pet owners and sending samples / animals;
- Determine types of laboratory tests to be conducted on sample of animals;
- Combining clinical findings and laboratory results to be formulated;
- Recommend actions and / or disease control;
- Create reports and diagnosis;
- Carry out further investigations to confirm the diseases.

(5) Performing the duties expansion and technical education of veterinary medicine and animal science including:

- assisting farmers and operators to implement best practices based business Field (GAHP, GMP, GVHP, VHM, and SALT);
- Provide technical advice to increase the efficiency and productivity of Livestock and livestock production;
- Deliver technical services based prevention practices veterinary medicine (veterinary preventive medicine);
- Provide training through courses, seminars, workshops and so on;

- Following and learning new knowledge in the technical field of veterinary And animal husbandry so that the level of knowledge and skills are up to date.

(6) Duties in accordance with the requirements of regulatory veterinary profession as well as the laws and regulations relating to, including:

- Carry out regulatory activities in accordance with the provisions set forth in the law and current regulations;
- To uphold and maintain the ethics related to the veterinary profession;
- Keep practicing and applying the principles of animal welfare in animal handling.

(7) Conduct research in the field of veterinary and animal sciences include:

- Identification of research needs;
- Carry out research projects;
- Develop a plan and scientific writing and presentation of research findings.

Within the framework of the present study based on the job descriptions Vet-officer (G41), the term ‘competency’ is regarded as the blend of skills, knowledge, abilities and behaviours required to carry out daily tasks effectively. Competence includes the capacity to allocate knowledge and apply skills to new tasks and situations (Warns & Tarnter, 2001). Visser’s (2009) management competency framework is of relevance to the present study and this management competency framework is based on the extensive literature review conducted by Visser in South Africa who described the competencies required for effective or excellence performance on the job (Potgeiter & Coitzee, 2010).

The competencies identified can be grouped into four dimensions: (1) planning and organizing, (2) leadership, (3) Controlling and (4) personal attributes. This is consistent with the findings by Fayol (1949) and Haris and Disimone (1994).

2.5.1 Planning and Organizing

Planning is considered as a goal used to predict the conditions in the future in order to develop or expand the action taken to meet the expected conditions. People cannot accurately predict something. Humans can only plan, but cannot determine the future as everything happens in God's will. People are only able to make plans and hope the plan will happen the way it has been planned. Robbins (1993) has defined planning as something achieved by the organization and ways on how the goals accomplished. According to Ahmad (1996), planning is a decision-making process that involves time and then adjustments may be made to meet internal organizational behavior and environment.

Developing subordinates can help improve the unit's performance and organization (Boyatzis, 1982). Competent managers who contribute by developing others will give feedback on the performance of employees with the intent. According to Houze (1995), the manager is responsible for improving their subordinates' performance in both formal and informal situations. A manager helps the subordinates formally through work practice and being the organization's role model is how the manager influences them informally. The use of such opportunities is for individual improvement in terms of the progress guidance, strength, and encouragement.

Organizing is determining the organization's structural pattern and the person's determination to complete tasks in order to achieve the organization goals. According to Khalijah (1999), organizing skills are necessary and established in accord with the view of Albers (1961) that the quality of the officers and the importance of both organizing and social skills. Meanwhile, Szilagyi (1984) mentioned that the manager's primary function should include organizing work.

Organizational structure is a system of rules and power relations that govern how people in the organization work together and interact. It is also related to the use of resources to achieve organizational goals. The structure of the organization was used either to coordinate action in the process of achieving organizational objectives or as an organization motivation tool (Zakaria, 2006).

2.5.2 Leadership

There is a similarity between competencies and function of management in the organization, and throughout various levels of management (Schippman et al., 2000). Competency modeling delivers a common language describing leadership capabilities and the job requirement for management positions (Lievens et al., 2004). In addition, competency modeling ties the source of management job profiles to the organization's strategy. The emphasize on strategic human resource management has made competency-based practices widespread around the world (Becker et al., 2001).

2.5.3 Controlling

The management concept is in the emerging stage of advocating the organizations to comprise certain specialized functions such as setting goals, develop planning and controlling strategies to achieve them (Fayol, 1916). These include the coordination and controlling of interdependent activities. Some of the roles are embedded in almost all managerial position, and some others may be more precise to a certain level in the organization (Kickul & Gundry, 2001).

2.5.4 Personal Attributes

In pursuit to develop effective employment specialist and eventually improve the job performance, it is important for an organization to be equipped to identify characteristics of employment specialist that have the utmost potential to acquire professional competencies (George & Monica, 2012).

Whitely, Kostick and Bush (2010) in a study focused on personal attributes conclude that initiative, outreach, persistent, hardiness, empathy, passion, team orientation and professionalism contribute to predominant personal attributes.

Srivasta (2003) has identified four cores of competencies on successful Indian Business transformational leader. The four cores indicate that useful motives, attitudes and personal attributes contribute to managerial success and performance. As Whetten and Cameron (2001) commented, management strategy, practice, tool and technique, personal attribute and style of work act as a vehicle to produce effective job performance.

2.6. The Relationship between Managerial Competencies and Job Performance

Researchers had performed numbers of study exploring various job performance predictors of, such as Mintzberg (1973), who challenged the classic management theory when he observed that managers handled more complex roles than previously thought. Prior to his research, many felt that the roles of managers were embedded in a rigid planning jobs approach, organizing staff and leading personnel (Pearson & Chatterjee, 2003). Mintzberg saw that managers worked at a much faster pace and had to handle a broad range of issues while at work. In other words, managers hold more complex role than those that the classical management theory described. Observing managers through descriptive diary method, Mintzberg identified ten roles of managerial work, divided into three categories: interpersonal, informational and decision functions.

Luthans (1988) examined the similarities and differences between managers occupying the top and middle management. The study looked at the activities of effective versus successful managers. Effective managers according to Luthans (1998) are unit leaders that display a high level of job performance, and these managers spent time on communication and human resource management (HRM) to generate long-term results. In contrast, successful managers were those who were quickly promoted in their organization, and they spend time on networking and producing short-term results.

Kraut et al. (1989) conducted another major study on managerial roles and skills where they examined what role was necessary at different levels of the organization. The study found seven common factors of management task: (a) individual

performance management, (b) giving subordinates instructions, (c) planning and allocating resources, (d) independent groups coordination, (e) group performance management, (f) monitoring the business environment, and (g) representing one's staff. A majority of managers at all levels feel that it is important to manage the individual performance and giving instruction. The importance of these two factors declined as manager rose through the hierarchy, whereas planning and allocating resources, group performance management and interdependent group coordination become more important. Those at the organization highest level feel that monitoring the business environment was the most important managerial skills in job performance.

Recently, Gentry, Harris, et al. (2008) identified the skill sets of managers who which include communication, decision-making, problem identification, and job knowledge. More than half of the 7000 managers studied from two separate time period from 1998 to 1992, and from 2004 to 2006 found that those skillsets were similarly endorsed at different managerial levels and functions in the more recent period.

As such, it was hypothesized that:

2.6.1 Hypothesis 1: Managerial competency of planning and organizing contribute positively to the level of job performance

Organizing skills include distribution of work to incorporate the goals of the organization to be clearer by changing the statements activities aim to groups or individuals. For example, one goal is to implement a new service products to

customers within three months. The staff must be able to determine their daily task assigned to them.

Planning, according to Tai (2011) is the process of shaping the organization's desired future position and the best mean to get there. Perception plays a significant role in observing business environment, and creativity and motivation influence how managers set goals and strategies for their organization (Moorhead & Griffin, 1995).

Recent study embarked on the role of cognitive skills in determining job performance. Planning skills was investigated with respect to leader emergence and group performances consist of 195 undergraduates working on a business planning task. It was found that diversity, complexity, and confusion influenced the feature and uniqueness of the group plan. Apart from that, the structuring of the behavior emphasis on the part of leaders. The implication of these finding for understanding the role of planning and organizing skills in shaping leaders emergence and group performance are discussed (Suzie et al., 2005).

2.6.2 Hypotheses 2: Managerial competency of leadership contributes positively to the level of job performance

In leadership, a few assumptions implied as the basis of competency. First, managerial performances can be organized into a number of the performance taxonomy. These performance taxonomies provide a basis for a detailed comparison among managerial jobs for the people in them (Tett et al., 2000).

Second, successful performances on each of the managerial performances can be attributed to a cluster of traits, characteristic or qualities (Lombardo & Eichinger, 2004; Spencer et. al., 1994). This group of capabilities is referred as ' leadership. Thus, a competency is a cluster of personal attributes that are required for satisfactory performance on a managerial or leadership dimension.

Hadi (2012) in a study conducted on private companies involving 69 revealed that there is a positive relationship between leadership and employees job performance. He concluded that leadership has a more significant effect on the job performance of employees. Sakiru, Inoho seconded this notion. Kareem and Abdullahi (2013) in their study of the organization in Malaysia confirm then notion that leadership has a significant relationship with the employee's job performance.

In 2011, Arifin reported the existence of a significant positive relationship between leadership style and job performance in public sector organizations in Malaysia. Meanwhile, previous study findings by Ahmad (2006) has been inconsistent and contradictory. He conducted a research that aims to understand leadership, organizational culture and its influence on motivation and job performance in the wood processing industries in the city of Makassar, South Sulawesi. The findings of his study suggested that there is a positive and significant relationship between leadership, organizational culture and work motivation, but no significant effect on the performance of the employee.

2.6.3 Hypotheses 3: Managerial competency of controlling contribute positively to the level of job performance

Control theory (Lord and Manges, 1987) predicts that when individuals perform below their expectation, they employ further effort to obtain the performance goal, reduce their standard level, or withdraw from the task entirely. Research shown that when individual with internal control is faced with discrepancy between satisfactory level of performance and actual performance, they tend to escalate their effort to match their actual performance to the standard (Weiss & Sherman, 1973). Hough (1992) reported an average correlation of 0.19 between controlling and job performance based on 11 studies conducted previously.

In 2010, Nagami, Tsutsumi, Tsuchiya, et al. suggested that it is worth it to enhance employee's job control and provide a supportive environment to ensure positive employee job performance. Their study consists of 777 full-time employees at a manufacturing company in Japan.

2.6.4 Hypothesis 4: Managerial competency of personal attributes contributes positively to the level of job performance

The association between personal attributes and job performance has been widely explored and documented (Barling and Beattie, 1983; Barrick et. al., 2002; Goldhaber, 2002). For example, in one study of 200 sales representatives, Barling and Beatie (1983) found a statistically significant relationship between the self-efficacy skills in terms of personal attributes of the representative and their respective job performance.

2.7 Framework of Study

Framework of Study provides the organization for the study. It guides the researcher in the explanations of the results. Sekaran (1992) referred to the theoretical framework as a conceptual model of how one theorizes the relationship between numerous factors that have been recognized as imperative to the problem. It consists of 2 variables; dependent variable and independent variables. The dependent variables are the focal variables that lead to a variables issue for investigation, and the independent variables are the one that influences the dependent variable either positive or negative approach (Sekaran, 1992).

Figure 2.2 depicts the diagrammatical relationship between the dimensions employed in this study. This proposed framework help to show the linkages between identified managerial competencies and job performance of Vet-officers.

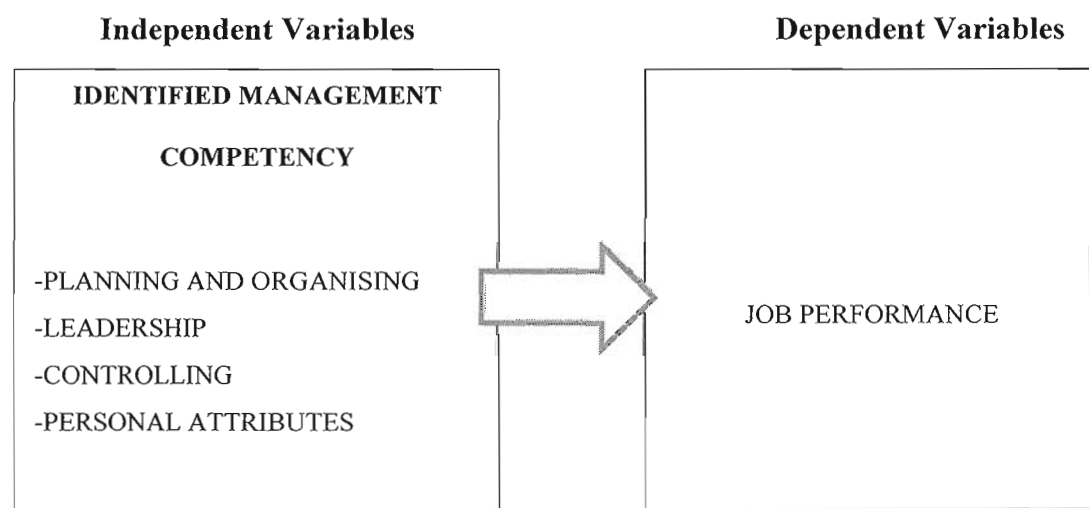


Figure 2.2
Theoretical framework of the study

2.8 Summary of the Chapter

Competency defined as the capability of a person to perform jobs armed with the knowledge, skills and competencies members. The individual will have to increase and develop their competencies to achieve the level set by the organization. In carrying out their daily tasks, it can be concluded that the managerial competency required by Vet-officers included planning and organizing, leadership, controlling and personal attributes.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on various method and procedure that were used to conclude findings of this research. It consists of research design, population, sampling method, research instrument, data collection and finally data analysis techniques.

3.2 Research Design

This study is a correlational in nature. The study was conducted with the intention to investigate the relationship between managerial competency and job performance among Vet-officers. It is a cross-sectional study which involved gathering of data once and answering the research questions. The unit of analysis for this study is the individual Vet-officer as the individual is the unit of analysis for this study.

3.3 Population and Samplings

In this study, the population of DVS Assistant Director (Grade G41) is categorized under Management and Professional Group by the Public Service Department. The total population of G41 in DVS is 140 personnel. In reference to Krecjie and Morgan (1970), for a total population of 140, sample size (n) of 105 is sufficient for the purpose of this research. Random sampling technique was used in this study. Data

was collected by self-report questionnaire received from Vet-officers from various locations in Malaysia.

3.4 Measurement of Variable / Instrumentation

The survey questionnaire was developed based on four elements of competencies needed by Vet-Officer. The questionnaire consists of 3 sections:

Section 1: Respondent's background characteristic contained five (5) items

Section 2: Questions related to four (4) dimensions of competency level which

contained twenty-eight (28) items

Section 3: Questions related to dimension of job performance. It contained seven (7)

items assessing on overall job performance

The first section of respondent's background was designed to collect information on the Vet-officer's demographic. The items in this section included age, gender, education level and length of service with DVS. The ages of respondents were separated into four categories: 25 and below, 26-30 and 31- 40. Gender was categorized as male and female. Respondent's years of services in DVS consisted of three categories: less than 5 years, 6-10 years and 11 years or more.

The second section of the questionnaire is used to assess competency in this study and adapted from Visser's (2009) 'Management Competency Framework'. It

consists of 28 closed questions (refer Table 3.2) divided into four dimensions. In planning and organizing dimension, six items scale was constructed. For the other dimension, leadership (8 items), controlling (7 items), and last but not least personal attribute (7 items). Visser (2009) reported a high-reliability coefficient of 0.89 for this construct.

Table 3.1:
Summary of Dimensions of Competencies

No.	Dimension of Competencies	Number of Items
1.	Planning and Organizing	6
	<ul style="list-style-type: none"> a. strategic planning and formulation b. strategy implementation c. day-to day planning in terms of prioritizing task and activity d. Environmental scanning and analysis e. Delegation of tasks to team and individual f. Project management in terms of planning, scope, time and quality management 	
2.	Leadership	8
	<ul style="list-style-type: none"> a. Leadership of overall team and individual team member b. Motivation of overall team and individual team member c. Managing change and renewal d. Managing interdepartmental relationship with peers from within the department e. Customer care and customer service management(external) f. Customer care and customer service management(internal) g. Risk identification and management h. Managing diversity and cross-cultural issues in teams within the department 	
3	Controlling	7
	<ul style="list-style-type: none"> a. Monitoring and dissemination of information b. Performance management in terms of planning, conducting and follow-up for team and self c. Effective use of IT especially communication, planning and reporting system d. Financial and commercial understanding especially in budgeting, cost control and financial reporting e. Planning and running meeting and effective follow-up strategies and activities f. Administration, reporting performance and financials, monitoring, maintaining and developing reporting system 	

	g. Quality awareness and management according to quality standards and procedure	
4	Personal Attributes	7
	a. Time management	
	b. Communication skills in term of questioning and active listening, building trust, emphaty and mutual understanding.	
	c. Business writing in term of letters, report and project plan.	
	d. Creating and giving effective presentation to group.	
	e. Creative problem-solving and decision making.	
	f. Negotiation and conflict resolution.	
	g. Emotional intelligent in term of self-development, self-control, compassion and humanity, seeking responsibility and personal growth.	
Total		28

The third section of the questionnaire was measured using seven items adapted from Williams and Anderson (1991). Normala (2004) reported a high-reliability coefficient of 0.89 for this construct. The response format based on 6 points Likert Scale ranging from 1 (unsatisfactory very much) to 6 (exceptional). The actual questionnaire in this research is attached (refer Appendix 2). The items used to measure job performance are shown in Table 3.2.

Table 3.2
Summary of Job Performance Dimension

No.	Dimension of Job Performance	Number of Constructs
1.	Overall Job Performance	7
	a. I fulfill the responsibilities stated in my job descriptions.	
	b. I perform tasks that are expected.	
	c. I meet formal performance requirements of the job.	
	d. I am involved in activities that are relevant to my yearly performance assessment.	
	e. I neglect aspects of the job that I am obliged to perform.	
	f. I fail to perform essential duties.	
	g. I adequately complete assigned duties.	

The response format (refer Table 3.3) is based on 6 points Likert Scale ranging from 1 (none) to 6 (very high). Respondent is required to circle the most appropriate answer based on the scale given to respond to “level of respondent’s competency”.

Table 3.3
Categories of response for managerial competency

1	2	3	4	5	6
None	Very low	Low	Moderate	Very Moderate	High

3.5 Pilot Study

Cooper and Emory (1995) stated that the intention of pilot testing is to reveal errors in the design and improper control of extraneous or environmental condition. According to Babbie (1990), the pilot study sample should be selected in exactly the same fashion as it is intended for the final study. The rationale behind this is to find out whether the questionnaire was fully understood by the respondents as well as to decide the internal consistency of each factor in the questionnaire (Babbie, 1999). It is also an attempt to find out the accuracy of measuring tool.

Cooper and Emory (1995) stated that there are three major criteria for evaluating a measurement tool. They are validity, reliability, and practicality. Reliability is concerned with estimates of the degree to which measurement is free of a random or unstable error There are stability, equivalence, and internal consistency. Practicality has been defined as economy, convenience, and interpretability.

To test the internal consistency of the instrument used, Cooper and Emory (1995) suggested use of Cronbach's Coefficient Alpha. They stated that Cronbach's Alpha has the most utility for multi-item scales at the interval of measurement. Using the Cronbach's alpha, an alpha of equal or more than 0.5 is reliable (Peterson & Ronson, 2004).

For the purpose of the pilot study, thirty questionnaires were distributed to the Vet-officers, who works in DVS from 1st September 2014, to 14th September 2014.

In this study, a pilot test was conducted to measure the validity and reliability of the instrument used. Cronbach's Alpha for subscale was calculated using Statistical Package for Social Science (SPSS) program and the result shown in Table 3.4.

Table 3.4
Result of Reliability Testing

No	Dimension	Cronbach's Alpha values
1	Planning and Organizing	0.85
2	Leadership	0.93
3	Controlling	0.86
4	Personal Attributes	0.84
5	Job Performance	0.85

Based on the pilot test conducted, the internal consistency (which estimate reliability by grouping the questions in a questionnaire that measure the concept), a computed Cronbach's alpha for the competency dimension were ranging from 0.84 to 0.93 at the entire survey level. The alpha scores of all four variable of competency obtained from the respondents in this pilot is presented in table above.

Job performance is rated based on the performance rating. A Cronbach' alpha is being used to identify the internal consistency. The alpha score for job performance is 0.85 of which slightly lower than 0.89 reported by Normala (2004).

3.6 Data Collection Procedure

The primary data collection collected from the respondents is based on the questionnaire entitled, "The relationship between managerial competency and job performance among veterinary officers in DVS, Malaysia.' The questionnaire was designed based on a comprehensive review of the literature and previous research experience in other service organizations. Researcher met each respondent during a face-to-face interview, using a semi-structured interview guide, hand out the questionnaire and made sure that the respondent understood it thoroughly.

3.7 Technique of Data Analysis

The data obtained from the respondents were analyzed using Statistical Package for Social Science (SPSS, version 17).

3.7.1 Descriptive Analysis

Descriptive statistic use in this study includes frequencies, percentages, mean and standard deviation. Frequency and percentage are used to measure gender, age, education level and duration at current level.

Distribution of respondents for each respondent in each of the competencies were analyzed using estimates of mean, standard deviation, frequency, and percentage. Meanwhile, to determine the level of competence and job performance of the respondents, number is used to a certain level. Level of competence is divided into three categories: low, moderate and high, based on the mean value. For determining the level of competence, the low category represents the mean value between 1.00 to 2.67, while for the moderate category is between 2.68 to 4.36 and the high is placed between 4.37 and 6.00. Meanwhile for determining the level of job performance the low category represent by the mean value between 1.00 to 2.33, while for the moderate category is between 2.34 to 3.67 and the high is placed between 3.68 and 5.00.

3.7.2 Inferential Statistics

3.7.2.1 Pearson's Correlation Analysis

Pearson's Correlation Analysis was used to provide the information on the direction, strength and significance of the bivariate relationship between the variables. The interpretation of the values of Pearson's Correlation Coefficient is based on Miller (1991) specification (see table 3.5). For the purpose of this study, the significance level is fixed at 0.05 and less.

Table 3.5
Interpretation of the value of correlation efficient

Correlation coefficient, r (+/-) variables	Relationship between
0.00 – 0.20	Little or no relationship
0.20 – 0.40	Some slight relationship
0.40 – 0.60	Substantial relationship
0.60 – 0.80	Strong useful relationship
0.80 – 1.00	High relationship

3.7.2.2 Multiple Regression

Multiple regression analysis is a technique that can be used to find a relationship between dependent variable and several independent or predictor variables (Pallant, 2001). Regression can provide information about the overall model and the relative contribution of each of the variables that make up the model. Multiple regression equation is as follows: -

Table 3.6
Multiple Regression Equation

Y=a+blx1+b2x2+b3x3+b4x4
Where a is the interception at Y, when x = 0
Y = Overall Job Performance (dependent variable)
X1 = planning & organizing
X2 = leadership
X3 = controlling
X4 = personal attribute
bl, b2, b3 and b4 are the standardized coefficients (betas)

3.8 Summary of the Chapter

In this study, research methods explain techniques researcher used when studying the managerial competency and job performance among the Vet-officer. The chapter describes on how data collected consistent with the accepted practice in the field of study. The theoretical framework was also discussed. The measurement of the instrument used; sample selections were also presented. A summary of findings is presented in Chapter Four.

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

This chapter presents an analysis of response obtained from the survey questionnaires distributed to respondents focusing on the demographic profile of respondents, analysis of means score, Pearson's correlations analysis and multiple regression analysis between variables.

4.2 Rate of Response

A total of 110 questionnaires were distributed, and only 105 of them were returned for further analysis. This gives a response rate of 95.45%. The high rate of response was due to researcher's high engagement in handling of questionnaires and having direct consultation with the respondents when the need arises.

4.3 Descriptive Analysis

4.3.1 Demographic Profile of Respondents

The profile of the participating respondent is presented in Table 4.1. Out of 105 respondents, it was revealed that 44.8 per cent were male, and 55.2 were female. This number indicate that the number of female officers exceeding the number of the male officers. Their ages between 26 to 40 years old of which majority is between 26 to 30

years old suggesting that working as Vet-officer was among career path chosen by younger people. As for the academic qualification of the participating Vet-officer, 100 per cent have a bachelor degree. This indeed confirmed that the entry level requirement for Vet-officer of having a bachelor degree. For the length of services, 81.9 per cent of the respondent has been working over 5 years or less and about 19.1 per cent has been working between 6 to 10 years. In terms of working tenure, about 21 per cent of respondent haven been working for 4 years which contribute to the highest population of the respondent while the lowest percentage of 2.9 per cent is contributed from respondent working for 7 years.

Table 4.1
Respondent's Demographic Background (N=105)

Demographic Characteristic	Frequency	Percentage(%)
Gender		
Male	47	44.8
Female	58	55.2
Total	105	100
Age		
26 to 30	69	65.7
31 to 40	36	34.3
Total	105	100
Education level		
Degree/Bachelor	105	100
Total	105	100
Length of service		
5 years or less	86	81.9
6 to 10 years	19	19.1
Total	105	100
Number of years at current position		
1 year	10	9.5
2 years	17	16.2
3 years	21	20.0
4 years	22	21.0
5 years	17	16.2
6 years	15	14.3
7 years	3	2.9
Total	105	100

4.3.2 Analysis of Mean and Standard Deviation

Elements of competency explored in this research include planning and organizing, leadership, controlling and personal attributes. The mean score for all variable ranges from 3.42 to 3.68 (with a standard deviation between 0.32 and 0.57). It indicates that the level of competency is moderate among the explored competency. Apart from that, the overall job performance also revealed that the perception is at moderate level, with the mean score of 3.50.

Table 4.2
Analysis of Mean and Standard Deviation for Variables

	Mean Statistic	Std. Deviation Statistic
Planning and Organizing	3.49	0.36
Leadership	3.44	0.32
Controlling	3.42	0.57
Personal Attributes	3.68	0.46
Job Performance	3.50	0.51

4.3.3 Normality

Normality assessment of data is signified by the value of skewness and kurtosis. Hair et.al (2010) stated that data is normal if the skewness is between ± 2.0 and kurtosis is between ± 7.0 . Table 4.3 indicates the normality assessment of all it items measured for the competency element and job performance. Based on Table 4.3, the value of skewness and kurtosis have fallen within the limit. It shows that the data for this research variables are normal.

Table 4.3
Test of Normality

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Planning & Organizing	-.866	.236	1.134	.467
Leadership	.084	.236	-.212	.467
Controlling	-.609	.236	-.166	.467
Personal Attributes	1.603	.236	5.020	.467
Job Performance	.299	.236	.386	.467

4.3.4 Competency level of Planning and Organizing (n=105)

Table 4.4
Overall Mean Value for Planning and Organizing

No	Item	Mean Value
1	Strategic planning and formulation	3.46
2	Strategy implementation	3.47
3	Day to day planning in term of prioritizing task and activity	3.56
4	Environmental scanning and analysis	3.44
5	Delegation of task to team and individual	3.63
6	Project management in term of scope	3.40
	Overall mean value	3.49

The elements of planning and organizing showed a relatively moderate rating. The mean score for this element is 3.49 with standard deviation of 0.36 which showed that it is a sign of acknowledgment by the respondent that these elements contributed to the betterment of managerial competency in performing daily task at DVS.

4.3.5 Competency level of Leadership (n=105)

Table 4.5
Overall Mean Value for Leadership

No	Items	Mean Value
1	Leadership of the overall team and individual team member	3.35
2	Motivation of the overall team and individual team member	3.40
3	Managing change and renewal	3.40
4	Managing interdepartmental relationship with peers from within the department	3.55
5	Customer care and customer service management (external)	3.47
6	Customer care and customer service management (internal)	3.47
7	Customer care and management	3.45
8	Managing diversity and cross-cultural issues within the department	3.46
	Overall mean value	3.44

The elements of leadership also showing a relatively moderate rating of mean score 3.44 with standard deviation of 0.32 which showed that it is a sign of acknowledgment by the respondent that these elements contributed to the betterment of managerial competency in performing daily task at DVS.

4.3.6 Competency level of Controlling (n=105)

Table 4.6
Overall Mean Value for Controlling

No	Items	Mean Value
1	Monitoring and dissemination of information	3.51
2	Performance management in term of planning, conducting and follow up for team and self	3.42
3	Effective use of IT especially communication, planning and reporting system	3.49
4	Financial and commercial understanding especially in budgeting, cost control and financial reporting	3.45
5	Planning and running meeting and effective follow-up strategies and activities	3.40
6	Administration, reporting performance and	3.38

	financials, monitoring, maintaining and developing reporting system	
7	Quality awareness and management according to quality standards and procedure	3.31
	Overall mean value	3.42

The elements of controlling showed a relatively moderate rating of the lowest mean score 3.42 with standard deviation of 0.32 which showed that it is a sign of acknowledgment by the respondent that these elements contributed to the betterment of managerial competency in performing daily task of Vet-officer at DVS.

4.3.7 Competency level of Personal Attributes (n=105)

The elements of personal attributes showed a relatively moderate rating of mean score 3.68 with standard deviation of 0.46 which showed that it is a sign of acknowledgment by the respondent that these elements contributed to the betterment of managerial competency in performing daily task of Vet-officer at DVS.

Table 4.7
Overall Mean for Personal Attribute

No	Items	Mean Value
1	Time management	3.77
2	Communication skills in term of questioning and active listening, building trust, empathy and mutual understanding	3.65
3	Business writing in term of letters, report and project plan	3.68
4	Creating and giving effective presentation to Group	3.71
5	Creative problem-solving and decision-Making.	3.65
6	Negotiation and conflict resolution	3.62
7	Emotional intelligent in term of self-development, self-control, compassion, and humanity, seeking responsibility and personal growth	3.67
	Overall mean value	3.68

4.3.8 Overall Job Performance

Table 4.8
Overall Mean Value for Job Performance

No	Items	Mean Value
1	I fulfill the responsibilities stated in my job descriptions	3.54
2	I perform tasks that are expected	3.31
3	I meet formal performance requirements of the job	3.12
4	I am involved in activities that are relevant to my yearly performance assessment	3.52
5	I neglect aspects of the job that I am obliged to perform	3.92
6	I fail to perform essential duties	3.72
7	I adequately complete assigned duties	3.38
	Overall mean value	3.50

The mean score for overall job performance is 3.50 of which relatively moderate compared to the calculated mean score of competency level.

4.4 Inferential Analysis

4.4.1 Correlation Analysis

In order to examine the linkage between two variables, Pearson’s correlation was conducted.

Table 4.9
Pearson's Correlation of Variables

	Planning & Organising	Leadership	Controlling	Personal Attribute	Job Performance
Planning & Organising	1.00				
Leadership	0.47**	1.00			
Controlling	0.36**	0.59**	1.00		
Personal Attributes	0.37**	0.59**	0.69**	1.00	
Job Performance	0.23*	0.17	0.35**	0.47**	1.00

** . Correlation is significant at the 0.01 level

*. Correlation is significant at the 0.05 level

With regard to competency elements, it is obvious that there are significant correlation among the competency elements, with a correlation coefficient ranging from $r = 0.23$ to $r = 0.47$. In reference to Table 4.9 that shows only leadership competency was not significantly correlated with job performance. On the other hand, job performance was significantly correlated with planning and organizing ($r = 0.23$, $p < 0.01$), controlling ($r = 0.35$, $p < 0.01$) and personal attributes ($r = 0.47$, $p < 0.01$).

4.4.2 Hypothesis Testing

To address the relationship between managerial competency and job performance, multiple regression was conducted. The main concern of this study is to find out whether the level of managerial competency has a significant impact on employee job performance. In this analysis, managerial competency is treated as the independent variable and job performance as dependent variable.

Table 4.10
Multiple Regression Results of the Relationship between Managerial Competency and Job Performance

	Coefficients(a)				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	1.90	0.39		3.52	0.00
Planning	0.18	0.14	0.12	1.24	0.22
Leadership	-0.40	0.19	-0.26	-2.15	0.03
Controlling	0.10	0.11	0.12	0.94	0.35
Personal	0.55	0.14	0.50	3.92	0.00

a. Dependent Variable: JOB_PERFORMANCE
Adjusted R² = 0.23, F = 8.69

Table 4.10 depict the result of multiple regression analysis of four independent variables, together explain 23 per cent of the variance in the job performance with F value at 8.69 ($p = 0.00$) indicates that managerial competency is significantly influencing job performance. In order to decide which among the four independent variable plays a momentous role in contributing significantly to dependent variable, reference was made to the regression coefficient. Among the four predictors, personal attribute competency (β value = 0.50, $t = 3.92, \sigma = 0.00$) had the highest and positively significant standardized beta coefficient which indicate personal attribute was the most important variable in predicting the job performance. However, planning and organising competency (β value = 0.12, $t = 1.24, \sigma = 0.22$), leadership competency (β value = -0.26, $t = -2.15, \sigma = 0.03$) and controlling (β value = 0.12, $t = 0.94, \sigma = 0.35$) are not significantly related to job performance.

Hence, this study suggested that among four predictor studied, personal attribute contribute positively and significantly toward job performance compare to planning

& organizing and controlling competencies, whereas leadership competency is found to have negative influence on job performance (β value = -0.26, $t = -2.15$, $\sigma = 0.03$). Therefore, only hypotheses H₄ is supported.

4.5 Summary of Result

Multiple regression was conducted to examine the relationship between managerial competency and job performance. Table 4.11 is the summary of the finding from the hypothesis testing.

Table 4.11
Summary of Results

	Hypothesis	Results
H ₁	Planning & Organizing contribute positively to the level of job performance among Vet-Officer	Not supported
H ₂	Leadership contributes positively to the level of job performance among Vet-Officer	Not supported
H ₃	Controlling contribute positively to the level of job performance among Vet-Officer	Not supported
H ₄	Personal attributes contribute positively to the level of job performance among Vet-Officer	Supported

4.6 Summary of the Chapter

In summary, this study investigates managerial competency and uses it as a basis for hypothesizing on overall job performance of Vet-officer in DVS. The research question for this study was answered based on inferential statistic and supported accordingly.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This final chapter discusses major finding based on seven (7) objectives of the research that has been outlined in Chapter One. Following on that, the paper draws some conclusion and finally put forward few suggestions implicating both the management as well as future researches.

5.2 Recapitulation of Study Findings

In this study, one of the purposes is to examine the relationship between managerial competency and job performance among Vet-officer in DVS. There are three (3) research questions guiding this study; they are:

- (i) What is the level of job performance among the Vet-officer in terms of identified managerial competencies?
- (ii) What is the level of identified managerial competencies among the Vet-officer?
- (iii) Does a managerial competency have a positive impact on the job performance of Vet-officer?

The independent variable for this study is planning and organizing, leadership, controlling and personal attributes confirmed this notion. Job performance is the dependent variable. Out of 110 questionnaires distributed, 105 respondents returned the questionnaire to be analyzed. Internal consistency of the measure was tested by computed reliability. Descriptive analysis was used to analyze respondent background and to determine the level of job performance and managerial competency. Correlation analysis was used to determine the relationship between independent and dependent variables. Multiple regression was used in order to test the study's hypotheses to determine whether the hypotheses were supported or rejected.

5.3 Discussion of Findings

5.3.1 The Overall Job Performance of Vet-officers

The result showed that the level of overall job performance was moderate with the mean value of 3.68. This finding is in agreement with Tai's (2011) which showed a moderate level of job performance among Customs officer in Malaysia. The lowest mean value of 3.12 suggested that the Vet-officer should be equipped with core competencies (formal job requirement) to match the job description (Lin et al., 2012). However, the enhancement of core competencies needs the accumulation and integration of time, knowledge, skills and experiences by creating competitive advantages for the employee to adapt to working environment. The level of job performance among Vet-officer should also be improved to increase the public confidence in the department.

5.3.2 The Level of Identified Managerial Competency among Vet-officers

The result showed that the level of identified managerial competency (planning & organizing, leadership, controlling and personal attributes) was moderate with a mean value of 3.42 to 3.68. This shows that the management should put more effort into assisting the Vet-officer to increase their managerial competency.

Based on Table 4.4, the lowest mean value for managerial competency of planning and organizing is contributed by item number six (6) which is 'project management in term of scope' with the mean value of 3.40. As a manager, by understanding and being able to define project scope will provide the foundation for managing changes and management of risk. It enables goal setting and provides the project timeline, as well as an essential point of reporting on the progress of the project to other stakeholder. The ability to understand the project scope will also enable the employee to work together to achieve the same goals, thus improving job performance.

Table 4.5 showed that the lowest mean value for managerial competency of leadership is contributed by item number one (1) which is 'leadership of the overall team and individual team member' with the mean value of 3.40. Leadership skillset plays an essential traits and role in career development. Factors that can be considered for successful leadership skill set consists of critical thinking, effective listening, discipline, highly motivated and constant learning.

Table 4.6 showed that the lowest mean value for managerial competency of controlling is contributed by item number one (7) which is ‘quality awareness and management according to quality standards and procedure’ with the mean value of 3.41. Quality management ensures that the organization, product or services is consistent of which started with the organization’s management. Employee might not fully understand the effect of quality of job performance. Thus, it is the responsibility of the management to increase quality awareness by educating and implementing policies that can motivate compliances.

Based on Table 4.7, the lowest mean value for managerial competency of personal attribute is contributed by item number six (6) which is ‘negotiation and conflict resolution’ with the mean value of 3.62. A successful negotiation, confrontation, and conflict resolution requires a tedious preparation. In terms of major conflicts, the employee must be able to establish goals, identifying trade-off and listing alternative that can help to solve the problem in a timely manner.

5.3.3 The Relationship between Managerial Competency and Job Performance

Among Vet-officers in DVS

The relationship between managerial competency and job performance is the main concern of the research question. The third, fourth, fifth and sixth objective of this research is to determine whether managerial competency contributes positively to the level of job performance among Vet-officers.

5.3.3.1 H₁ : Managerial competency of planning and organizing contribute positively to the level of job performance among Vet-officers

The correlation result suggested that the managerial competency of planning and organizing was correlated positively with job performance especially the competency in 'day to day planning in term of prioritizing task and activity' and 'environmental scanning and analysis'. This findings further supported by Khalil (2008) which found a positive correlation between that planning, program implementation and evaluation in job performance of agricultural extensionist in Yemen.

The result shown that planning and organising competency (β value = 0.12, $t = 1.24$, $\sigma = 0.22$) are not significantly related to job performance. However, the finding of this study does not support the previous research done by Suzie et al., (2005). The response to this dimension may be the reflection of the way Vet-officer are performing their daily task with the guidance of Animal Act 1953 (revised 2006), policy and procedure. In other word, it is secondary to the other major dimension that can continuously guide and monitor their function (Smith et al., 2007).

5.3.3.2 H₂ : Managerial competency of leadership contributes positively to the level of job performance among Vet-officers

The correlation result suggested that the managerial competency of leadership was not correlated with job performance. The finding is inconsistent with previous study by Umar (2006), Metha, Dubinsky & Rolph (2003). This inconsistency is maybe due to the different nature of work.

The result shown that leadership competency (β value = -0.026, $t = -2.15$, $\sigma = 0.03$) is not significantly related to job performance. However, the current findings do not support the previous research by Ariffin (2011), Hadi (2012) and Sakiru et al. (2013). A possible explanation for this might be the presence of Gen Y group in the sample study. Majority of Gen Y prefer to work in a team, in part because they perceived group based work to be more fun, but also likely to avoid risk (Alsop, 2008; Gursoy et al., 2008). In addition they are likely to be actively involved, fully committed, contribute their best effort to the organization when their work is performed in a collaborative workgroup or team (Myer and Sadaghiani, 2010) which explained the negative influence of leadership.

5.3.3.3 H₃: Managerial competency of controlling contribute positively to the level of job performance among Vet-officers

The correlation result suggested that the managerial competency of controlling is correlated positively with job performance especially the competency in 'monitoring and dissemination of information'. Sadler-Smith, Hampson, Chaston and Badger (2003) in their study of a small firm in United Kingdom also established the similar finding related to controlling and job performance.

The result shown that controlling (β value = 0.12, $t = 0.94$, $\sigma = 0.35$) are not significantly related to job performance. It is clear that an employee must be able to fully utilised their skill and decision authority by enhancing the job control, thus it increase their productivity and job performance (Damerouti et al., 2001, Salanova et al., 2005). Previous study have shown that controlling is associated with employees' motivation, work engagement and commitment of which contribute significantly

toward job performance (Salanova et al.,2005, Baruch-Fledman et a.,2002). Thus, controlling will influence job performance through employee's attitudes toward work. Hence, this could be the possible explanation for the interpreted result. The small sample size could also explain the result.

5.3.3.4 H₄: Managerial competency of personal attributes contributes positively to the level of job performance among Vet-officers

The correlation result suggested that the managerial competency of personal attributes was correlated positively with job performance especially the competency in term of 'time management', 'communication skills in term of questioning and active listening, building trust, empathy and mutual understanding', 'business writing in term of letters, report and project plan', 'creating and giving effective presentation to group', 'creative problem-solving and decision making', 'negotiation and conflict resolution', and 'self-control, compassion and humanity, seeking responsibility and personal growth'. These findings further support the idea of Tai (2011) in term of communication skills and job performance.

Among the four predictors, personal attribute competency (β value = 0.50, $t = 3.92$, $\sigma = 0.00$) had the highest and positively significant standardized beta coefficient which indicate personal attribute was the most important variable in predicting the job performance. It is encouraging to compare this figure with that found by Barling & Beatie (1983) who found a statistically significant relationship between the self-efficacy skills in terms of personal attributes of the representative and their respective job performance in 200 sales representative. The reason for this is might be related to the presence of Gen Y in the population sampling. Millennials or Gen

Y, born between 1979 and 1994 (Smola and Sutton), have been describes as ‘look at me’ generation, implying that they are overly self-confident and self-absorbed (Pew Research Center, 2007). Furthermore, they can see problem and opportunities from fresh perspective (Howe and Strauss 2000; Zemke et al., 2010) which explained the positive influence of personal attributes toward the job performance.

In summary, the general finding of this study is that, not all managerial competencies can lead to higher job performance. In fact, only personal attributes were found to be significant and positive predictor of employees’ job performance. Whereas, planning and organizing and controlling were not significant predictors of job performance, and leadership was also not significant but influenced job performance negatively.

The result from multiple regression may have also indicated that personal attribute was imperative to job performance. Hence, this study suggested that among four predictor studied, personal attribute has a positive impact toward job performance compare to managerial competency of planning & organizing, leadership.

5.4 Implication of the Study

5.4.1 Practical Contribution

The overall level of job performance for an individual respondent that was perceived as moderate with the mean score of 3.50. This is certainly not encouraging as job performance in its entirety reflects the efficiency and effectiveness of a Vet-officer. It is about the transparency and consistency in delivering excellent services entrusted to the department. This may require the management to re-examine the roles of

management especially in Vet-officers, their work culture, rules and procedure with the view of enhancing the job performance of the department as a whole.

Result gained from this study can be used as a vehicle for discussing personal development in the job review for every managerial level and performance management schemes to identify broader training and development activities against each managerial competency.

The result of this study confirms the notion that personal attributes contribute positively to job performance of Vet-officer in DVS. Managerial skill and competencies, when transformed into managerial capital, will likely influence organizational performance. This study also provides a reference for the policy maker at governmental level to look for ways to improve the job performance of employees either better human resource management policy as well through training and development program.

5.4.2 Theoretical Contribution

This study contributes to the growing literature on the relationship between managerial competency and job performance. It provides empirical evidence to support the conceptual framework that link managerial competency with job performance. This study showed that only personal attributes had a positive and significant influence on employee job performance. Overall, the four dimension of managerial competency jointly explained about 23 per cent of the variance in job performance. Therefore, it can be concluded that personal attributes were an important predictor of job performance.

5.5 Future Research

In this research, only four elements of competency dimension for independent variable were investigated. For that matter, the researcher feels that there are still other elements that can be added to the variables to improve future research.

The sample size and physical coverage to some extent have influenced the quality of the research findings and generalizability. Due to the limitation of this study, the coverage of this research was a small sample size of 105 respondents and a particular group of Vet-officer in DVS. Therefore, the findings may not be so accurate and less representative. In order to improve this, the scope of physical coverage should be widened, and aspect of representation should be taken into consideration if the findings are to be generalized to the whole population.

5.6 Conclusion

Based on these findings, it is important to note that in an effort to improve employee's job performance, personal attributes issues must be overcome before embarking on improving the employee's competency.

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