



DETERMINANTS OF EMPLOYEE PERFORMANCE AT THE MINISTRY OF EDUCATION HEADQUARTERS IN KENYA

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¹ Gachui, J. G., ² Were, S., & ³ Namusonge, G.

¹ PhD Student, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kenya

² Doctor, Lecturer, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kenya

³ Professor, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kenya

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ABSTRACT

This study sought to establish the determinants of employee performance at the Ministry of Education in Kenya. The specific objectives were; to establish the effect of work environment and career progression on employee performance at the Ministry of Education in Kenya. The study was grounded on attribution theory. The study adopted descriptive cross-sectional survey. The study population composed of 623 employees at the management levels currently working at headquarters of ministry of education in Nairobi City County. Krejcie and Morgan formula was used to establish the sample size of the study. Data was gathered using questionnaire. Data was analysed using SPSS version 23. Pearson R correlation was used to measure degree and direction of the linear association between the variables. Multiple regression models were fitted to the data in order to test the influence of the independent variables on dependent variable. The information was displayed by use of bar charts, graphs, tables and pie charts. The study found that work environment positively and significantly influences employee performance at the ministry of education headquarters in Kenya and career progression positively and significantly influences employee performance at the ministry of education headquarters in Kenya. Organizations would upgrade their efficiency by improving the structure of their working environment, the study thus recommended that the Ministry of Education to improve its working environment by ensuring that it is modernized, comfortable for its employees and is secure. There was need for more attention to be focused on the education level, which will lead to the production of employees that are competent and attract foreign direct investments.

Key words: Employee performance, Work Environment, Career Progression

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INTRODUCTION

The performance of workers and their productivity is of great concern in the economy worldwide. In China, According to Xiaojun and Mary (2015), performance of employee in public service play a very significant role in the development of China, and for the past 20 years changes have been taking place for the purpose of improving human resource systems in China. In the year 1993, they adopted a civil service system that is formal and currently, they have strategic efforts in place to change the demoralized cultures of the organizations (Ko & Han, 2016) and to emphasize on ethics (West, Beh & Sabharwal, 2016). The Report of the year 2012 18th National Congress of the Communist Party of China recommended that there is need for the government agencies to be improved in order to improve the economic and social development of the nation. This led to the increase in salaries of employees of public service, but there is expectation by the management that there will be increased responsiveness in return (Xiaojun & Mary, 2015).

In Germany, recruitment to the public service is such that suitable candidates are selected using selection procedures. Every single authority has the duty of carrying out their own recruitment of their staff and they are responsible for selecting the criteria of choosing the applicants. The responsibility of matters relating to HR derived from ministerial principle, through which every single federal minister manages business of their own department independently and on his/her own responsibility. As for compensation, the remuneration is paid every month in advance, which consist of basic salary, family allowance, and other allowances in specific cases. As a motivation for better performance since 2007 it became possible for public sector employees to advance to the next step in only half the usual time (performance step) in remuneration scheme in case of consistently outstanding performance. Other approaches used include one off performance bonuses rewarded to high performers at the end of

the appraisal year. Poor performance sanction in terms of delayed or no promotion to the next step is also used by German public sector employees' supervisors to influence performance (Kai-Andreas, 2016).

Choudry (2016) established in his study on determinants of labor productivity that the performance of Africa in terms of productivity in labor is not pleasing. By the year 2015 the productivity level in sub-Saharan Africa was the lowest compared to other regions. The study also recommended that there is need for more attention to be focused on the education level, which will lead to the production of employees that are competent and attract foreign direct investments. The productivity of a company is greatly affected by the practices of human resource (HR). Abdulla (2017) indicated that there is correlation between organizations business performance with appraisal, HR planning, training and working as a team.

In Uganda, there have been reports of HR management challenges and among these challenges reported is the challenge of weak performance management among the employees of health care. According to the audit that was carried out in the health care in the year 2006, it was established that there are several weaknesses in performance management of health care employees. It was further established that there was a huge gap in the staffing with majority (112) of the districts not being able to attract and retain the employees who are qualified. Additionally, there were no clear policies regarding training of the employees, transfers and rotation. Support supervision was not regular and also it wasn't adequate, and the appraisals of the employees were done occasionally (Health Management Information Systems report 2008) to report performance (Basaza, 2016).

In Rwanda, Ajala (2015) found that to improve performance of workers involves several activities and not just a single activity. It's inclusive of manipulation of work environment for the purpose of enabling workers to attain their goals. The

conditioning of the work environment should be such that the productivity of the employees is promoted and that it should ensure that there are minimal hazards. The work environment created by managers should encourage interaction and attainment of the goals of the company. The reason is that the work environment is a very significant factor in motivating workers and safety in work environment (Ajala, 2016). The workplace needs to be conducive and dynamic and should follow technological trend of the society. It is also important for managers to manipulate workplace for the purpose of stimulating job satisfaction among workers and promoting their welfare and performance. Skilled managers are the most appropriate because they will be able to manipulate the work environment in order to ensure that employee's job performance is effective (Ajala, 2016).

Gironga, Kingi and Jean (2016) studied factors that determine the way staff perform in Kenya, a case on KPA. It was established that the variables that determine the way staff perform i.e. character of the person; factors of the company, motivational factors positively affected the way workers at KPA performed. Through the regression analysis, it was established that character of the person, factors of the company could significantly explain the level of performance of staff members at KPA. The study recommended KPA to apply characteristics of an individual and aspects of the company in improving how their staff members perform.

Aluvisia (2016) did a research on aspects that influence the way staff perform in Kenyan public sector; study was conducted on KeNHA. The following were some of the main factors that influenced staff performance; recruitment that is slow, less transparent, and interfered by external influence; poor training especially job rotation; and lack of performance rewards and incentives. The study recommended introduction of performance related pay system and stringent recruitment controls.

Kimeu (2015) studied perception of aspects that affect the way staff perform at the County government of Machakos. The study established that training, motivation, teamwork and performance appraisals were the factors that affected performance with most of the individuals agreeing that the above factors affect their performance. The study further established that employee performance could be improved by fostering teamwork in the organization and it is therefore recommended that employees be encouraged to work as a team and through team building activities. Staff motivation affects employee performance and therefore staff should be motivated. Employee performance could be improved by the organization providing more training opportunities to the staff (Kimeu, 2015).

Statement of the Problem

The Ministry of education plays a critical position towards the achievement of vision 2030 (World Bank, 2017). The Ministry of Education being responsible for educational management in the country, the National Policy on Education makes it clear that the success of any educational system is hinged on proper planning, efficient administration and adequate financing (GOK, 2016). The Ministry of Education as an organization can only carry out its responsibilities through the performance of its employees. In the pursuit of achieving the organizational goals, the employees of the ministry have to do their respective jobs according to their job description, (GOK, 2016). The expectation therefore is that successful performance of an allocated job by an organizational member cumulatively leads to the achievement of the organizational goals. Hence one of the keys to an effective and successful organization is the management of the human resource (employee) in the system for effective performance (Mullins, 2015).

In Kenya, the public sectors are plagued by problems of poor employee performance (World Bank Report, 2016). Poor employee performance in public service in Kenya is indicated by absenteeism

from work, corruption, lateness, low quality of work output and high turnover of professional staff (Chepkilot, 2015). According to a report by World Bank (WB) (2016) absenteeism cases in public service in Kenya comprised 40% of the total discipline cases reported in the organization. Most of these discipline cases were from staff working in operational areas. According to Mbuvi (2016), during 2015/2016 financial year, the Man-Hours lost in public service and due to absenteeism and other factors were 10,206,976.57 which translated into Kshs. 3,867,996,698.19. There are numerous recommendations adopted by public service as a measure to improve employee performance through human resource management (Mwaura, 2015). There is need to investigate on determinants of employee performance at the ministry of education headquarters in Kenya.

Empirical studies in Kenya include, Gitonga, Kingi and Jean (2016) who studied on the determinants of employee's performance in Kenya Ports Authority. Aluvisia (2016) did a study on factors influencing employee performance in the Kenyan public sector, a case of the Kenya National Highways Authority (KeNHA). In his study Kimeu (2015) studied on perceived factors affecting employee performance at Machakos county government, Kenya and Chebet (2015) studied the determinants of employees' performance in the county governments of Kenya; a case of Bungoma County.

Most of the studies done on employee performance have been conducted in State Corporation and county governments and little has been conducted in the government ministries. There is limited empirical evidence on work environment and employee performance in the Kenyan Public service. Therefore, the study intends to fill the existing gap by carrying out the study in Ministry of Education in Kenya. For any meaningful training to take place the employees must be knowledgeable, the knowledge is impacted through school which is the mandate of ministry of education. This study sought to establish effect of work environment on

employee performance at the ministry of education headquarters in Kenya.

Objective of the Study

The general objective of the study was to establish the determinants of employee performance at the Ministry of Education headquarters in Kenya. The study was guided by the following specific objective;

- To establish the effect of work environment on employee performance at the ministry of education headquarters in Kenya.
- To assess the effect of career progression on employee performance at the ministry of education headquarters in Kenya.

The study sought to test the following hypothesis

- **H_{A1}** Work environment has a positive significant effect on employee performance at the ministry of education headquarters in Kenya.
- **H_{A2}** Career progression has a positive significant effect on employee performance at the ministry of education headquarters in Kenya.

LITERATURE REVIEW

Theoretical Framework

Attribution Theory

This theory is concerned in the way things are explained by people. It is a causal explanation of an event or behavior. Weiner (2015) of the University of California at Los Angeles came up with a model of human attributions. This model provides a lot of information for students in learning institutions when they are carrying out their research. In the model, various processes through which students develop a causal belief is explained (Weiner, 2015). The main assumption in this model is that environmental factors like home and school character of the students and also personal factors like past experiences and knowledge affect learners. They have effects on the kind of attributions a person will make.

Weiner (2015) observes that if an event that relates to achievement takes place for example a student fails in their exam and they did not expect it, the

students will carry out an attribution search to try and understand what did happen. Weiner indicates that what is perceived as being the cause of the event is of great importance regardless of the objective this is because whatever the perception of the learner as being the reason of their failure will have an effect in the future as they engage in a similar task. For instance, some students fail in their exams because of poor instruction. Those students who think their failure was caused by poor teaching will have different motivation level in their other exams compared to those who think they failed because of their own inability (Weiner, 2015).

Success is commonly attributed to skill, luck or chance. Majority of the people have the tendency of reacting to a situation based on what they think was the cause (Smith & Mackie, 2015). Attribution can be faulty just like perceptions are. It is possible for an organization to make sure that individuals' attributions are effective through various ways such as providing diverse training, teamwork, motivation and objective performance appraisals. It assists in preventing hostility in the workplace from individuals whose culture differ from the others. Daily operations of a company can run smoothly if individuals are trained to make attributions that are accurate; this reduces attributions that are faulty (Smith & Mackie, 2015). This theory supports work environment by encouraging the management to ensure a conducive working environment for the employees which helps them improve their performance.

Expectancy Theory

This theory was developed by Vroom (1964). The main focus of the theory is explaining the reason why people behave in a particular way. The idea behind this theory is that individual's motivation is because they are convinced that through the decision they have made, they will be able to attain their intended goals (Redmond, 2016). This theory proposes that motivation to work depends on the relationship between performance and results and people tend to modify their behaviour depending on the results they have anticipated (Biron &

Bamberger, 2011). Recently, this theory was evolved in order to effectively study the behaviour and attitude of humans and the setup of the organization. Motivation and management is the basis of this theory. Through this theory, it is suggested that the perception on the results by people will be determined by the degree to which they are motivated. The assumption is that decisions made are focused on optimizing pleasure and reducing pain in the view of Law of Effect (Redmond, 2016). The correlation that was believed to exist between the work of a person and their goals wasn't right. The way an individual performs can be influenced by several factors such as skill, ability, personality and experience.

Expectancy is the belief that performance will be increased by increasing effort. The idea of 'if one works hard, one will be able to improve on something' clarifies it. There are several conditions which boost expectancy and they are ensuring that there is availability of the right resources and skills for the job and the needed support to ensure that the work is done in the right way. The profit that an individual expects to yield from their efforts on the job is referred to as expectancy (Buford, 2016).

Instrumentality is the perception that a person performance is good, then the results will come to that person. There are several factors that assist instrumentality and they include; clearly understanding the association of performance with results, trusting and respecting those individuals responsible for decision making and having transparency in rewarding processes. Instrumentality is how a person estimates profits attained from a particular task which would result to results that vary (Choudry, 2016).

It is important to try increasing the belief that workers have the capability to perform their work with success. This can be done through selection of those people who possess the needed skill, providing the needed trainings for the purpose of making sure that the workers clearly understand the requirements; providing the needed time and the resources; assigning duties that its difficulty

increases as the training progresses; following the suggestions of the workers regarding how they want their duties be changed; intervening and alleviating issues that may affect performance; providing the examples to workers who have clearly understood their duties; and providing coaching to

those workers who are not self-confident (Eddock, 2017). This theory supports career progression by providing guidelines on how to motivate employees through performance-to-reward expectancy and also training them to improve their performance.

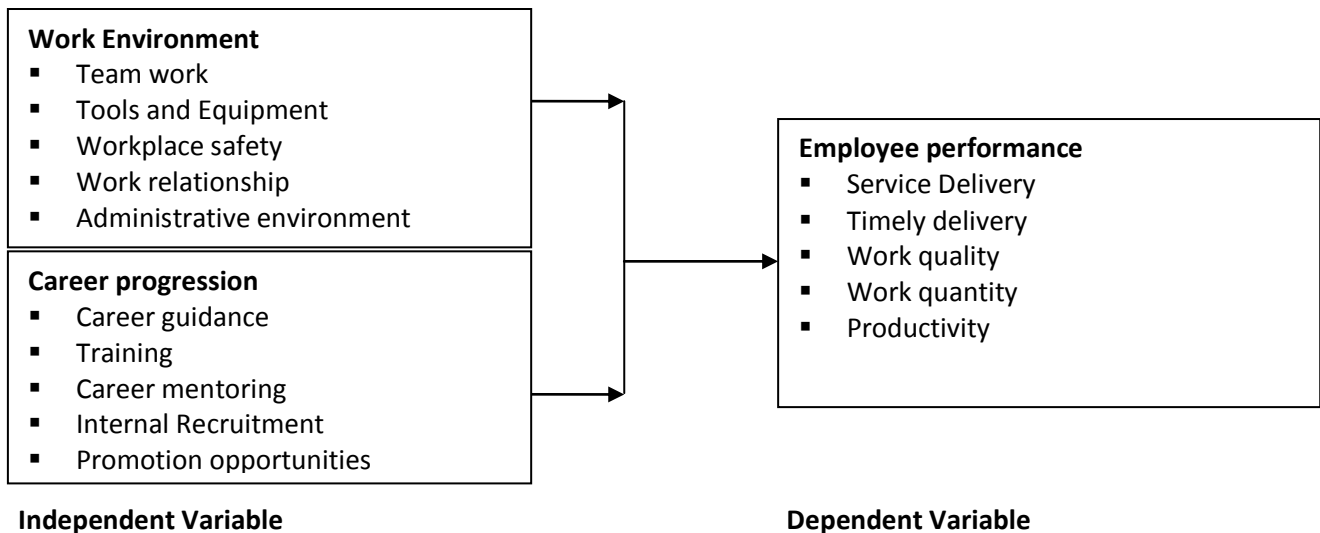


Figure 1: Conceptual Framework

Empirical Review

The most influential thing in the working environment is the need to have a job that is creative. To have a job that is highly satisfying will make one have low intentions to quite the job. The main job requirement has been boosting creativity of the performance of workers this is to make sure that the business maintains their competitive advantage and improve innovativeness of the company (Janssen & Van Yperen, 2016).

There are two main components of work environment, the behavioral and the physical. The physical components are inclusive of those elements relating to the ability of occupants of a particular office to connect with the environment of the office. The behavioral environment are the elements relating to the way occupants of an office associate among themselves and how the office environment can affect the way a person behaves. Haynes (2018) indicated that the physical environment and how productive its occupants are can be categorized into two; layout and comfort of

the workplace and behavioral environment is categorized into two; interaction and distraction.

According to Greenhaus, *et al.* (2015) developing career is a continuous process in the entire lifetime and is beneficial to workers and the company. Workers have the ability to advance their skills for positions that may occur in the future, the company is assured that they have qualified workforce, qualified workers that may stand in place of the top positions in the company. Additionally, it empowers the company to develop and position their staff according to their interests and goals. This advances worker fulfillment and ideal utilization of representative capacities. Also, career development holds and propels individuals through the career development process; workers are helped with defining practical objectives and to build up the required aptitudes and capacities for target positions (Hall & Lorgan, 2019)

Galindo-Rueda (2015) indicated that an organization can prepare itself to have sustainable productivity by investing in human capital by

employing staff with high qualification and training them towards improvement of their key skills. The company will witness advanced returns once the employee picks up the abilities and the company on the other hand gain similar returns. There is a number of empirical studies looking at the association of productivity and human abilities at local as well as national levels but not at the level of small-scale companies. The focus of this study is impact of worker aptitudes levels on performance of staff members.

METHODOLOGY

The study employed descriptive research design. Cooper and Schindler (2016) stated that this study is conducted once. This research design help the study to establish whether there exists a significant association between the variables at a particular point in time (Mugenda & Mugenda, 2018). Descriptive research design was used in this study because the study aims at establishing the determinants of employee performance at the Ministry of Education in Kenya.

Employees at the headquarters of the ministry of education in Nairobi were the targeted population and therefore they formed the population of the study. The study population for this study comprised of 623 employees at different managerial levels currently working at the headquarters of ministry of education in Kenya. Management level employees were chosen because they had the needed information for this study; which is establishing the determinants of employee performance at the Ministry of Education headquarters in Kenya. A list of 623 employees from various management levels currently working at headquarters of Ministry of Education in Kenya formed the sampling frame. The study used the Krejcie and Morgan (1970) formula to arrive at the sample size of 244 respondents. Stratified random sampling was the technique that was applied in selecting the sample for this study. Questionnaire was selected as a tool for in gathering information to be used in the study. The selected samples were issued with questionnaires. Questionnaires were

administered individually by the researcher to all the respondents of the study. Pilot study facilitated pre-testing and validation of the questionnaire. Cronbach's alpha methodology, which measures internal consistency, was used. This is in line with the research design to be used in this study. The main aim of the pilot test is testing how reliable the data collection tool is. The study used a total of 24 individuals in the pilot test which represent 10% of target population. Findings of pilot test were not included in the actual study. The study employed descriptive and inferential statistics in data analysis. Quantitative data collected was analyzed using descriptive statistics techniques. Qualitative data was analyzed using content analysis which was performed in SPSS. Before the data was analyzed, it was first coded, cleaned, and grouped as per the variables. Pearson R correlation was used to measure strength and the direction of linear relationship between variables. Multiple regression models were fitted to the data in order to determine how the independent variables affect the dependent variable. To determine any causal relationship, multiple linear regression analysis were conducted. As stated by Gujarati (1995), causation models are best explained by linear regression analysis and thus, the study used linear regression results for each variable to achieve objectives 1, 2.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where;

Y = Employee Performance

X₁ = Work Environment

X₂ = Career Progression

ε = Error term

β₀- β₂ = are regression coefficients to be estimated

ANOVA test was used to determine whether data that was used in the study was significant. ANOVA was also used to determine whether to uphold the hypotheses or not.

Beta coefficient was used in comparing how strong the effect of each independent variable was on the dependent variable. If the absolute value of the beta coefficient is high, then it implies that the

effect is strong. This study used the Beta coefficients in comparing the strength of dependent variable in relation to the independent variables. The hypothesis of the study was tested by performing ANOVA and F-test.

RESULTS AND DISCUSSIONS

The study selected a sample of 244 Management level employees at the Ministry of Education headquarters in Kenya. All selected respondents were issued with questionnaires for data collection but the researcher was able to receive back only 215 questionnaires. The returned questionnaires formed a response rate of 88.11%. Since our response rate was above 70% it was considered to be excellent and was used for further analysis and reporting.

Descriptive Results

The study presented findings mainly on Likert scale questions for each variable. The respondents were asked to give the level to which they agreed or disagreed with statements on each variable; they used a 5-point Likert scale. The results provided were analyzed and the findings interpreted using frequencies, means and standard deviation values.

Work Environment

Respondents gave their level of agreement with the following statements about the effect of work environment on employee performance at the Ministry of Education in Kenya.

From Table 1, all the standard deviation (SD) values were less than two an indication that the responses did not differ. On teamwork, 158 (73.5%) respondents agreed that team trust facilitates the achievement of harmony by avoiding conflict (M=3.988, SD=1.182); 151 (70.2%) that in their organization teamwork help employee to enhance their performance (M=3.902, SD=1.235); and 150(69.8%) that team trust generates the behavioral basis of teamwork which results in organizational synergy and better performance (M=3.738, SD=1.168). These findings showed that through teamwork, performance is enhanced and when team members trust each other there is no

conflict among them thus creating synergy. These agreed with Kimeu (2015) that employee performance could be improved by fostering teamwork in the organization and therefore the need to encourage employees to work as a team and through team building activities.

On tools and equipment, 167(77.7%) respondents agreed that the working tools are easy to use (M=3.909, SD=1.359); 157(73%) agreed that the working tools are designed in such a way that they are safe for use (M=3.850, SD=1.220) and 171(79.5%) that all the tools they need for work are always available (M=3.836, SD=1.313). These findings show that there is availability of tools in the organization and they are easy and safe to use. The findings agree with findings of Ahmad (2017) that staff members' performance is positively influenced by their physical work conditions. The work atmosphere impacted the capacity of an individual to perform their tasks while also complying with the performance targets.

Regarding workplace safety, 170(79.1%) respondents agreed that necessary security measures have been taken in the building which they work (M=3.994, SD=1.343); 178(82.8%) that their workplace is well ventilated hence they are comfortable working in the organization (M=3.836, SD=1.220) and 157(73%) that the environment in which they work is sufficiently formal clean and orderly in general (M=3.836, SD=1.426). These findings suggest that security, cleanliness and comfort are some important aspects of workplace that employees treasure. The findings agree with the findings of Nduku, Mwendwa and Wachira (2015) which demonstrated that Physical Conditions had the best effects on the performance of staff; work-related Wellbeing and Security had the moderate measure of constructive outcome on performance of staff.

On work relationship, the findings showed that 158(73.5%) of respondents agreed that in the workplace employee help each other in their areas of work (M=3.902, SD=1.235); 162(75.3%) that in the organization employee work together as a team

(M=3.777, SD=1.275) and 151(70.2%) that in the workplace employees help each other in problem solving (M=3.764, SD=1.168). These findings show that employees work as a team and this helps them to solve problems and help each other on individual tasks. The findings concurred with those of Kimeu (2015) that teamwork and performance appraisals were the factors that affected performance. The study further established that employee performance could be improved by fostering teamwork in the organization.

On administrative environment, 172(80%) respondents agreed that in the workplace employee performance is measured against set

standards (M=3.981, SD=1.371); 168(78.1%) that promotion in the organization is a fair process (M=3.902, SD=1.235) and 158(73.5%) that the organization structure guides information flow in the organization (M=3.863, SD=1.326). These findings shows that the organization has set standards that are used to determine performance level of employees and this is used to determine who will be promoted. Also the flow of information is determined by existing culture. This agrees with Kai-Andreas, (2016) who found that poor performance sanction in terms of delayed or no promotion to the next step is used by public sector employees' supervisors to influence performance.

Table 1: Work Environment on Employee Performance

Statements	1	2	3	4	5	Mean	Std. Dev.
Teamwork							
In this organization teamwork help employee to enhance their performance	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
Team trust generates the behavioral basis of teamwork which results in organizational synergy and better performance	14 (6.5%)	7 (3.3%)	21 (9.8%)	151 (70.2%)	21 (9.8%)	3.738	1.168
Team trust facilitates the achievement of harmony by avoiding conflict	10 (4.7%)	3 (1.4%)	10 (4.7%)	150 (69.8%)	43 (20%)	3.988	1.182
Tools and Equipment							
All the tools I need for work are always available	7 (3.3%)	7 (3.3%)	17 (7.9%)	167 (77.7%)	17 (7.9%)	3.836	1.313
The working tools are designed in such a way that they are safe for use	10 (4.7%)	3 (1.4%)	21 (9.8%)	157 (63%)	24 (11.2%)	3.850	1.220
The working tools are easy to use	7 (3.3%)	10 (4.7%)	3 (1.4%)	171 (79.5%)	24 (11.2%)	3.909	1.359
Workplace safety							
My workplace is well ventilated hence am comfortable working in this organization	10 (4.7%)	3 (1.4%)	23 (10.7%)	157 (73%)	23 (10.7%)	3.836	1.220
The environment in which I work is sufficiently formal clean and orderly in general.	7 (3.3%)	7 (3.3%)	11 (5.1%)	178 (82.8%)	11 (5.1%)	3.836	1.426
Necessary security measures have been taken in the building which I work.	4 (1.9%)	4 (1.9%)	8 (1.9%)	170 (79.1%)	28 (13%)	3.994	1.343
Work relationship							
In the organization employee work together as a team	10 (4.7%)	10 (4.7%)	16 (7.4%)	162 (75.3%)	17 (7.9%)	3.777	1.275
In the workplace employee help each other in their areas of work	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
In the workplace employees help each	13	7	21	151	23	3.764	1.168

other in problem solving	(6%)	(3.3%)	(9.8%)	(70.2%)	(10.7%)		
Administrative environment							
Promotion in the organization is a fair process	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
The organization structure guides information flow in the organization	6 (2.8%)	6 (2.8%)	18 (8.4%)	168 (78.1%)	17 (7.9%)	3.863	1.326
In the workplace employee performance is measured against set standards	6 (2.8%)	4 (1.9%)	6 (2.8%)	172 (80%)	27 (12.6%)	3.981	1.371

Career Progression

Respondents gave their level of agreement with the following statements about the effect of career progression on employee performance at the Ministry of Education in Kenya. Results in Table 2 showed that the standard deviation for each of the statement was small (<2) and therefore, the responses did not differ. The findings specifically showed on career guidance that 148(68.8%) of respondents agreed the management recognizes employees' interests/goals and is willing to meet employees' interests (M=3.975, SD=1.169); 158(73.5%) that developing staff for future positions in an organization is a human resource policy (M=3.902, SD=1.235); and 151(70.2%) that the management has adopted formal discussions about career progression among its employees (M=3.764, SD=1.168). These agrees with Hall and Lorgan (2009) that career development holds and propels individuals through the career development process; workers are helped with defining practical objectives and to build up the required aptitudes and capacities for target positions.

On training, the findings showed that 170(79.1%) respondents agreed that outdoor training helps employees to interact with new individuals hence they are able to gain new skills (M=3.902, SD=1.345); 155(72.1%) that the management provide regular training on all cadres of staff to enhance their engagement (M=3.836, SD=1.207); and 165(76.7%) that the organization provides training opportunities for the employees (M=3.830, SD=1.300). These findings agrees with those of Kakui and Gachunga (2016) that work training influenced the way workers performed by improving their competencies, motivating their

outcome, lowering the levels of intimidation, provision of further skills and staff members that are ready and willing to network.

Regarding career mentoring, the findings showed 160(74.4%) respondents agreed that the organization provides career mentoring to its employee (M=3.961, SD=1.149); 158(73.5%) agreed that career mentoring improves employees' skills and knowledge (M=3.836, SD=1.234) and 148(68.8%) that career mentoring help employees to take on more challenging roles and responsibilities (M=3.803, SD=1.248). These shows that ministry of education offers its employees with career mentoring opportunities which has helped improve its employees skills and knowledge and thus be in a better position to execute challenging roles. These findings agree with those of Kakui and Gachunga (2016) that career mentoring impacts the way staff members performed.

On internal recruitment, 160(74.4%) respondents agreed that the organizations has an internal recruitment portal that provides candidates with relevant job information (M=4.021, SD=1.265); 155(72.1%) that internal recruitment and selection practices in the organization enhance employee performance (M=3.896, SD=1.210); and 148(68.8%) that through internal recruitment, candidates can view updates on the progress of their applications through their accounts on the recruitment portal (M=3.810, SD=1.142). Onternal recruitment has allowed the organization to ensure that they select employees who are best suited for the job. The findings concurs with those of Aluvisia (2016) who found the following to be some of the main factors that influenced staff performance; recruitment that is slow, less transparent, and interfered by external

influence; poor training especially job rotation; and lack of performance rewards and incentives.

In light of promotion opportunities, the study found that 153(71.2%) respondents agreed that promotion is used as a reward for better work performance (M=3.955, SD=1.199); 158(73.5%) promotion in the organization is made internally to

motivate workers (M=3.902, SD=1.235); and 167(77.%) that promotion in the organization helps to build up morale, loyalty and a sense of belonging on the part of the employees (M=3.836, SD=1.313). These findings agreed with those of Kai-Andreas (2016) that poor performance sanction in terms of delayed or no promotion to the next step influences employees' performance.

Table 2: Career Progression and Employee Performance

Statements	1	2	3	4	5	Mean	Std. Dev.
Career guidance							
Developing staff for future positions in an organization is a human resource policy.	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
The management has adopted formal discussions about career progression among its employees	13 (6%)	7 (3.3%)	21 (9.8%)	151 (70.2%)	23 (10.7%)	3.764	1.168
The management recognizes employees' interests/goals and is willing to meet employees' interests	10 (10.7%)	4 (1.9%)	10 (4.7%)	148 (68.8%)	43 (20%)	3.975	1.169
Training							
The organization provides training opportunities for the employees	7 (3.3%)	7 (3.3%)	18 (8.4%)	165 (76.7%)	17 (7.9%)	3.830	1.300
The management provide regular training on all cadres of staff to enhance their engagement	10 (4.7%)	4 (1.9%)	21 (9.8%)	155 (72.1%)	24 (11.2%)	3.836	1.207
Outdoor training helps employees to interact with new individuals hence the are able to gain new skills	7 (3.3%)	10 (4.7%)	4 (1.9%)	170 (79.1%)	24 (11.2%)	3.902	1.345
Career mentoring							
The organization provides career mentoring to its employee	3 (1.4%)	10 (4.7%)	17 (7.9%)	148 (68.8%)	37 (17.2%)	3.961	1.149
Career mentoring improves employees' skills and knowledge	10 (4.7%)	7 (3.3%)	16 (7.4%)	158 (73.5%)	24 (11.2%)	3.836	1.234
Career mentoring help employees to take on more challenging roles and responsibilities	10 (4.7%)	10 (4.7%)	14 (6.5%)	160 (74.4%)	21 (9.8%)	3.803	1.248
Internal Recruitment							
Internal recruitment and selection practices in the organization enhance employee performance	10 (4.7%)	0 (0%)	21 (9.8%)	155 (72.1%)	28 (13%)	3.896	1.210
The organizations has an internal recruitment portal that provides candidates with relevant job information	7 (3.3%)	3 (1.4%)	7 (3.3%)	160 (74.4%)	38 (17.7%)	4.021	1.265
Through internal recruitment, candidates	10	11	17	148	28	3.810	1.142

can view updates on the progress of their applications through their accounts on the recruitment portal (4.7%) (5.1%) (7.9%) (68.8%) (13%)

Promotion opportunities

Promotion in the organization is made internally to motivate workers	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
Promotion is used as a reward for better work performance	7 (3.3%)	10 (4.7%)	7 (3.3%)	153 (71.2%)	38 (17.7%)	3.955	1.199
Promotion in the organization helps to build up morale, loyalty and a sense of belonging on the part of the employees	7 (3.3%)	7 (3.3%)	17 (7.9%)	167 (77.7%)	17 (7.9%)	3.836	1.313

Employee Performance

Respondents gave their level of agreement with the following statements about employee performance. Results in table 3 showed that all the mean values were above 3.5 but less than 4.45; suggesting that the respondents agreed with the different statements on employee performance. The findings also show that the responses provided did not differ because the standard deviation values were less than two. Specifically, the findings showed that on service delivery, 155(72.1%) respondents agreed that their work environment help to improve efficiency (M=3.797, SD=1.220); 167(77.7%) that career progression improves their efficiency (M=3.790, SD=1.318); and 160(74.4%) that employees creativity improves their efficiency (M=3.784, SD=1.250). These findings showed that efficiency of employees can be increased by ensuring that their work environment encourage creativity, providing career progression opportunities and ensuring there is creativity. The findings concur with Christian, Bradley, Wallace and Burke (2016) that organizations will upgrade their efficiency by improving the structure of their working environment.

Regarding timely delivery, 158(73.5%) respondents agreed that employees are self-motivated to achieve set goals (M=3.869, SD=1.239); 148(68.8%) that employees achieve their set target at the required time (M=3.784, SD=1.145); and 151(70.2%) that employee competence level help to improve delivery of services (M=3.672,

SD=1.174). These findings show that employees at ministry of education are self-motivated which ensures that they complete their task at the required time. Also their competence determines the services they deliver; high competency means improved service delivery. The findings agree with Wright and Nishii (2017) that the level and the performance of staff are related with competence i.e. the ability to perform their duties competently and the work runs smoothly, and the expected results are achieved. They added that the main source through which a company can attain their competitive advantage is through their workers.

Regarding work quality, 158(73.5%) respondents agreed that employees work quality has improved (M=3.869, SD=1.239); 167(77.7%) that employees ensure that quality services are provided to customers (M=3.790, SD=1.318); and 157(73%) that their organization culture emphasize on work quality (M=3.764, SD=1.229). These findings show that ministry of education had organizational culture that emphasizes on work quality and this ensures that customers receive quality work. These findings agree with Christian, Bradley, Wallace and Burke (2016) that organizations will upgrade their efficiency and quality by improving the structure of their working environment.

On work quantity, 174(80.9%) respondents agreed that employees focus on a single task at a time to achieve high work quantity (M=3.889, SD=1.381); 168(78.1%) that employees set personal deadlines to achieve high work quantity (M=3.803, SD=1.331);

and 167(77.7%) that employee training focus on what employee do on daily basis (M=3.738, SD=1.320). Through training and efforts placed by employees in setting their personal deadlines, they are able to perform more tasks. The findings concurs with Smith and Mackie (2015) that daily operations of a company can run smoothly if individuals are trained to make attributions that are accurate; this reduces attributions that are faulty.

Regarding productivity, 160(74.4%) respondents agreed that productivity shows how efficient the employees are for a task (M=4.001, SD=1.267); 150(69.8%) that productivity helps to determine whether a task needs more or less workers (M=3.955, SD=1.186); and 171(79.5%) that

employee productivity is enhanced through skills acquired (M=3.942, SD=1.355). These findings showed that productivity can be used to determine employee efficiency, whether there is need for more employees and whether the employees require skill training to complete the task more efficiently. The findings agreed with Salleh, Yaakub and Dzulkifli (2016) that poor performance of an individual employee might affect productivity of a group of workers and therefore put the whole organization at risk. It also agrees with Rotundo and Sackett (2017) that organizations can benefit from provision of training to their workers this is because employees that are well trained acquire skills and competences that assist in improving the productivity of the company.

Table 3: Employee Performance

Statements	1 %	2 %	3 %	4 %	5 %	Mean	Std. Dev.
Service Delivery							
Employees creativity improves their efficiency	4.7	6.5	4.7	74.4	9.8	3.784	1.250
Career progression improves their efficiency	3.3	7.9	3.3	77.7	7.9	3.790	1.318
Our work environment help to improve efficiency	4.7	9.8	0.0	72.1	13.0	3.797	1.220
Timely delivery							
Employees achieve their set target at the required time	4.7	7.9	5.1	68.8	13.0	3.784	1.145
Employees are self-motivated to achieve set goals	3.3	6.5	3.3	73.5	13.0	3.869	1.239
Employee competence level help to improve delivery of services	6.5	9.8	3.3	70.2	9.8	3.672	1.174
Work quality							
Employees work quality has improved	3.3	6.5	3.3	73.5	13.0	3.869	1.239
Employees ensure that quality services are provided to customers	3.3	7.9	3.3	77.7	7.9	3.790	1.318
Our organization culture emphasize on work quality	4.7	9.8	1.4	73.0	11.2	3.764	1.229
Work quantity							
Employees set personal deadlines to achieve high work quantity	2.8	8.4	2.8	78.1	7.9	3.803	1.331
Employees focus on a single task at a time to achieve high work quantity	2.8	2.8	6.0	80.9	7.9	3.889	1.381
Employee training focus one what employee do on daily basis	6.0	2.8	8.4	77.7	5.1	3.738	1.320
Productivity							
Productivity shows how efficient the employees are for a task	3.3	3.3	1.4	74.4	17.7	4.001	1.267
Productivity helps to determine whether a task needs more or less workers	4.7	4.7	1.4	69.8	20.0	3.955	1.186
Employee productivity is enhanced through skills acquired	3.3	1.4	4.7	79.5	11.2	3.942	1.355

Correlation Results

Correlation analysis was used to test the strength and the direction of the relationship between the dependent (employee performance) and the independent variables (work environment, career progression). Also, correlation analysis was used to show whether there was any relationship between the independent variables; thus determined whether there was any multicollinearity. Table 4 presented the findings obtained. The association was considered to be: small if $\pm 0.1 < r < \pm 0.29$; medium if $\pm 0.3 < r < \pm 0.49$; and strong if $r > \pm 0.5$.

The findings also show that work environment has a strong relationship with employee performance ($r=0.848$, $p=0.000$). Since the p-value (0.000) was less than the selected level of significance (0.05), the relationship between the two variables was considered to be significant. Therefore, it can be said that work environment has some influence on employee performance. The relationship was positive suggesting a direct relationship, increasing i=one variable will result to the increase in the

other. This agrees with Christian, Bradley, Wallace and Burke (2016) that organizations will upgrade their efficiency by improving the structure of their working environment.

Career progression is also seen to have a positive significant relationship with employee performance ($r=0.755$, $p=0.000$). Since the p-value (0.05) is less than the selected level of significance (0.05), the relationship was considered to be significant. Therefore, the career progression can significantly influence employee performance. Since the relationship is positive, it implies the increase in career progression will result to an increase in employee performance. This concurs with Hassan *et al.*, (2015) that for a firm to attain and maintain competitive advantage the company should have staff members that are productive, and they should be exposed to development of their career to improve and cultivate their competency.

Table 4: Correlation Analysis

Variables		Employee Performance	Work Environment	Career Progression
Employee Performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	215		
Work Environment	Pearson Correlation	.848**	1	
	Sig. (2-tailed)	.000		
	N	215	215	
Career Progression	Pearson Correlation	.755**	.153	1
	Sig. (2-tailed)	.000	.125	
	N	215	215	215

Tests of Hypotheses

The hypothesis of the study was tested by performing ANOVA and F-test. The association existing between the variables was established using t-test, while the fit of the entire model was established using F-test (Cohen & West, 2003). If the F- statistic is less than F-critical then we reject the null hypothesis and accept the alternative and

vice versa (Gathenya, 2012; Mugenda & Mugenda, 2003; Cooper & Shindler, 2011).

Influence of Work Environment on Employee Performance

The first hypothesis of the study was H_{A1} Work environment has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. To test this hypothesis, the study regressed work environment with employee

performance. Table 10 presents the findings obtained.

From the findings presented in Table 5, the value of adjusted R² was 0.699 which implied that 69.9% of variations in employee performance at the ministry of education headquarters in Kenya can be attributed to changes in work environment. The remaining 30.1% variations in employee performance can be attributed to other aspects

other than work environment. The findings also show that work environment and employee performance are strongly and positively related as indicated by a correlation coefficient (R) value of 0.848. The study finding concurs with Ahmad (2017) that the way staff members perform is highly dependent on physical conditions of work area, coaching and development and communication strategies.

Table 5: Model Summary for Work Environment on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848 ^a	.719	.699	.11148

a. Predictors: (Constant), Work Environment

From the Anova findings, the p-value obtained was 0.000 which was less than 0.05, an indication that the model was significant. The findings also show that the f-statistic value (17.593) is greater than the F-critical value (F_{1,213}=3.885). Since the f-statistic

value is greater than the f-critical value it shows that the model is reliable and can be used to predict employee performance at the ministry of education headquarters in Kenya.

Table 6: ANOVA for Work Environment on Employee Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.211	1	0.211	17.593	.000 ^b
1 Residual	2.556	213	0.012		
Total	2.767	214			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Work Environment

From the coefficients table, the following model was fitted;

$$Y = 1.507 + 0.506 X_1 + \epsilon$$

From the equation above, when work environment is held to a constant zero, employee performance at the ministry of education headquarters in Kenya will be at a constant value of 1.507. The findings also show that a unit improvement in work environment will lead to a 0.506 unit increase in employee performance at the ministry of education headquarters in Kenya. The findings also show that the t-statistic (5.010) has a p-value (0.000) which is less than the selected level of significance (0.05).

Therefore accept the first null hypothesis (H_{A1}) and conclude that work environment has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. The findings concurs with the findings of Kakui and Gachunga (2016) that work training influenced the way workers performed by improving their competencies, motivating their outcome, lowering the levels of intimidation, provision of further skills and staff members that are ready and willing to network.

Table 7: Coefficients for Work Environment on Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.507	0.108		13.954	.000
Work Environment	0.506	0.101	0.848	5.010	.000

a. Dependent Variable: Employee Performance

Effect of Career Progression on Employee Performance

The second hypothesis of the study was H_{A2} Career progression has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. To test this hypothesis, the study regressed career progression with employee performance.

The findings in table 8 showed that the value of adjusted R^2 was 0.568. This implies that 56.8% of variations in employee performance at the ministry of education headquarters in Kenya can be

attributed to changes in career progression. The remaining 43.2% variations in employee performance can be attributed to other aspects other than career progression. The findings also show that career progression and employee performance are strongly and positively related as indicated by a correlation coefficient (R) value of 0.755. The study finding concurs with Hassan *et al.*, (2013) that for a firm to attain and maintain competitive advantage the company should have staff members that are productive, and they should be exposed to development of their career to improve and cultivate their competency.

Table 81: Model Summary for Career Progression on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755 ^a	.570	.568	.23019

a. Predictors: (Constant), Career Progression

From the Anova findings, the p-value obtained was 0.000 which is less than 0.05, an indication that the model was significant. The findings also showed that the f-statistic value (22.011) is greater than the F-critical value ($F_{1,213}=3.885$). Since the f-statistic

value is greater than the f-critical value it shows that the model is reliable and career progression can be used to predict employee performance at the ministry of education headquarters in Kenya.

Table 9: ANOVA for Career Progression on Employee Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.167	1	1.167	22.011	.000 ^b
Residual	11.289	213	0.053		
Total	12.456	214			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Career Progression

From the coefficients table, the following model was fitted;

$$Y = 1.745 + 0.707 X_2 + \epsilon$$

From the equation above, when career progression is held to a constant zero, employee performance at

the Ministry of Education headquarters in Kenya will be at a constant value of 1.707. The findings also showed that a unit improvement in career progression will lead to a 0.707 unit increase in employee performance at the ministry of education headquarters in Kenya. The findings also showed

that the t-statistic (4.979) has a p-value (0.000) which is less than the selected level of significance (0.05). Therefore accept the second null hypothesis (H_{A2}) and conclude that career progression has a positive significant effect on employee performance

at the ministry of education headquarters in Kenya. The findings concur with the findings of Napitupulu, *et al.*, (2017) that vocation advancement has positive direct impact on apparent association support, inspiration, and successful duty.

Table 10: Coefficients for Career Progression on Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.745	0.193		9.041	.000
1 Career Progression	0.707	0.142	0.755	4.979	.000

a. Dependent Variable: Employee Performance

CONCLUSIONS AND RECOMMENDATIONS

The findings showed that work environment has significant influence on employee performance. The study also found that the influence of work environment on employee performance was positive. This suggested that a work environment positively and significantly influences employee performance at the ministry of education headquarters in Kenya. Staff members' performance is therefore highly dependent on physical conditions of work area. Based on the findings, the study concludes that improvement in work environment will result to an increase in employee performance at the ministry of education headquarters in Kenya.

Career progression was also seen to have a positive influence on employee performance. The influence of career progression on employee performance was also found to be significant. These findings suggested that career progression positively and significantly influences employee performance at the ministry of education headquarters in Kenya. Career progression improve employee competencies, motivating their outcome, lowering the levels of intimidation, provision of further skills and staff members that are ready and willing to network. From the findings, the study concluded that increased career progression will result to an increase in employee performance at the ministry of education headquarters in Kenya.

Organizations will upgrade their efficiency by improving the structure of their working

environment, ministry of education should therefore improve its working environment by ensuring that it is modernized, comfortable for its employees and is secure. Employee performance could be improved by fostering teamwork in the organization and therefore the study recommended the ministry of education to ensure that its working environment encourages employees to work collaboratively as a team and through team building activities.

There is need for more attention to be focused on the education level, which will lead to the production of employees that are competent and attract foreign direct investments. The study also recommends the organization to provide its employees with opportunities to develop their professions and career; this will improve their skills and motivate them to stay with the company. There is also need to apply characteristics of an individual and aspects of the company in improving how their staff members perform.

This study recommends policy formulation on organizational and work environment requirements that should be met by the ministry of education to boost employee performance. In addition, policies should be developed on acceptable organizational culture, minimum acceptable competence levels for employees. Policy formulators in the ministry of education should also develop policies that guide employee career progression.

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