

**DETERMINANTS OF PUBLIC SECTOR EMPLOYEES' WORK  
PERFORMANCE: THE CASE OF GURAGE ZONE CHEHA  
WOREDA ADMINISTRATION**



**SCHOOL OF GRADUATE STUDIES**

**MA THESIS**

**MUHAJIR BEDIR**

**DECEMBER 2024**

**WOLKITE, ETHIOPIA**

**WOLKITE UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

Determinants of Public Sector Employees' Work Performance: The Case of Gurage Zone  
Cheha Woreda Administration. A Thesis Submitted to School of Graduate Studies, In Partial  
Fulfillment of the Requirements for the Degree of Master of Science in Governance and  
Development Studies

Muhajir Bedir

Major Advisors: Tamru Yihun (PhD)

Co- Advisor: Tigist Ewenete (MA)

DECEMBER, 2024

WOLKITE, ETHIOPIA



## **DEDICATION**

This manuscript is dedicated to my lovely family, especially my wife, Yewubdar Tsegaye, for her unlimited support during data collection and every step of the study.

## DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis, and compilation of this Thesis. Any scholarly matter included in the Thesis has been given recognition through citation. This Thesis is submitted in partial fulfillment of the requirements for an MA Degree at Wolkite University. The Thesis will be deposited in the Wolkite University Library and is made available to borrowers under the rules of the Library. I solemnly declare that this Thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate. Brief quotations from this Thesis may be made without special permission, if accurate and complete acknowledgment of the sources is made. Requests for permission for extended quotations from or reproduction of this Thesis, in whole or in part, may be granted by the head of the Department of Governance and Development Studies when, in his or her judgment, the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the Thesis.

Name: Muhajir Bedir

Signature: \_\_\_\_\_

Date: November 2024

## **BIOGRAPHICAL SKETCH**

Muhajir Bedir was born on November 15, 1967, in Cheha Woreda, Gurage Zone, Central Ethiopia. He attended elementary school at Gubre Aba Frunsa Primary School and Emdibir Comprehensive Secondary School (1984-1989 and 1989-1992, respectively). He attended Agarfa TVET College in 1994 and later joined Hawassa Agricultural College, receiving his diploma in General Agriculture in 1996. He also joined Dilla University in 2011 and obtained his BA degree in Public Administration in 2013. Finally, he joined Wolkite University in 2014 to pursue a Master's degree in Development Studies and Planning Management.

## **ACKNOWLEDGMENTS**

First and foremost, my praise goes to the Almighty Allah for His innumerable gifts. I would like to express my sincere gratitude to Wolkite University for granting me the opportunity to pursue my MA in Development Studies. I would also like to extend my heartfelt thanks to my advisor, Dr. Tamru Yihun, and my co-advisor, Ms. Tigist Ewenete, for their invaluable guidance, encouragement, and constructive feedback throughout this research. Their dedication, moral support, and willingness to assist at every stage of the study have been truly appreciated.

Moreover, my warmest gratitude goes to my family, friends, and instructors who supported me in every step of the thesis. I deeply appreciate my friends, Melaku Tereda and Aliyu Jemal, for their continuous support, suggestions, and willingness to share their experiences during my studies.

# TABLE OF CONTENT

<b>Contents</b>	<b>page</b>
WOLKITE UNIVERSITY SCHOOL OF GRADUATE STUDIES.....	ii
WOLKITE UNIVERSITY GRADUATE STUDIES APPROVAL SHEET .....	iii
DEDICATION .....	iv
DECLARATION.....	v
BIOGRAPHICAL SKETCH.....	vi
ACKNOWLEDGMENTS.....	v
TABLE OF CONTENT .....	vi
LIST OF TABLES .....	ix
LIST OF FIGURES.....	x
ABSTRACT .....	x
1. INTRODUCTION .....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem .....	3
1.3. Hypotheses of the Study.....	5
1.3. Objectives of the Study .....	5
1.3.1. General Objective.....	5
1.3.2. Specific Objectives .....	5
1.4. Significance of the study .....	6
1.5. Scope of the study .....	6
Geographic Scope: .....	6
Temporal Scope:.....	6
Thematic Scope: .....	7
Methodological Scope:.....	7
1.6. Limitation of study .....	7
1.7. Operational Definition of Key Terms.....	7
1.8. Organization of the Study.....	8
2. LITERATURE REVIEW .....	9
2.1. Theoretical Literature .....	9
2.2. The Concept of Employee Performance.....	10
2.3. Performance Measurement and Improvement.....	11

2.4. Factors Affecting Employee Performance .....	11
2.4.1. Motivation.....	12
2.4.2. Training.....	13
2.4.3. Organizational Culture.....	13
2.4.4. Work Environment.....	14
2.4.5. Supervision .....	15
2.4.6. Individual Characteristics .....	16
2.4.7. Competence.....	17
2.5. Empirical Review .....	17
2.6. Research Gaps .....	19
2.7. Conceptual Framework of the Study .....	19
3. METHODOLOGY OF THE STUDY.....	21
3.1 Description of the Study Area .....	21
3.2 Research Approach.....	22
3.3 Research Design .....	22
3.4 Target Population of the Study.....	23
3.5 Sampling Frame .....	23
3.5. Sampling Technique.....	26
3.6. Sample Size .....	26
3.7. Data Sources.....	26
3.7.1. Primary Data .....	26
3.7.2 Secondary Data .....	27
3.8. Data Collection Instruments .....	27
3.9. Method of Data Analysis.....	28
3.10. Model Specification.....	28
3.11. Ethical Considerations.....	29
4. RESULTS AND DISCUSSION.....	30
4.1. Demographic characteristics .....	30
4.2. Descriptive statistics.....	33
4.3. Normality assumption (The disturbances are normally distributed) .....	34
4.3. Determinants of employee performance.....	i
4.4.1. Training and development .....	35
4.4.2. Motivation.....	38
4.4.3. Working Environment .....	40
4.4.4. Organizational culture.....	42
4.4.5. Supervision .....	44
4.4.6. Individual characteristics .....	45
4.4.7. Competency .....	47
4.4.8. Employee performance .....	48

4.4.	Correlation Analysis between independent and dependent variables.....	50
4.5.	Multiple Regression Model Results .....	52
4.6.	ANOVA tests .....	54
4.7.	Regression results of the model.....	54
4.8.	The overall test of the model .....	55
4.8.1.	Training and employee performance .....	56
4.8.2.	Motivation and employee performance .....	57
4.8.3.	Organizational culture and employee performance .....	58
4.8.4.	Working environment and employee performance.....	59
4.8.5.	Supervision and working performance .....	60
4.8.6.	Individual characteristics and employee performance.....	60
4.8.7.	Competency and employee performance.....	60
5.	SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION .....	62
	Summary of Findings .....	62
5.2.	Conclusion.....	62
5.3.	Recommendation.....	63
	REFERENCES .....	i
	APPENDIX I.....	xi
	Questionnaire WOLKITE UNIVERSITY .....	xi
	SCHOOL OF GRADUATE STUDIES COLLEGE OF SOCIAL SCIENCE AND HUMANITIES	
	DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDIES .....	xi

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1: List of Cheha woreda participated sectors, position of employees & number of participants founded.....	24
Table 2 : Respondents' Response Rate.....	30
Table 3. Demographic characteristics of the respondents .....	33
Table 4: Descriptive statistics .....	34
Table 5.: Training and development .....	38
Table 6; Motivation of the employee.....	40
Table 7. Working environment of the employee .....	42
Table 8. Organizational culture.....	44
Table 9. Supervision .....	45
Table 10. Individual Characteristics .....	46
Table 11: Competency .....	47
Table 12: Employees Performance .....	49
Table 13. Correlation Analysis .....	52
Table 14. Model summary .....	53
Table 15. ANOVA <sup>a</sup> test .....	54
Table 16. regression model.....	55
Table 17: Summary of hypothesis testing.....	61

## LIST OF FIGURES

Figure 1: Conceptual framework .....	20
Figure 2: map of the study area.....	22
Figure 3 Normality distribution .....	35

## ABSTRACT

*The primary objective of this study was to examine the determinants of public sector employee performance in Cheha Woreda, Gurage Zone, Ethiopia. Specifically, the research investigated the influence of factors such as motivation, training, organizational culture, working environment, supervision, individual characteristics, and competency on employee performance. A descriptive research design was adopted, and data were collected from 135 respondents using questionnaires and interviews. The data were analyzed using descriptive statistics and multiple regression methods in SPSS. The findings revealed that employee performance is significantly influenced by the studied factors, with motivation and working environment showing the strongest impact. Training programs were found to partially address skill gaps, while supervision was deemed insufficiently effective in enhancing performance. Organizational culture and individual characteristics were moderately associated with performance outcomes. The study concluded that addressing gaps in competency, supervision, and workplace conditions could significantly improve employee productivity and satisfaction. Recommendations include designing targeted training programs, fostering a positive organizational culture, and implementing competitive salary structures to motivate employees effectively.*

***Keywords: Motivation, Training, Organizational Culture, Working Environment, Supervision, Employee Performance and Competency***

# 1. INTRODUCTION

## 1.1. Background of the study

In today's globalized and technological world, organizations rely heavily on their employees for knowledge, creativity, and overall performance to achieve competitive advantage (Hailelassie & Narula, 2017; Nigatu, Solomon, & Gedion, 2017). Employees are vital resources for delivering goods and services, but they can also be difficult to manage. Human resources play a vital role in organizational performance, as employee performance directly affects financial and programmatic outcomes (Belete .G, 2014).

Job performance refers to expected behaviors within the framework of organizational goals and objectives within the control of individual employees. Hunter and Hunter indicated that job performance is of interest to organizations because of the importance of high productivity in the workplace. Employee engagement and loyalty are key to the success of any employer and the opposite effect is the main cause of organizational failure. Therefore, employee performance is an inevitable issue, which can determine the performance of all other resources in the organization (Monil and Tahir , 2011; Armstrong, 2009).

In general, it is essential to understand the dynamics of performance, especially in terms of individual adaptability to changing demands. Employee performance is essential for a healthy economy and is a vital resource for businesses. Even with the most advanced technology, a company will not achieve its goals if its employees do not actively contribute. The comfort of employees in the workplace significantly influences their performance, which in turn affects the overall performance of the business. Companies should put their employees first, because their ability to achieve the established goals reflects the quality of their performance. In contrast, poor performance can serve as a benchmark, highlighting the need to evaluate the quality and quantity of work provided by employees (Koopmans *et al*, 2012). Work performance, which is influenced by individual and collective behaviors, is a major determinant of productivity.

Studies in Ethiopia consistently highlight the significant impact of organizational culture, work environment, and motivation on employee performance. For instance: A study by Alemayehu and Zeleke (2019) on public service institutions in Addis Ababa found that a supportive work environment, including adequate resources and infrastructure, significantly enhances employee satisfaction and performance. The study underscored the importance of ergonomic designs and psychological safety in

boosting productivity.

Research by Tsegaye and Getachew (2020) in the Ethiopian banking sector revealed that targeted training programs and professional development opportunities directly correlate with improved employee output and job satisfaction. Employees who received regular training outperformed their peers by 25% in efficiency metrics. According to the findings of Mengistu and Fekadu (2021), motivation in the form of financial incentives and recognition programs played a pivotal role in driving employee performance in the Ethiopian manufacturing industry. The study also noted that intrinsic motivators, such as career growth and meaningful work, were equally critical.

Fitsum Ghebregiorgis and Haben Negusse (2022) demonstrated the influence of an inclusive organizational culture on employee engagement in Ethiopia's educational institutions. Their study found that employees in collaborative and transparent environments showed a 40% increase in performance metrics compared to those in less cohesive settings. Over time, practice may initially improve performance, but it may decline after a certain level of experience. It is essential that performance issues are addressed early because they can escalate from small issues to larger problems, affecting productivity and the overall health of the organization (Hasibuan, 2012).

Research conducted in Cheha Woreda by Belete G. (2014) emphasized the role of cognitive abilities in task execution. Employees with higher levels of problem-solving skills were more adept at adapting to dynamic organizational demands, leading to higher performance levels.

In cheha woreda public sectors cognitive skills, motivation, training, organizational culture, and work environment are also the main problem affecting employee's performance. Despite the importance of understanding the drivers of employee performance, there is a lack of empirical data to guide improvements. The proposed study aims to examine the determinants of public sector employee performance in Cheha Woreda Gurage area, Central Ethiopia.

## 1.2.Statement of the Problem

Economists classify factors of production as labor, capital, business, land, and natural resources, with employees being the most valuable asset to an organization. The success and performance of an organization largely depend on the quality of its workforce, and identifying the factors that influence employee performance can enhance recruitment, retention, and overall organizational effectiveness (Mohammed & Nimalathan, 2011).

Employees are widely regarded as the most valuable assets of an organization, and their performance plays a crucial role in determining organizational success. In particular, the performance of public sector employees in rural areas of Ethiopia remains a significant challenge. In Cheha Woreda, public sector employees consistently fall short of performance expectations. The Ethiopian Human Resources Development Office (2019) reports that the majority of employee evaluation scores in this region are below 50%, reflecting inefficiencies and raising concerns about the effectiveness of current human resource practices. This underperformance not only affects individual employee productivity but also hampers overall service delivery to the public, which is essential for the socio-economic development of the region.

Given the critical role of the public sector in Ethiopia's development agenda, it is imperative to understand the underlying factors contributing to employee underperformance. The persistent performance gap in Cheha Woreda suggests that traditional management practices, such as reliance on subjective performance appraisals, may be ineffective in addressing the complex issues at play. Research by Eliphas (2017) has shown that inadequate investments in employee well-being and poor work environments lead to increased turnover, low morale, and decreased productivity. In this context, conducting scientific research is essential to uncover the root causes of low employee performance and provide evidence-based solutions to enhance organizational effectiveness. The findings from this research could help policymakers and organizational leaders develop more robust strategies for improving performance in the public sector.

While much of the existing literature on employee performance in Ethiopia focuses on the private sector or urban settings, there is a lack of in-depth studies on the public

sector in rural regions such as Cheha Woreda. Additionally, while factors such as motivation, training, and organizational culture are often identified as determinants of employee performance, few studies have examined how these factors interact specifically within the Ethiopian public sector. Moreover, the lack of systematic performance management systems in rural public organizations remains underexplored. By focusing on Cheha Woreda, this research seeks to fill these gaps, providing a comprehensive analysis of the factors that influence public sector employee performance in this under-researched region.

The primary aim of this study is to identify and analyze the key factors affecting employee performance in the public sector of Cheha Woreda. The study will focus on factors such as the work environment, training opportunities, motivation, and organizational culture. By addressing these factors, the research aims to offer practical recommendations for improving employee performance, which will, in turn, enhance service delivery and organizational efficiency in the public sector. Given the central role of public sector organizations in promoting socio-economic development, understanding and addressing the causes of underperformance is critical to fostering trust and confidence among citizens in public institutions.

Numerous studies highlight the link between employee motivation and performance. Eliphas (2017) demonstrated that employees in un motivating work environments tend to underperform, leading to high turnover rates and lower productivity. Similarly, Nelson and Quick (2003) emphasized the importance of understanding the dynamics between organizational culture and employee performance, noting that aligning organizational goals with individual motivations is key to enhancing productivity. Research by Jami (2016) found that failure to gather employee feedback and incorporate it into management practices often leads to performance gaps in organizations. Furthermore, studies in Ethiopia, such as those by Yusuf (2015), have shown that ineffective performance management systems significantly hinder the achievement of organizational goals. In the context of Cheha Woreda, the lack of clear performance metrics and reliance on subjective appraisal methods has contributed to persistent underperformance in the public sector

### 1.3. Hypotheses of the Study

- H1: Motivation has a significant positive impact on employee performance in public sector organizations.
- H2: Training programs significantly influence employee performance by enhancing job-related skills.
- H3: Supervision positively affects employee productivity through guidance and support.
- H4: Organizational culture significantly correlates with employee performance by shaping workplace behavior.
- H5: The working environment has a substantial impact on employee satisfaction and performance.
- H6: Competency gaps negatively affect employee productivity and overall organizational efficiency.

### 1.3. Objectives of the Study

#### 1.3.1. General Objective

- ✓ The general objective of the study was to examine determinants of public sector employees' work performance: the case of Gurage zone cheha woreda administration

#### 1.3.2. Specific Objectives

- To identify effect of training and development on employee's performance in Cheha woreda public sectors administration
- To examine the impact of motivation on employee performance in public sector organizations
- To analyze the influence of the working environment on employee performance in public sector settings."
- To identify the effect of organization culture on employee's performance
- To identify the effect of supervision on employee's performance
- To identify the effect of individual characteristics on employee's performance
- To identify the effect of individual characteristics and competency on employee's performance
- To indicate the possible strategies which are critical to improve

employees performance in the case area

#### 1.4. Significance of the study

This research work was particularly aimed at to look in to factors that affect performance of employees at work in public sectors undertaken in Cheha Woreda. The study improve performance of the employee and provides insights into how various determinants such as motivation, and working environment influence employee performance, allowing employees to understand areas of self improvement. Employees can gain awareness of the competencies and individual characteristics needed to excel in their roles. The study also Enhanced Workplace Satisfaction by understanding factors like organizational culture and supervision, employees can advocate for a better work environment, improving job satisfaction and productivity.

Furthermore, the study benefits the public sectors. Public sectors will benefit from insights into creating a supportive work environment and fostering a culture of excellence. For policy makers, the study offers evidence-based guidelines to improve employee motivation, supervision, and , contributing to better governance. Furthermore, the study advances academic knowledge by contextualizing the determinants of employee performance within Ethiopian public sectors, providing a foundation for future research and practical applications.

#### 1.5. Scope of the study

##### **Geographic Scope:**

"The study focuses on Cheha Woreda, located in the Gurage Zone of Central Ethiopia, targeting public sector organizations in the region."

##### **Temporal Scope:**

"Data collection and analysis cover the period from 2023 to 2024, providing a contemporary understanding of employee job performance determinants."

### **Thematic Scope:**

"The research investigates the impact of various determinants, including motivation, organizational culture, working environment, supervision, individual characteristics, and competency, on employee job performance in the public sector."

### **Methodological Scope:**

"This study adopts a descriptive research design, mixed-methods approach, utilizing questionnaire and interviews to collect primary data, reviewing articles, journal to collect secondary data and analyzing it through statistical and thematic methods to ensure comprehensive insights."

### **1.6.Limitation of study**

The researcher encountered different limitations that were likely to obstructed access to information required by the study. The researcher faced problems of time as the research was being undertaken in a short period with limited time for doing a wider research. Beside this, the researcher faced financial (budget) problem to conduct this wider research. In addition, lack of secondary data source or documented evidence from the public sectors of the area. To overcome the main constraints especially data source the researcher used both primary and secondary data source to achieve the study objectives.

### **1.7.Operational Definition of Key Terms**

^ **Competency:** is a basic characteristic of a person that enables them to excel superior performance in their workers

^ **Motivation:** means the willingness of an individual to do efforts and take action towards organizational goals.

^ **Organizational Culture:** is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations.

^ **Performance:** is the accomplishment, execution, carrying out, working out of anything ordered or undertaken.

^ **Supervision:** is the action or process of watching and directing what someone does or how something is done.

^ **Training:** is the developing process of employees' skill in order to improve performance of an employee (Swanson, 1999).

^ **Working Environment:** describe the surrounding conditions in which an employee operates

## 1.8. Organization of the Study

This study has been organized under five chapters with respect to issues incorporate under each section. The first chapter presented with the introduction that includes the background, statement of the problem, objectives, significance, scope and limitation of the study. The second chapter stated several related review of literatures that were pertinent to the topic under study. Chapter three explained about the research method used to accomplish this study, which included the sources of data used and method of data collected and the way how the data were analyzed. Empirical results and their interpretation were delivered under the fourth chapter of this study. Finally, concluding remarks of the findings and their implications were presented with in the fifth chapter of this paper.

## 2. LITERATURE REVIEW

### 2.1. Theoretical Literature

The theoretical foundation of this study is grounded in established frameworks that explain employee performance. Key theories include:

**Maslow's Hierarchy of Needs:** Maslow (1943) posits that a hierarchy of needs, ranging from basic physiological needs to self-actualization, motivates individuals. In the workplace, addressing these needs through adequate compensation, recognition, and growth opportunities can significantly enhance performance.

**Herzberg's Two-Factor Theory:** Herzberg et al. (1959) argue that job satisfaction and dissatisfaction arise from two distinct sets of factors: hygiene factors (e.g., salary, working conditions) and motivators (e.g., recognition, responsibility). Public sector organizations must balance these factors to improve employee performance.

**Goal-Setting Theory:** Locke and Latham (1990) emphasize the importance of setting specific, challenging, and achievable goals to motivate employees and improve their performance. Clearly defined objectives and regular feedback mechanisms are critical components of this approach.

**Social Exchange Theory:** Blau (1964) explains workplace relationships in terms of reciprocal exchanges. Employees are more likely to perform well when they perceive fairness, trust, and mutual benefit in their organizational environment.

**Expectancy Theory:** Vroom (1964) suggests that employee performance is influenced by the belief that effort will lead to desired outcomes. Aligning expectations with rewards and ensuring clear communication can drive better performance.

These theories collectively provide a foundation for understanding how various

factors influence employee behavior and performance in organizational settings. Integrating these theoretical perspectives enables a comprehensive analysis of the determinants of employee performance.

## 2.2. The Concept of Employee Performance

Employee performance refers to the successful completion of tasks by individuals, as assessed by supervisors based on predetermined standards, and the efficient use of resources. It focuses on employee behaviors rather than outcomes, emphasizing what employees do rather than the results of their work. Perceived employee performance is an individual's belief in their contribution to the organization (Aguinis, 2009). It involves the evaluation of employee performance, which is determined not only by the results but also by the methods used to achieve them. High performance results from appropriate behaviors and the effective application of knowledge, skills, and abilities.

Performance reviews should focus on task completion and results over time, rather than just individual traits (Mathis & Jackson, 2009). An organization's success depends primarily on the quality of its people, which can lead to a competitive advantage. Historically, human resources have often been viewed as a cost rather than a strategic asset. Ultimately, performance encompasses both behavior and results, with behavior being the catalyst that transforms potential into tangible results. Performance is a combination of behaviors and outcomes that involve mental and physical effort.

Performance management is a systematic approach that includes various programs designed to define, measure, and improve organizational performance. It is a collaborative process between managers, teams, and individuals aimed at improving organizational effectiveness and employee capabilities (Temple, 2002). Researchers link performance to various factors, such as the quantity and quality of output, punctuality, attendance, and work efficiency. Performance management is defined as a strategic approach to improving organizational success by enhancing employee performance and developing skills. French addresses broader organizational issues and highlights the importance of achievements and the methods used to achieve them (Armstrong & Baron, 2004).

## 2.3. Performance Measurement and Improvement

Performance includes various aspects such as quantity, quality, punctuality, attendance, efficiency, and effectiveness of production (Mathis & Jackson, 2009). It is defined as the successful completion of tasks, assessed by supervisors against accepted standards (Aguinis, 2009). Performance also involves various factors such as quantity of production, punctuality, attendance, efficiency, and effectiveness (Tessema & Soeters, 2006). According to Armstrong (2006), performance focuses on behaviors rather than results, reflecting an employee's belief in their contribution to the organization.

The three main factors that affect performance are declarative knowledge, procedural knowledge, and motivation. Effective human resource practices, including competitive salaries, training, performance appraisals, recruitment, and maintaining morale, positively impact individual performance (Tessema & Soeters, 2006). Measurement and evaluation play a crucial role in improving performance because clearly defined standards and methods are essential for assessing quality and closing performance gaps (Katz & Green, 1997). Performance improvement involves solving current problems and seizing opportunities for improvement. These issues may relate to service delivery, operational practices, or governance. Performance opportunities arise when there is potential for improved outcomes, even when performance standards are met.

## 2.4. Factors Affecting Employee Performance

Job performance refers to the behaviors expected in alignment with the organization's goals and the individual's role (Campbell et al., 1993). Hunter (1984) pointed out that job performance is of interest to organizations due to the importance of high productivity in the workplace. Rudman (1998) stated that performance is focused behavior or purposeful work. The factors that affect employee job performance are well-documented in the literature. The most widely described contributing factors include:

#### 2.4.1. Motivation

Motivation is essential for improving employee productivity by promoting contribution, creativity, and innovation (Dervi, 2017; Re'em, 2010). It is also critical for job performance; a poorly motivated workforce can lead to high turnover, increased costs, low morale, and increased managerial demands (Jobber, 1994). Employees in the public and non-profit sectors often report higher job satisfaction due to their work in public service (Bunchoowong, 2015; O'Riordan, 2013). It is essential for organizational leaders to direct employees toward institutional goals.

Research shows that many job factors positively impact employee motivation, including job enrichment, work-life balance, monetary incentives, compensation, working conditions, participation in decision-making, social relationships, and communication (Rashid, 2012; Mette & Rosenberg, 2013; Serhan, Al Achy, & Nicolas, 2018). To avoid misallocating resources and fueling employee dissatisfaction, managers need to understand what motivates their employees. Motivation is especially important for both high performers and low performers: high performers need it to maintain their performance, while low performers need it to improve their results.

There are two main types of motivation: intrinsic motivation (driven by self-interest) and extrinsic motivation (driven by external rewards) (Wright, 2006). High levels of motivation are associated with improved performance, as motivated employees are more likely to exert extra effort (Armstrong, 2009).

Different individuals are motivated by various factors, including recognition, inclusion, and engagement. Engagement is essential because many employees currently provide only the minimum effort expected of them. A Gallup study shows that approximately 70% of employees are not engaged (Dubrin, 2009). Employers recognize that employee input is vital for achieving a competitive advantage and strive to mobilize their staff to improve performance (Foot & Hook, 2008). A sense of belonging motivates employees to work toward achieving organizational goals. Failure to provide stimulating work, career development opportunities, and supportive management can lead to significant losses in human capital. Motivating and retaining knowledge workers is essential for organizational sustainability.

Understanding motivation theory is crucial to ensuring that the value of employee output exceeds associated costs. Motivation is driven by employee instincts (drives) and conscious deficiencies (needs), with managers facing the challenge of fostering employee motivation. Maslow's hierarchy of needs offers a framework for understanding how satisfying lower-level needs can lead to the pursuit of higher-level needs, ultimately promoting employee satisfaction (Hill McShane, 2009).

#### 2.4.2. Training

Training is the process of developing employees' skills to improve their performance, including planned activities aimed at enhancing the skills, knowledge, and abilities required for effective job performance. Several studies have shown that a well-educated and trained workforce significantly increases the productivity and profitability of an organization, with human resources considered vital for achieving organizational goals (Adiele, 2017; Garg & Jain, 2015; Gloria, 2012). Research, including that of Cyril and Ighodalo, reveals a positive correlation between training and job productivity, although issues such as corruption and favoritism may undermine training in the Nigerian Police Force (Cyril & Ighodalo, 2016). Other studies show that training promotes employee career advancement and improves performance, although the specific impact of different types of training remains unclear (Sam-Okere & Abeniga, 2014).

Overall, empirical evidence supports a strong link between training and improved job performance across sectors. Training is defined as systematic activities aimed at enhancing the skills and knowledge required for effective job performance. It can bring significant benefits to employees and organizations by developing essential skills. Managers generally undergo training to increase productivity, achieve organizational goals, and prepare employees for a changing environment. The main types of training include needs assessments, training content and delivery approaches, and on-the-job training (Ahmed & Yohanna, 2014; Habib, Zahra & Mushtaq, 2015; Kuhlengasia, 2018).

#### 2.4.3. Organizational Culture

Organizational culture serves as an institutional identity that influences employee

behavior and, therefore, organizational performance (Li, 2015; O'Donnell & Boyle, 2008). Despite claims about the link between culture and performance, few studies have focused on this connection in public service organizations. Research has shown significant positive correlations between organizational culture and employee performance, with factors such as labor laws and a clear chain of command contributing positively (Faizal, Ozemoyah, & Mohd, 2016).

Several studies suggest that a strong organizational culture improves employee job performance, enhances group decision-making, increases organizational commitment, and improves the quality of public service (Ben Saad & Abbas, 2018; Hadian, 2017). Denison points out that culture is crucial in the change process, and specific cultural traits can predict organizational effectiveness. Culture consists of norms and attitudes that distinguish an organization and influence employee behavior and success orientation (Daniel & Aneil, 1995).

Schein (1990) notes that an effective culture is based on shared beliefs and behaviors, while Kotter and Heskett suggest that employee performance is essential for organizational development (Kotter & Heskett, 1992). Loyal employees who understand and embrace the culture contribute positively to organizational behavior. Organizational culture plays a significant role in employee performance, with supportive cultures fostering high commitment and job satisfaction. In contrast, negative cultures create fear and disengagement, hindering employee engagement and performance. Therefore, organizations must address negative cultural factors to improve employee effectiveness.

#### **2.4.4. Work Environment**

A work environment encompasses various factors, including corporate culture, leadership styles, hierarchies, and human resource policies (Salunke, 2015). It significantly influences organizational performance, enabling employees to reach their full potential (Nanzushi, 2015). Studies by Sirajuddin and Majekodunmi demonstrate a positive relationship between the physical work environment and productivity (Sirajuddin, 2014; Majekodunmi, 2012). However, Njenga and colleagues did not find a significant impact of physical conditions on employee performance, cautioning against generalizing this result due to other studies that

show positive correlations (Njenga, Waiganjo, & Koima, 2015).

The impact of the work environment is particularly crucial for creative jobs, where compliance with job requirements can lead to greater job satisfaction and reduced turnover. The work environment can be classified into two main components: physical and behavioral. The physical aspect includes the appearance and comfort of the office, while the behavioral aspect focuses on interpersonal relationships and individual behavior influenced by the office layout (Janssen, 2014).

Furthermore, the work environment includes two main components: physical and behavioral. The physical aspect concerns how office occupants interact with their environment, while the behavioral aspect focuses on interpersonal relationships between employees and the influence of the environment on individual behavior. Both components can be analyzed using fundamental and operational attributes, which act as independent variables influencing a dependent variable. Research shows that office design and environmental conditions significantly affect organizational performance. Studies suggest that incorporating human needs into office design can improve employee efficiency. Specifically, improvements in physical design can lead to a 5-10% increase in productivity.

Other studies link working conditions to employee satisfaction and performance, noting that social and physical contexts play a critical role in directing employee activity. Overall, the past two decades have seen extensive research on how physical, social, and psychological factors in the work environment affect motivation, satisfaction, performance, and health (Scott, 2000).

#### **2.4.5. Supervision**

Supervision involves the concept of leadership and its impact on group performance. It emphasizes that the style of supervision combines the attitudes and behaviors of a leader, forming the relationship with followers (Northouse, 2007). This section highlights the importance of an organization's leadership style in influencing employee performance. Training research has evolved to consider organizational factors in addition to individual-level approaches, though comprehensive multilevel theories are still being developed. Studies suggest that the work environment

influences individual perceptions of motivation and support for training.

Although shared perceptions of training climate are positively related to post-training behavior, evidence of their moderating effects is limited. The text also distinguishes between coaching and mentoring, noting that coaching aims to improve short-term performance, while mentoring supports long-term career development (Heslin et al., 2006). Effective coaching involves setting goals, providing feedback, and helping employees achieve organizational objectives. Supervision can enhance individual performance through knowledge acquisition, increased motivation, and social learning, with coaching being particularly effective for developing skills through targeted feedback. Overall, supervision is a key factor in improving employee performance through personalized, timely instruction that helps individuals acquire and retain declarative and procedural knowledge.

#### **2.4.6. Individual Characteristics**

Individual characteristics significantly influence performance differences. Older employees are often reluctant to receive new training and prefer collaboration over competition compared to their younger colleagues. Research by Kanfer and Ackerman (2004) suggests that person-environment interactions shape motivation, with older adults typically prioritizing safety, job security, and pay. They observed that the attractiveness of a job could decrease with age if working conditions remain unchanged.

Contrary to the common belief that older workers perform worse, research shows mixed results regarding age and performance (Davies et al., 1991). While some theories suggest a decline in skills with age, evidence also supports greater crystallization of intelligence in older adults. The relationship between age and job performance reveals a complex dynamic that requires further exploration. Gebregziabher (2009) found that skills could decline with age, while pragmatic skills tend to improve. Thus, older workers can maintain a stable level of performance through work experience, which compensates for age-related declines. The relationship between age and performance is not linear, as the negative effects of aging on performance may increase over time (Avolio et al., 1990). The evidence is mixed, with some studies supporting a curvilinear hypothesis that performance

improves with age up to a point before declining.

In general, the performance of younger workers has a stronger correlation with age than that of older workers. However, treating age as a continuous variable and the lack of sufficient data on older workers have limited the comprehensive analysis of the age-performance relationship. A competent individual can perform tasks efficiently and with minimal errors. Competence, as defined by many researchers, includes both technical and soft skills. Technical skills can be acquired through education, work experience, and analytical training, while soft skills encompass self-control, confidence, flexibility, and attitude. Competence includes various dimensions such as motivation, characteristics, self-image, knowledge, and skills. Ultimately, competence is the combination of knowledge, skills, and their application to meet performance standards across different sectors (Ridwan et al., 2020; Hutapea & Thoha, 2008).

#### **2.4.7. Competence**

Competence is a key attribute that enables individuals to perform excellently and meet job demands. A competent person can execute tasks efficiently and with minimal errors. Competencies, as defined by various scholars, include both technical and soft skills. Technical competencies can be developed through education, professional experience, and analytical skills, whereas soft competencies involve self-control, self-confidence, flexibility, and attitude. Competence encompasses various dimensions such as motivation, characteristics, self-concept, knowledge, and skills. Ultimately, competence is a combination of knowledge, skills, and their application to meet performance standards across different sectors (Ridwan et al., 2020; Hutapea & Thoha, 2008).

### **2.5. Empirical Review**

Many factors affect employee performance across industries and countries. The main areas of focus are training, motivational factors, and work environment. It was observed that employees at Stanbic Bank identified challenges such as low salary increments and insufficient training, while aspects such as organizational culture and structure had a positive impact on productivity (Ngowi, 2014). In addition, human

resource practices, particularly related to compensation and employee well-being, were found to significantly impact performance. A study conducted in the Tanzanian banking sector revealed that salary increments were a major motivator, improving customer service and loyalty (Massudi, 2013). However, this study neglects the importance of training and communication.

Furthermore, another study on commercial banks in Ethiopia found a significant positive effect of training on employee performance, with respondents reporting that job instructions were clear and guidance from peers and supervisors was appropriate (Assefa, 2016). Job rotation was also found to improve employee performance, with many respondents reporting increased efficiency after training. In particular, 77.7% of respondents indicated that training helped them perform their banking activities faster and more efficiently.

A study by Mulatu (2014) highlighted that communication had a significant impact on employee performance, with many respondents noting that improving communication tools and methods in their workplace contributed positively to performance. A study conducted by Tessema and Soeters (2006) in the Ethiopian civil service emphasized that motivational factors, such as fair compensation, career growth opportunities, and recognition, play a significant role in enhancing job satisfaction and performance. Their findings revealed that intrinsic motivators had a more substantial impact than extrinsic ones, underscoring the need for public sector organizations to foster environments that promote intrinsic satisfaction.

Mulugeta (2018) examined the role of training programs in enhancing employee performance in Ethiopian public sector organizations. The study found that well-designed and targeted training initiatives significantly improved employees' job efficiency and overall productivity. However, it also noted that irregular and generic training sessions often failed to address specific skill gaps.

A study by Mekonnen (2019) investigated the influence of organizational culture on employee performance in Addis Ababa's municipal administration. The findings highlighted that a collaborative and inclusive culture positively affected employee engagement, while bureaucratic and hierarchical structures often demotivated staff. Reta (2020) analyzed the effect of the work environment on employee performance

in the Ethiopian public sector. The study reported that factors such as ergonomic office setups, access to resources, and supportive management directly influenced employee satisfaction and output. Adverse working conditions, on the other hand, were associated with lower productivity and higher absenteeism.

Ayalew and Bayu (2021) explored the impact of supervision styles on employee performance in Ethiopian government agencies. They found that participative and supportive supervision significantly enhanced performance by fostering trust and open communication. In contrast, authoritative supervision was linked to lower morale and engagement.

## 2.6. Research Gaps

Based on the theoretical and empirical reviews above, there is no global standard for determining employee performance. It has also been revealed that many variables affect employee performance. This study focuses on key factors such as motivation, training, organizational culture, work environment, supervision, individual characteristics, competency, and skills. While there are numerous empirical studies on factors affecting employee performance, most raise different variables, and many are observational in nature. This study aims to fill the gap by analyzing the factors affecting employee performance in Guraghe Zone of Cheha Woreda, considering additional determinants not previously addressed.

## 2.7. Conceptual Framework of the Study

The conceptual framework explains the key concepts used in the study and how they are linked to one another to produce the outcome. For this framework, the researcher used sources from Gebregziabher (2009) and developed a model using relevant literature, with some modifications.



Figure 1: Conceptual framework

### **3. METHODOLOGY OF THE STUDY**

#### **3.1 Description of the Study Area**

The study was conducted in Cheha Woreda, located in the Gurage Zone of the Southern Nations, Nationalities, and Peoples' Region (SNNPR), central Ethiopia. Cheha Woreda is named after one of the subgroups of the Gurage people, specifically the Cheha subgroup, which is part of the Sebat Bet. Geographically, Enemorina Eaner borders Cheha to the south to the west by the Oromia Region, to the north by the Wabe River, which separates it from Abeshge and Kebena, to the east by Ezha, and to the southeast by Gumer and Geta.

The administrative center of Cheha is Endibir, with other notable towns in the region. The elevation of the area ranges from 1,900 to 3,000 meters above sea level. Key rivers in the region include the Gotam, Gogeb, and Metrekat. Notable points of interest include the Wabe River, which has a height of 60 meters, and the Goat Falls on the Gotam River near Endibir High School, which reaches a height of 50 to 60 meters.

In 1963, an all-weather road was constructed, connecting Endibir in the north with Addis Ababa and, in the south, linking the area to Hosaena via Wolkite. The economy of Cheha primarily relies on subsistence agriculture, with staple crops such as maize, sorghum, and chickpeas, as well as some root crops like yams and taro. The main cash crops grown in the area are teff and Niger seeds.

Cheha is served by 87 kilometers of all-weather roads and 49 kilometers of dry roads, giving it an average road density of 237 kilometers per 1,000 square kilometers. As a result, various sectors in the region conduct their regular activities in accordance with the policies and strategies formulated for local development.

The purpose of this study was to explore the determinants of employee performance in relation to their daily activities, as well as the implementation of policies and strategies in Cheha Woreda.

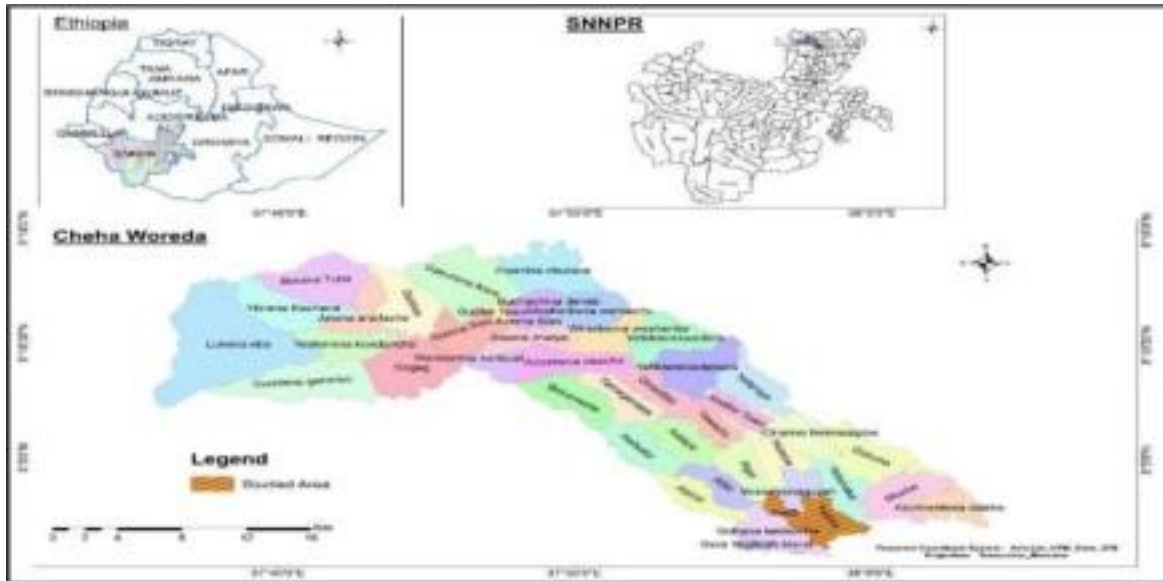


Figure 2: map of the study area

### 3.2 Research Approach

As described by Creswell (2009) in the context of research design, there are three common approaches used in business and social science research: quantitative, qualitative, and mixed methods. Quantitative research designs are specific, well-structured, and tested for validity and reliability. They can be clearly defined and accepted. In quantitative research, the requirements for measuring and classifying data necessitate that the study design be more structured, rigid, and predetermined to ensure the accuracy of measurements and classifications. Quantitative designs also tend to be more distinct and clearer, particularly in terms of data collection methods (Kumar, 2011). Considering the research problem and objectives outlined in the previous sections, as well as the quantitative nature of the study, both quantitative and qualitative research approaches were deemed appropriate and suitable for this research.

### 3.3 Research Design

According to Cooper and Schindler (2014), research design refers to the plan and structure of the investigation aimed at answering research questions. The researcher employed an explanatory research design, which is typically used to understand the causes or reasons behind a phenomenon. This design goes beyond mere description and seeks to explain the relationships between variables, specifically focusing on the

factors that directly influence employee performance in the public sector. Thus, this design was chosen to help identify and determine how participants respond to the factors affecting the performance of public sector employees in Cheha Woreda and their overall job performance.

### 3.4 Target Population of the Study

The target population refers to the specific group of individuals or objects from whom data were collected. For this study, the target population consisted of employees from 27 public sectors within Cheha Woreda, totaling 2,173 employees. However, the researcher focused on 150 key stakeholders who play a significant role in the overall activities of each sector. These stakeholders were primarily involved in the implementation of policies, governance strategies, monitoring, evaluation, and the management practices related to employee activities. The study specifically targeted high-level management bodies, including directors, vice presidents, coordinators, and other key figures responsible for overseeing and managing employee performance in the public sector.

The study also considered the performance levels of employees at the time of the research, within the context of the Woreda sectors, as the data source for the study.

### 3.5 Sampling Frame

A sampling frame is a list of all the elements in a given research area from which a sample will be drawn. In this study, the sampling frame included employees from Cheha Woreda who were directly involved in the implementation of government policies and strategies, as well as those responsible for managing employee practices in their daily activities. These employees were selected from the sectors listed in Table 1 below. These participants were chosen because they had significant responsibilities in implementing planned activities and managing employees in their respective offices, and they were members of the government board responsible for overseeing employee management and performance.

**Table 1: List of Cheha woreda participated sectors, position of employees & number of participants founded**

No.	Name of the Sector	Participants position	Number of participan
1	ChehaWoreda Administration Head office	High and Middle level management, Expert	6
2	ChehaWoreda vice office	High and Middle level management, Expert	6
3	ChehaWoreda Administration Education office	High and Middle level management, Expert	6
4	ChehaWoreda Geneder office	High and Middle level management, Expert	5
5	ChehaWoreda Town development	High and Middle level management, Expert	5
6	ChehaWoreda Commerce and industry office	High and Middle level management, Expert	5
7	ChehaWoreda Prosperity office	High and Middle level management, Expert	6
8	ChehaWoreda vital registration office	High and Middle level management, Expert	6
9	ChehaWoreda police office	High and Middle level management, Expert	6
10	ChehaWoredaTsetita office	High and Middle level management, Expert	6
11	ChehaWoreda Revenue office	High and Middle level management, Expert	6
12	ChehaWoreda Municipality offices	High and Middle level management, Expert	5
13	ChehaWoreda water and mineral office	High and Middle level management, Expert	5
14	ChehaWoreda Enterprises office	High and Middle level management, Expert	5
15	ChehaWoreda plan commission office	High and Middle level management, Expert	5

<b>No.</b>	<b>Name of the Sector</b>	<b>Participants position</b>	<b>Number of participants</b>
16	ChehaWoreda finance office	High and Middle level management, Expert	6
17	ChehaWoreda Natural resource office	High and Middle level management, Expert	5
18	ChehaWoreda Animal and Fish resource office	High and Middle level management, Expert	5
19	ChehaWoredabunanaShace	High and Middle level management, Expert	5
20	ChehaWoreda Land management office	High and Middle level management, Expert	5
21	ChehaWoreda Environment and Forest protection office	High and Middle level management, Expert	5
22	Cheha Woreda Health office	High and Middle level management, Expert	6
23	ChehaWoreda public service office	High and Middle level management, Expert	6
24	ChehaWoreda Culture and Sport office	High and Middle level management, Expert	5
25	ChehaWoreda Communication office	High and Middle level management, Expert	6
25	ChehaWoreda Road and Transport office	High and Middle level management, Expert	5
26	ChehaWoreda Council office	High and Middle level management, Expert	7
27	ChehaWoreda hibretsira office	High and Middle level management, Expert	6
	Total		150

### 3.5. Sampling Technique

The purposive sampling technique was used to select participants, ensuring that the respondents were the most relevant and knowledgeable about the issues being studied. This technique allows the researcher to apply judgment to choose the cases that best enable answering the research questions and achieving the objectives (Sanders et al., 2009).

### 3.6. Sample Size

The target population of the sectors studied consists of 27 employees, which is a manageable number. However, for the study, 150 employees were selected, as they play a dominant role in the overall activities of each sector. This number was chosen because the questions are detailed and require responses from management members who are well-versed in the subject matter. Each sector has a management team of five to seven members, all of whom were included in the study. Additionally, a key informant interview was conducted with the seven members of the permanent management board to gather further insights into the factors influencing employee performance and the general performance of the country, with a particular focus on Cheha.

Furthermore, a focus group discussion was organized with key stakeholders, including Human Resource Managers, government bodies, team leaders, public sector managers, and board members. This group discussed the maintenance of employee skills, roles, and responsibilities.

### 3.7. Data Sources

#### **3.7.1. Primary Data**

Primary data refers to original, firsthand information that is directly collected by the researcher or organization for a specific purpose. This data is not influenced by previous research. For this study, primary data was collected through the following methods: it includes Questionnaires, Interviews, Focus Group Discussions, Observation

### 3.7.2 Secondary Data

Secondary data refers to information that has already been collected, processed, and published by others. This data is typically used to analyze trends, validate findings, or provide context to primary research. The following secondary data sources were used:

- Published research articles from academic journals or books
- Annual reports from the public sectors of Cheha and the Gurage Zone administrative office
- Online databases such as PubMed, Statista, and JSTOR

While secondary data is cost-effective and time-saving, it requires careful evaluation for relevance, accuracy, and potential bias.

## 3.8. Data Collection Instruments

**Questionnaires:** Data were collected through direct responses from employees in the public sectors. Questionnaires were distributed to various groups, including HR personnel, counselors (council committee members), and high- and middle-level management.

**Interviews:** Interviews were conducted with council members within the public sector. This allowed for an in-depth exploration of organizational practices, challenges, and strategies for improving employee performance. The interview questions aimed to gather detailed insights into motivation, supervision, working environment, and competency development.

**Focus Group Discussions:** Group discussions were conducted with the seven council members. These members were part of the 150 respondents selected for the study.

**Observation:** The researcher conducted daily observations of employees in the study area. Primary data gathered through observation is highly valued for its originality, accuracy, and relevance to the specific research objectives.

### 3.9. Method of Data Analysis

Descriptive statistical analysis, including mean, frequencies, standard deviation, and percentages, was used for analyzing the quantitative data. The collected data were presented using tables, charts, and figures. SPSS software was employed to analyze the data. Additionally, various statistical tests, such as correlation analysis, normality tests, multicollinearity tests, heteroscedasticity tests, autocorrelation tests, and regression analysis, were performed to examine the determinants of employee performance in the study area.

### 3.10. Model Specification

Ordinary Least Squares (OLS) models are commonly used when the dependent variable is continuous (Gujarati, 2004; Verbeek, 2004; Green, 2003; Wooldridge, 2002). This study will employ an OLS model to analyze the determinants of employee performance in the public sector of the Gurage Zone, Cheha Woreda. The model includes the following explanatory variables: capacity-building training factors, motivation-related factors, working environment factors, organizational culture factors, supervision-related factors, individual characteristics, job characteristics, reward and recognition, perceived organizational support, and the overall image of the organization.

Mathematically, the model can be expressed as: Mathematically;  $Y_i = f(\text{capacity building training related factors, motivational related factors, working environment factors, organizational culture factors, supervision related factors, Individual characteristics, Employees Performance, job characteristics, Reward and recognitions, Perceived organizational support and overall images of the organization})$

$$Y = P_0 + p_1 X_1 + P_2 X_2 + p X_3 + P_4 X_4 + P_5 X_5 + P_6 X_6 + P_7 X_7 + e,$$

Where

$\hat{Y}$  = Level of performance of

Employees  $\hat{P}_0$  = the constant

$\hat{X}_1$  = capacity building training

related factors  $\hat{X}_2$  = motivational  
related factors,

$\hat{X}_3$  = Working Environment factors,

$\hat{X}_4$  = Organizational culture related factors,

$\hat{X}_5$  = Supervision related factors,

$\hat{X}_6$  = Individual characteristics factors,

$\hat{X}_7$  = Competency

$\hat{P}_0 - P_7$  = the estimates of the independent variables. I.e. the  
coefficients of the independent variables.

$\hat{e}$ , = the error term.

### 3.11. Ethical Considerations

The researcher followed ethically acceptable processes throughout the research process. The participants were informed the purpose of the study before the information collected from them thus conforming to the principle of voluntary and informed consent. In this regard, the names of the respondents not be disclosed and Information was not be available to anyone who was not directly involved in the study. The researcher was also tried to consider all the sources, which were used in this research report to be properly recognized and acknowledged as in text citation and reference list

## 4. RESULTS AND DISCUSSION

### 4.1. Demographic characteristics

The study targeted employees of public sectors in Cheha Woreda, located in the Gurage Zone of the Central Ethiopia region. Data for the study were collected using questionnaires. A total of 150 questionnaires were administered to employees, and 135 responses were received, resulting in a response rate of 90.6%. This response rate is considered good and aligns with the guidelines provided by Mugenda and Mugenda (1999), which suggest that a response rate of 50% or more is adequate for analysis and reporting. A response rate of 60% is good, while a rate of 70% or more is excellent.

The questionnaires that were not returned were due to reasons such as the respondents being unavailable to complete them at the time. Despite persistent follow-ups, there was no positive response from these individuals. The high response rate indicates the willingness of respondents to participate in the study.

**Table 2 : Respondents' Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Responded	135	90.6%
Not Responded	15	9.4%
<b>Total</b>	<b>150</b>	<b>100%</b>

*Source: Researcher's own survey (2024)*

Out of the 135 respondents, 85 (63%) were male, and 50 (37%) were female. This indicates a higher representation of male participants compared to female participants. The gender imbalance provides an opportunity to explore whether male and female employees perceive or experience performance-related factors differently. Understanding the demographic composition, such as gender, helps contextualize the determinants of employee performance, allowing the researcher to identify if certain factors are influenced by demographic characteristics.

The majority of respondents (65 individuals, 48.15%) were within the age range of 26-40 years. This suggests that a significant portion of the workforce in the public

sectors of Cheha Woreda consists of relatively young and middle-aged employees. This age group is typically associated with high energy, adaptability, and active contribution to organizational tasks. A substantial proportion of respondents (43 individuals, 31.85%) were aged between 41-55 years. Employees in this group often bring extensive experience, institutional knowledge, and leadership potential, which can be vital for organizational stability and mentorship.

A smaller but notable group (22 individuals, 16.3%) was aged above 56, possibly reflecting individuals nearing retirement age. This demographic emphasizes the need for succession planning and knowledge transfer strategies to ensure continued organizational effectiveness. Only 5 respondents (3.7%) were under the age of 25. This low percentage may indicate limited entry-level opportunities, minimal recruitment of younger individuals, or challenges in attracting younger talent to the public sector. The age distribution demonstrates a balanced mix of early-career, mid-career, and senior employees, with the largest representation coming from the productive and dynamic age group of 26-40. However, the low representation of younger employees highlights the need for strategies to attract and retain new talent for a sustainable workforce.

The majority of respondents (64.44%) held a degree, followed by those with a diploma or TVET College diploma (8.89%) and a master's degree (7.41%). A significant portion (19.26%) fell into the "others" category. The dominance of degree holders suggests that the workforce in the public sector in Cheha Woreda is largely composed of individuals with higher education qualifications, which might positively impact employee performance due to enhanced skill levels and professional training. The relatively small proportion of diploma and master's degree holders could indicate fewer opportunities for individuals with lower or advanced educational qualifications in the region or specific role requirements within the public sector.

The "others" category (19.26%) could include employees with less formal education or specialized training, possibly in technical or administrative roles. Educational qualifications can significantly influence factors like competency, leadership potential, and motivation. For example:

- Degree and master's degree holders might exhibit higher competency and leadership skills due to advanced knowledge and training.
- Diploma holders and those in the "others" category may require additional training and supervision to meet performance standards.

The high proportion of degree holders underscores the importance of leveraging their skills through professional development programs to enhance performance. Additionally, training and capacity-building initiatives for diploma holders and "others" can bridge gaps in competency and ensure equitable growth opportunities.

The study includes 135 respondents categorized by their years of work experience. The distribution is as follows:

- **Below 5 years of experience (7.41%):** This group likely represents newer employees who may have limited familiarity with the organization's culture, practices, and processes. Their perceptions may reflect fresh perspectives but less practical exposure.
- **6-10 years of experience (11.11%):** Employees in this category are likely transitioning from novice to intermediate levels, having gained moderate familiarity and understanding of their roles and organizational dynamics.
- **11-15 years of experience (44.44%):** This group constitutes the largest proportion of respondents, indicating that the workforce is dominated by experienced employees who likely have a deeper understanding of the organization's structure, culture, and leadership.
- **More than 15 years of experience (37.04%):** Employees in this group are seasoned and may hold senior roles. Their insights are likely to reflect long-term trends, leadership practices, and organizational culture stability.

This distribution suggests that the majority of respondents (81.48%) have over 10 years of experience, enhancing the reliability of the data, as they are likely to have comprehensive knowledge of the organizational environment. The smaller proportion of employees with less than 10 years of experience (18.52%) may offer a contrasting perspective, potentially highlighting generational or experience-based differences in motivation and competency.

**Table 3. Demographic characteristics of the respondents**

Age	Frequency	Percent
Below 25	5	3.70
26-40	65	48.15
41-55	43	31.85
above >56	22	16.30
Total	135	100
Gender	Frequency	Percent
Male	85	62.96
Female	50	37.04
Total	135	100
Job Category	Frequency	Percent
Team leader(Including the 7 council member)	38	28.15
Expert	21	15.56
Middle level Manager	42	31.11
Higher Level Manager	34	25.18
Total	135	100
Educational background of the respondent	Frequency	Percent
Diploma/TVT	12	8.89
BA/BSc	87	64.44
MA/MSc	10	7.41
others	26	19.26
<b>Total</b>	<b>135</b>	<b>100</b>
Working Experience of the Respondents	Frequency	Percent
0 - 5 years	10	7.41
6 - 10 years	15	11.11
11- 15 years	60	44.44
More than 15 years	50	37.04
Total	135	100

Source: Researchers own Survey (2024)

#### 4.2.Descriptive statistics

A total number of 150 questionnaires were distributed to respondents, unfortunately, 15 respondents were not answered, thus generated as usable response rate of 90.6 % and was used for the purpose of this research. The table below shows that the collected data calculated statistically for further analysis which summarizes as respondents view on the various questions that were associated with the with the study variables .

In this regard, the seven independent variables (factors) examined in this study and revealed that all of the seven types of independent variables were exhibited in relatively with acceptable mean standard of the dependent variable. Table 4 below summarizes the reactions of respondents on the various question items that were later associated to the various factors related to the study. Accordingly, the seven independent variables examined in this study were training, competency, motivation, working environment, organization culture, supervision and individual characteristics. The result of descriptive statistics shows that, the mean for the variables were related to employee work performance and rated at almost same level (3.51 for training, 3.01 for motivation, 2.82 for Working environment, 3.08 for organization culture, 2.94 for supervision, 3.30 for individual characteristics, 3.48 for competency and 4.00 for employee performance in a Likert type scale ranging between 1 and 5 respectively).

**Table 4: Descriptive statistics**

Variables	N	Mean	Std. Deviation
TTF	135	3.5136	.85955
MTFF1	135	3.0111	.25366
WEFF	135	2.8281	.46627
OCFF	135	3.0770	.80853
SVFF	135	2.9407	.50668
ICXSFF	135	3.3000	.79222
EPFF	135	4.0000	.86116
COFF	135	3.4815	.36348

#### 4.3. Normality assumption (The disturbances are normally distributed)

Normality may be the most common assumption in applying statistical procedures as in the classical linear regression model where the (unobserved) disturbance vector  $s$  is assumed to be normally distributed. It is well known that departures from normality may lead to substantially incorrect statements in the analysis of economic models. Thus, a test on normality based on the (observable) regression residuals is an absolute "must" in any regression analysis. One of the most famous tests for normality of regression residuals is the test of Jarque Bera (1980, 1987), which has

gained great acceptance among econometricians. The test statistic JB is a

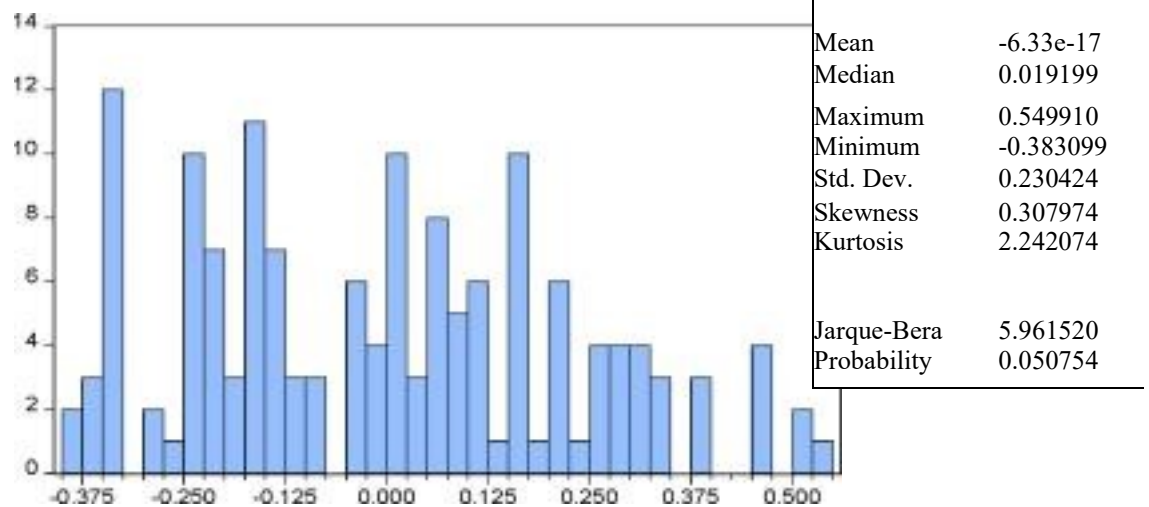


Figure 3 Normality distribution

function of the measures of skewness (S) and kurtosis (K) Computed from the sample.

Specifically, the p-value of EPP is 0.057, this is significant for the model and the researcher failed to reject the null hypothesis, which says the residual value is normally distributed. Therefore, there is no normality problem on the data used for this study. On the other hand the researcher accepts H0 and rejects

H0: Residuals are normally distributed

H1: Residuals are not normally distributed

### 4.3. Determinants of employee performance

#### 4.4.1. Training and development

The biggest asset of any business is its employees. Successful organizations are aware of this, and they know how important it is to invest in talent. Many studies show that organizations that have dedicated employee training and development programs see not only a sharp increase in profits but also have a high level of staff retention, which is vital for sustained business growth. Employee training is worth the investment because

replacing talents is far more expensive than retaining existing ones. According to a study conducted by Gallup, (2011) replacements can cost a company around 150 percent of a staff's annual salary. As markets continue to evolve, and business environments increasingly become competitive, more and more companies realize why employee training is essential to an organization. Today, employee training is no longer a proposition reserved only for to Suite professionals, but rather, it is an overall growth engine that drives business success.

For the question whether the training create Good opportunities and adequately address the skill gaps and ensure job effectiveness in public sector to improve employee performances or not; 30(22.2%), 20(14.8%), 50(37%) and 35(25.9%) participants replied as they are disagreed , neutral, agreed and strongly agreed respectively. Here, from 135 samples majority of them replied positively. Therefore, the finding shows the public organization were partial participate in stated issue. However, training may be having an opportunity and partially addressed the skilled gap in the sectors. The sector also provide Training for incompetent employee and in this regard the respondents were asked whether the public sector provides training for those incompetents employees or not;65(48.1%), 20(14.8%), 20(14.8%), 30(22.2%) and 20(14.8%) participant replied as disagree, neutral, agree and strongly agree respectively. When employees sense that, their employer is helping them to improve their skills and knowledge base, they feel motivated, and this increases their job satisfaction and morale and minimizes training cost from the organization. In this regard, in training the public sectors also solve the problem of incompetent employee, but not that much.

In the following table five shows that the majority of the respondents i.e.; 55(40.7 %) of the respondents replied that the training given by the sectors does not met the of the company and most of the training given by the sector conducted for the mater of budget utilization. The remaining 70 of respondents replied the training given by the organization meets the objective of the company. The finding inclined to positive but still the most of the sectors used it as utilizing organization budget.

Another question asked for the respondents were whether the methods of delivering the training are clear or not; 15(11.1%), 80(59.3%) and 40(29.6%) disagree, neutral and agreed respectively. This indicates that, the employees have not an idea about training delivery system and they were not aware about training itself and training delivery system in the area. The material given during the training were help full and it was strongly agreed by majority of the respondents. While, some respondents 16(11.9%) were disagreed and said that the material given by the training were not as much useful. On the other hand, the participants

were asked about the content of the training was organized and easy to follow or not. In this regard, 50(37%), 39(28.9%), 20(14.8%), 26(19.3%) replied strongly agreed, agreed, neutral and disagreed. The result show that, in some case the training content was organized and easy. However, in some instance they simply prepare training format without training preparation and coach. The mean value for training was 3.53 and this indicates that, on average, respondents leaned toward agreement with regarding the influence of training on employee performance. On the other hand, its standard deviation was 0.84. This shows moderate to high variability in responses, suggesting a mix of opinions among the respondents about this determinant. The findings shows that, training have positive influence on employee performance, though opinions varied. To draw a more nuanced conclusion, it would be useful to compare this factor is mean and standard deviation to other determinants studied.

**Table 5.: Training and development**

Training	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Good opportunities are available to take job related trainings which adequately address the skill gaps and ensure job effectiveness	0	30(22.2%)	20(14.8%)	50(37%)	35(25.9%)		
Incompetent employees are identified and provided with the necessary training	0	65(48.1%)	20(14.88%)	30(22.2%)	20(14.8%)		
The training that I take meets the objective of the company.	55(40.7%)	0	0	50(37%)	30(22.2%)		
The methods of delivering the training are clear	0	15(11.1%)	80(59.3)	40(29.6%)	0	<sup>n</sup> cn	<sup>vo</sup> 00 ©
The materials distributed were helpful	0	16(11.9%)	10(7.4%)	19(14.1%)	90(66.7%)		
The content was organized and easy to follow	0	26(19.3%)	20(14.8%)	39(28.9%)	50(37%)		

Source: Researchers own Survey (2024)

#### 4.4.2. Motivation

Motivation plays a significant role in employee productivity by encouraging employees' value added contribution, creativity, and innovation (Re'em, 2010). Although it is commonly believed that civil service and non-profit employees are more satisfied with

their jobs because they feel a sense of fulfillment by providing a service to the public or to those who are in need, driving employees towards the purpose of the institution is the main task of those at the helm of the organization (Bunchoowong, 2015; O’Riordan, 2013).

Monthly salaries of the employee in public sector were not competitive enough. The participants were asked whether their salary is competitive compared with other organizations or not; 36(26.7%), 35(25.9%), 34(25.2%), 24(17.8%) and six (4.4%) participants were strongly disagreed, disagreed, strongly agreed, agreed and neutral respectively. In this regard, about 52.6% of respondents replied that, it is not competitive with other organization. They only receive their salary to satisfy their hunger and no more thinking in it. However, the monthly salary increased when increasing experience. In this sense, about 90(66.7% and 40(29.6%) strongly agreed and agreed about salary increment with experience. Only five (3.7%) of the respondents contradict the idea that salary increment with experience. Moreover, recognition, compensation package, benefits, promotion and job advancement are the essential in order to motivate the employee in the sectors. In some public sectors, they recognize the outstanding employee in the sector and majority of the participants strongly agreed and agreed on the issue. Compensation package were not highly visible in the area and the respondents replied that there is invisible compensation package to promote the employee. It was asked that Opportunities exist for job advancement and promotion in the public sector or not; majority of them replied that there is little opportunities, which is given to the near relatives of the sector administrative officer or conducted through corruption. The mean score for motivation was reported as 3.01, and the standard deviation was 0.27: A mean score close to three indicates that respondents, on average, were neutral regarding motivation as a determinant of employee performance. The low standard deviation suggests that the responses were closely clustered around the mean, indicating minimal variability in the perception of motivation among the respondents.

**Table 6; Motivation of the employee**

Motivation	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Your monthly salary is competitive compared with other organizations	36(26.7%)	35(25.9%)	6(4.4%)	24(17.8%)	34(25.2%)	3.08	1.00
Monthly salary is in accordance with your work experience	0	5(3.7%)	0	40(29.6%)	90(66.7%)		
Recognitions are available for outstanding employees	10(7.4%)	30(22.2%)	11(8.1%)	49(36.3%)	50(37%)		
Compensation packages like bonuses are given to employees	6(4.4%)	70(51.9%)	26(19.3%)	14(10.4%)	19(14.1%)		
You are satisfied with your fringe benefits	25(18.5%)	75(55.6%)	10(7.4%)	0	25(18.5%)		
Opportunities exist for job advancement and promotion	65(48.1%)	35(25.9%)	25(18.5%)	10(7.4%)	0		

Source: Researchers own survey (2024)

#### 4.4.3. Working Environment

The influence degree of working environment is the counterpart requirement of a creative job. Higher job satisfaction and lower intentions to leave were found for those individuals whose work environment accompanied the creative requirements of jobs. Enhancing the creative performance of employees has been recommended as dire for remaining competitive

in a dynamic environment and for enhancing the overall innovations of an organization (Janssen, 2014).

Result of this study shows that, about 40(29.6%) strongly agreed and 34(25.2%) of respondent agreed that they pride on their working environment. On the other hand, the 42(32.1%) of the respondent oppose the idea of the above respondents and only 19(14.1%) of respondents refrain from giving idea on the study issue. Moreover, the working environment of the employment is very important in order to accomplish the sectors job. In this regard, 90(66.7%) and 31(23%) of respondents strongly disagreed and disagreed that the working environment does not give the employee personal feeling to accomplish their works. The remaining 14(10.4%) respondents support the idea and the working environment does not give the employee personal feeling to accomplish their works.

Beside this, most of the respondents (104, 77%) and 25(18.5%) said that, the working environment does not encourage to coming up with new and better ways of doing things. This decrease the performance of the employee. The mean score for working environment was reported as 2.84, and the standard deviation was 0.45: A mean score close to three indicates that respondents, on average, were neutral regarding working environment on as a determinant of employee performance. A standard deviation value indicates a low level of agreement among the respondents regarding their perceptions of the working environment. The study emphasizes the importance of working environment in improving employee performance. If the responses to working environment were measured on the same scale (1 to 5), it can infer the need to focus on improving aspects of the working environment to enhance employee performance.

**Table 7. Working environment of the employee**

Working environment	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviatio
I believe in and take pride in my work and my workplace	2(1.5%)	40(29.6%)	19(14.1%)	34(25.2%)	40(29.6%)	3.88	0.7
My working Environment gives me a feeling of personal accomplishment	90(66.7%)	31(23%)	0	0	14(10.4%)		
My working Environment feels me encouraging to coming up with new and better ways of doing things	25(18.5%)	104(77%)	6(4.4%)	0	0		
The emotional climate of the organization is generally positive and supportive	9(6.7%)	41(30.4%)	0	49(36.3%)	35(26.7%)		
I believe that the administrative team considers my needs and preferences when making decisions that affect my work life	23(17%)	24(17.8%)	0	58(43%)	30(22.2%)		

Source: Researchers own survey (2024)

#### 4.4.4. Organizational culture

Organizational culture is an institutional identity visible to the public and it considerably

influences employee behavior thereby affecting the performance of organizations (Li, 2015; O'Donnell & Boyle, 2008). However, there are claims for the relationship between organizational culture and organizational performance. Another study by

Faizal, Ozemoyah, & Mohd (2016) on a sample of 250 employees showed significant positive correlations between organizational culture and employee performance. According to this study, labor laws and a clear chain of command are two of the factors that positively affect performance. The common organizational cultures in many sectors were experience sharing, communication style, decision-making, employee treatment and other.

In this study communication, style is good and 55(40.7%) of the participant agreed, 20(14.8%) strongly agreed that the communication style in public sector is conformable while 29(21.5%) strongly disagreed that the communication style is comfortable. There is great doubt about the treatment of employee in the sectors. In this regard, about 53(39.3%) of respondents strongly disagreed that the employee treatment is comfortable and 32(39.7%) of the respondent strongly agreed. On the other hand, 50(37%) of respondents had no idea in the issue. From the study, the findings suggest that organizational culture plays a role in employee performance. However, based on the mean value (3.09), which is close to three (neutral), it can be interpreted that, on average, respondents are somewhat neutral regarding the extent to which organizational culture improves employee performance. The standard deviation (0.8) indicates the spread of responses, showing a moderate variation in opinions among the respondents. The neutral perception here in mean values suggests that employees neither strongly agree nor strongly disagree about the positive influence of organizational culture on performance. The Diverse Opinions in standard deviation shows that while some employees may have strong views (either positive or negative), there is not complete agreement or consensus. If the goal is to enhance employee performance through organizational culture, it may be necessary to explore why opinions are neutral and vary. This could involve examining specific aspects of the culture that need improvement or better alignment with employee expectations.

**Table 8. Organizational culture**

Organizational culture	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Employees in this organization have a shared sense of purpose and objectives	25(18.5%)	0	16(11.9%)	44(32.6%)	50(37%)	3.08	0.80
I'm comfortable with the communication style of the company	29(21.5%)	0	31(23%)	55(40.7%)	20(14.8%)		
I like the way decisions are made in my organization	0	35(25.9%)	25(18.5%)	35(25.9%)	40(29.6%)		
I'm comfortable with how employees are treated	53(39.3%)	0	50(37%)	0	32(23.7%)		
My company give attention for empowering employees	60(44.4%)	41(30.4%)	19(14.1%)	0	15(11.1%)		

Source: Researchers own survey (2024)

#### 4.4.5. Supervision

One of the factors analyzed is supervision, and its relationship with employee performance. It was Measured by likert scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree = 1). The Mean score was 2.93 and its Standard Deviation was 0.51. The Mean Value (2.93) is close to Neutral (3) on the Likert scale. It suggests that, on average, respondents are ambivalent about the role of supervision in improving employee

performance. It may indicate that supervision has neither a strongly positive nor a strongly negative effect. On the other hand, the Standard Deviation value (0.51) shows a low variability in responses. Most respondents provided answers close to the mean (Neutral). The data suggests that supervision does not strongly enhance employee performance in the context studied. This might imply the need for improved supervisory practices or further analysis to identify the specific challenges in the supervisory roles within the public sector in this region.

**Table 9. Supervision**

Supervision	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Supervisors had time to coach an employee to perform a task	35(25.9%)	51(37.8%)	30(22.2%)	19(14.1%)	0	3.4	0.51
Supervisors motivate employees/team members by giving clear work instruction or guidance	0	35(25.9%)	20(14.8%)	35(25.9%)	45(33.3%)		
I am comfortable by the supervisory leadership style	0	75(55.6%)	30(22.2%)	0	30(22.2%)		
Supervisors have time to manage conflict within your department/team/group	0	65(48.1%)	10(7.4%)	60(44.4%)			

Source: Researchers own survey (2024)

#### 4.4.6. Individual characteristics

Other critical issues that determine employee job performance were individual characteristics. Among individual characteristics gender contribution, education background of the employee, age distribution, marital status of the employee were mention as the essential individual characteristics those determine employee job performance. The finding shows that, gender contributes play a great role level of performance. This implies

that, there is considerable number of males and females in different public sectors. In this regard, most respondents strongly agreed and agreed that employee gender contributes for the employee level of performance. Another important individual characteristic that determine employee performance were educational background of the employee.

Education plays an important role in the performance of employees in their job and in this regard, 80(59.3%), 35(25.9%), five (3.7%) and 15(11.1%) strongly agreed, agreed, disagreed and stay neutral respectively. The finding shows that, education plays a significant role in employee job performance. Age is the other big issue raised here. In this regard, the participants were asked age an employee can show low performance or high performance and most replied that, 40(29.6%), 50(37%), 33(24.4%) and 12(8.9%) strongly agreed, agreed, disagreed, and stayed neutral respectively. This shows that, as employee age increased the employee job performance also increased up to some extent.

The mean value for individual characteristics was 3.31 and this indicates that, on average, respondents leaned toward neutrality with a slight inclination to agreement regarding the influence of individual characteristics on employee performance. On the other hand, its standard deviation was 0.79. This shows moderate variability in responses, suggesting a mix of opinions among the respondents about this determinant. The findings highlight that individual characteristics moderately influence employee performance, though opinions varied. To draw a more nuanced conclusion, it would be useful to compare this factor is mean and standard deviation to other determinants studied.

**Table 10. Individual Characteristics**

Individual Characteristics	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Your gender contributes for your level of performance	10(17.4%)	25(18.5%)	50(37%)	25(18.5%)	25(18.5%)	3.30	0.79
Education plays an important role in the performance of employees in their job	0	5(3.7%)	15(11.1%)	35(25.9%)	80(59.3%)		
with age an employee can show low performance or high performance	0	33(24.4%)	12(8.9%)	50(37%)	40(29.6%)		
Your marital status affects your job performance	30(22.2%)	100(74.1%)	0	5(13.7%)			

Source: Researchers own survey (2024)

#### 4.4.7. Competency

The mean score for competency was 3.47, which is above the neutral midpoint (3.5). This indicates that respondents generally agreed (to some extent) that competency influences employee performance. The standard deviation (SD) of 0.38 suggests relatively low variability in responses, meaning most respondents' views on competency were consistent. This result implies that competency is perceived as more than moderately important in shaping employee performance in the context studied.

**Table 11: Competency**

Competency	Strongly disagree	Disagree	Neutral	Agree	Strongly disagree	Mean	Standard deviation
People in this organization put more energy in to identifying mistakes than into figuring out how to do things right	0	15(11.1%)	60(44.4%)	50(37%)	10(7.4%)	3.00	0.88
I am proud to tell people that I work for this organization.	0	60(44.4%)	0	50(37%)	25(18.5%)		
In this organization, people in different departments or programs try to help each other	0	15(11.1%)	0	90(66.7%)	30(22.2%)		
Most people here know how their work contributes to this organization^ mission.	50(37%)		40(29.6%)	40(29.6%)	5(3.7%)		
This organization provides me with skills and knowledge that will benefit my future career	0	25(18.5%)	5(3.7%)	40(29.6)	65(48.1%)		

Source: Researchers own survey (2024)

#### 4.4.8. Employee performance

As it is known, from the processes of performance management system cycle, performance planning is the first stages where employees will be enable to have a clear knowledge about the system. Based on the sample participants" response, employees of public sectors know the strategic objective of the organizations very well and they believe that the overall corporate plan is properly cascaded to units and individuals. Employees are also clear with what should they do and their responsibilities and they know also the standards that used to evaluate their work (Mulu, 2016).

The employee well understands and obey to policies and procedures of the his/her sectorial activities. In this regard, 45(29.9%) and 45(29.9%) of respondents strongly agreed and agreed on the stated issues and the other few respondents (30, 19.9%) disobeyed the rule and procedures of the sectors. The result revealed that, most majority of the public sector

employees understand and obey the rules and the procedures of the sectors. These bring the performance of the employee in public sectors in some extent. Beside this, the employee used their resources properly and about 60(39.7%) and 65(43%) of respondents strongly agreed and agreed on the use of public resource while only 25 respondents does not. This revealed that, the employee used the materials and other resource properly.

Table below shows that the employee serve customers properly and develop logical and creative solution to problems; here 75(55.6%) and 60(44.4%), were strongly agree, and agree towards the stated issue respectively. Thus, dealing with obstacles and challenges is a regular part of working life, and overcoming them is always easy. To improve your products, services, communications, and interpersonal skills, and for you and your organization to excel, you need to encourage creative thinking and find innovative solutions that work. Yusuf (2009) agrees to this finding as; Creative problem solving asks you to separate your "divergent" and "convergent" thinking as a way to do this. Divergent thinking is the process of generating lots of potential solutions and possibilities, otherwise known as brainstorming. In addition, convergent thinking involves evaluating those options and choosing the most promising one. Often, we use a combination of the two to develop new ideas or solutions. However, using them simultaneously can result in unbalanced or biased decisions and can stifle idea generation.

Finally, the table shows that the employee initiates different projects to bring the sector benefits. In this regard, about 80(59.3%) of respondents refrain from giving an idea on stated idea followed by 45(33.3%) strongly agreed respectively. The mean of employee performance in this study was 4.1. This indicates that, on average, respondents leaned towards "Agree," suggesting a generally positive perception of employee performance. Moreover, the standard deviation was 0.79. This shows a high variation in responses, suggesting some differences in how respondents perceived overall performance.

**Table 12: Employees Performance**

Employees Performance	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
I well understand and obey to policies and procedures of the my sectorial activities	15(11.1%)	30(22.2%)	0	45(33.3%)	45(33.3%)	0	50
I effectively use resources including time and materials	0	10(7.4%)	0	65(48.1%)	60(44.4%)	0	
I serve as many customers as possible and develop logical and creative solution to problems	0	0	0	60(44.4%)	75(55.6%)		
I actively peruse or initiate projects for the benefit of my sector	0	10(7.4%)	80(59.3%)	0	45(33.3%)		

Source: Researchers own survey (2024)

#### 4.4. Correlation Analysis between independent and dependent variables

Correlation analysis was used to determine the nature of the relationship between study variables. The Correlation coefficient allowed determining the strength of a linear association between two variables and it is represented by  $r$ , the values range from +1 to -1. A correlation coefficient of +1 indicates that two variables are perfectly related in a positive sense; a correlation coefficient of -1 indicates that two variables are perfectly related in a negative sense, and a correlation coefficient of 0 indicates that there is no linear relationship between the two variables. The result of the study showed that, TTF has a correlation of 0.935\*\* with (EPFF) and has p value of 0.00. The result of the study showed that, TTF has a Pearson correlation of 0.935 and a p-value of 0.00. This correlation coefficient value implies that TTF has a positive relation with Employee performance in the study period. Similarly, WEFF, OCFE, SVF, ICXSF, COFF has their own correlation and perfect correlation with dependent variable (employee performance) at study area with 0.595\*\*, .771\*\*, 0.938\*\*, 0.295\*\*, 0.933\*\* and .602\*\* correlation coefficient respectively. This value implies that, each variable had strong correlation with dependent variables and has positive relation with

dependent variables. In this study the correlation values lies between 0.295\*\* and 0.938\*\* and these values indicated that each variables has positive correlation with dependent variables. On the other hand, each independent variable has their own correlation with other independent variables such as MTF has 0.495\*\* with TTF, WEFF has 0.847\*\* with TTF, OCFE has 0.956\*\* with TTF, SVFF has 0.118 with TTF, ICXSFF has 0.971\*\* with TTF and COFF has 0.707 with TTF respectively. Almost all independent variables have positive and strong correlation with training and development in this study. Motivation is one of independent variable used in the study. In this regard, the variable (MTF) has 0.546\*\* with WEFF, 0.607\*\* with OCFE, 0.433\*\* with SVFF, 0.471\*\* ICXSFF and 0.238\*\* with COFF respectively. Moreover, WEFF has its own correlation with the other independent variables such as OCFE, SVFF, ICXSFF and COFF with 0.847\*\*, 0.080, 0.868\*\* and 0.568\*\* respectively. Organization culture (OCFE) has also positive and significant correlation with other variables such as SVFF, ICXSFF and COFF with their correlation value 0.243\*\*, 0.959\*\* and 0.730\*\* respectively. Beside the above mentioned, supervision (SVFF) also had its own great association with individual characteristics and competency with correlation value 0.199\* and 0.006. in this regard supervision has weak relation with competency.

**Table 13. Correlation Analysis**

		TTF	MTFF1	WEFF	OCFF	SVFF	ICXSFF	EPFF	COFF
TTF	Pearson Correlation	1	.495**	.847**	.956**	.118	.971**	.935**	.707**
	Sig. (2-tailed)		.000	.000	.000	.175	.000	.000	.000
	N	135	135	135	135	135	135	135	135
MTFF1	Pearson Correlation	.495**	1	.546**	.607**	.433**	.471**	.595**	.238**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.005
	N	135	135	135	135	135	135	135	135
WEFF	Pearson Correlation	.847**	.546**	1	.847**	.080	.868**	.771**	.568**
	Sig. (2-tailed)	.000	.000		.000	.358	.000	.000	.000
	N	135	135	135	135	135	135	135	135
OCFF	Pearson Correlation	.956**	.607**	.847**	1	.243**	.959**	.938**	.730**
	Sig. (2-tailed)	.000	.000	.000		.004	.000	.000	.000
	N	135	135	135	135	135	135	135	135
SVFF	Pearson Correlation	.118	.433**	.080	.243**	1	.199*	.295**	.237**
	Sig. (2-tailed)	.175	.000	.358	.004		.021	.001	.006
	N	135	135	135	135	135	135	135	135
ICXSFF	Pearson Correlation	.971**	.471**	.868**	.959**	.199*	1	.933**	.750**
	Sig. (2-tailed)	.000	.000	.000	.000	.021		.000	.000
	N	135	135	135	135	135	135	135	135
EPFF	Pearson Correlation	.935**	.595**	.771**	.938**	.295**	.933**	1	.602**
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000		.000
	N	135	135	135	135	135	135	135	135
COFF	Pearson Correlation	.707**	.238**	.568**	.730**	.237**	.750**	.602**	1
	Sig. (2-tailed)	.000	.005	.000	.000	.006	.000	.000	
	N	135	135	135	135	135	135	135	135

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

*Source: Researchers own survey (2024)*

#### 4.5. Multiple Regression Model Results

It was process for estimating the relationships among the study variables. It mainly focused on the relationship between a dependent variable and the independent variables. The regression analysis helps to understand how the typical value of the dependent variable changes when any one of the independent variables is varied,

while the other independent variables are held fixed. The researcher used this model to examine the determinants of employee performances in public sectors at cheha public sectors and the study answers study objectives.

Currently, a multiple regression analysis was conducted to test the determinants among predictors (explanatory variables) on dependent variable. In this regard, the explanatory variables of the study were training, motivation, working environment, organizational culture, supervision, individual characteristics and competency to employee performance in public sectors at study area. It was conducted by using SPSS of latest version (SPSS version 26) to calculate the measurements of the multiple linear regressions. It is the slope of the regression line and informs us the nature of the relationship between the variables. It shows how much change in the independent variables is associated with how much change in the dependent variable. The R square and adjusted R square inform as the model fitness. In the model, the R square value is 0.954 and the adjusted R square is 0.951, it implies that 95.4% of the variance in employee performance can be expressed by independent variables. Moreover, the Adjusted R square value is found to be 0.951 and this numerical value implies strength of the model of Regression. This revealed that 95.1 % of change in dependent variable is explained by Independent variables of the study. As, p value is significant of multiple variables regression model, therefore all above specific objectives were addressed.

**Table 14. Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.977 <sup>a</sup>	.954	.951	.19048	.954	373.133	7	127	.000
a. Predictors: (Constant), COFF, SWF, MTFF1, WEFF, TT1						% Ocff, ICXSFF			

Source: Researchers own survey (2024)

#### 4.6. ANOVA tests

The following table shows the ANOVA results of the multiple regression analysis. The significance value of 0.000 indicates that the regression relationship is significant in predicting the effects of the seven building blocks of the independent variables (TTF, MTFF1, WEFF, OCF, SVFF, ICXSFF and COFF) on dependent variable, Employee Performance. The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. The F value shows 373.133, which are greater than the F critical it shows the model is significant. The investigator employed t test to determine the significance of each individual variable used in this study as a predictor of the performance of public sectors. The p-value under sig. column was used as an indicator of the significance of the connection between the dependent and the independent variables. At 95% confidence level, a p-value of less than 0.05 was interpreted as a measure of statistical significance. As such, there is no variables that p value >0.05 so that each variables in the study has p-value <0.05 indicates a statistically significant association between the dependent and the independent variables.

**Table 15. ANOVA<sup>a</sup> test**

Sum of Squares	df	Mean Square	F	Sig.
94.767	7	13.538	373.133	.000 <sup>b</sup>
4.608	127	.036		
99.375	134			
a. Dependent Variable: EPFF				
b. Predictors: (Constant), COFF, SVFF, MTFF1, WEFF, TTF, OCF, ICXSFF				

*Source: Researchers own survey (2024)*

#### 4.7. Regression results of the model

Under this part, specifically the researcher analyzed in detail the regression result of of the study. The results of the study revealed that all variables in the study had their own effect on Employee performance of the study sector. More particularly, the regression result indicates that training, motivation, organization culture, supervision and individual characteristic has positive and significant impact on the employee performance in public sector of study area. On the other hand, working environment and

competency has negative and significant effect on employee work performance at

study area and study period.

$$Y = P_0 + 0.365 X_1 + 0.367 X_2 - 0.536 X_3 + 0.272 X_4 + 0.146 X_5 + 0.771 X_6 - 0.606 X_7 + \epsilon$$

**Table 16. regression model**

Coefficients <sup>a</sup>									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Beta	Lower Bound	Upper Bound	Tolerance
(Constant)	1.428	.366		3.905	.000	.704	2.151		
TTF	.365	.098	.365	3.721	.000	.171	.560	.038	26.314
MTFF1	.367	.118	.108	3.106	.002	.133	.600	.302	3.311
WEFF	-.536	.083	-.290	6.448	.000	-.701	-.372	.180	5.548
OCFF	.272	.101	.255	2.697	.008	.072	.472	.041	24.576
SVFF	.146	.044	.086	3.280	.001	.058	.233	.535	1.869
ICXSFF	.771	.129	.709	5.985	.000	.516	1.026	.026	38.463
COFF	-.606	.075	-.256	8.042	.000	-.755	-.457	.361	2.769

a. Dependent Variable: EPFF

Source: output of SPSS version 26

#### 4.8. The overall test of the model

Prob (F-statistics)=0.00000

H0: all explanatory variables are statistically significant H1: not all explanatory variables are statistically significant

The finding revealed that, the R<sup>2</sup> for the for regression is 95.4 %, the adjusted R<sup>2</sup> is 95.1%, which means that 95.4 % of the variation in employee performance was explained by the explanatory and 4.6% of variation in employee performance is due

to other many factors that are incorporated in other dependent variable or not incorporated in this study. The R2 and the Adjusted R2 value in the study implies as a measure of goodness of fit. Since R2 and adjusted R2 for the dependent variable in the models is greater than 50% (95.4%), in this study the data fit the model well. Moreover, the probability of F-statistics of the model has a value of 0.0000. This shows that the probability value of the F-statistic of the model is less than 0.05. As result, the null hypothesis was accepted.

#### **4.8.1. Training and employee performance**

One of the independent variables of the model is training and which is the one measure of employee performance in public sectors. The results of the study presented as follows; training has a positive and statistically significant effect on employee performance of public sectors at study area. The coefficient parameter (P) for training is 0.366 with p- value of 0.000. Other factor remains constant, a one or more increase in number of training and development results a 36.6% increase in employee performance on average. As a result, the finding shows that a unit increase in training would lead to improve in employee performance by 0.366. From this finding training was the principal variable that determines employee performance. It was supported by different researchers from various parts of the world including Ethiopia and their finding shows that training is an important tool to increase employee productivity and performance. Moreover, training has positive and statistically significant effect on productivity (Singh and Mohanty, 2012; Sultana *et al*, 2012; Tadesse Assefa, 2018). Consequently, training and development is important for increasing the employee performance. It was also supported by other researchers and suggested that, training has been proved to generate performance improvement related benefits for the employee as well as for the organization by enhancing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000)

It was consistent with other findings such as Montana & Charnov (2000) that, Effective trainings convey relevant and useful information that inform employees and develop skills and behaviors that can be transferred back to the workplace Trainings also involve presentation and learning of content as a means for enhancing

skill development and improving workplace behaviors (Karlan & Valdivia, 2011).

#### **4.8.2. Motivation and employee performance**

Motivation has positive and significant effect on employee performance of the public sectors of study area. The result of the regression model shows that, motivation has positive (0.118) with p value 0.002 and this indicates that, motivation has positive and statistically significant effect on employee performance of the public sectors at study area and study period since the p value of the variables is less than 0.05(0.002). The finding revealed that, rewarding employee would improve the performance of the employee the working sectors. The current study agree with the finding of other researchers that, rewarding employee will often lead to increased employees performance (a successful incentive program will not only increase profit, but also inspire staff loyally and raise morale (Amodt, 2007). In agreement with this Altarawmneh and Alex change (2010) also found state that, employees are motivated when there are financial rewards directly tied to their performance.

When workers are properly and fairly compensated, the more they will perform better at the same time, organizational performance will increase (Bilal and Raja, (2011). Larkin (2011) points out in his research that, reward is inherently strategic. Organizations use different compensation strategies and have discriminatory powers in choosing their reward and pay policies. These policies affect employee performance and are highly complementary with other activities in an organization.

Similarly Khan (2011) notes that Human Resources are the key drivers of the prosperity and success of any organization and unless the organization does offer salary, rewards and due benefits according to its employees needs and wants it will not be able to conquer the highest level of efficiency and competency of its employees. The author also point out that rewards (motivation) management is a complex process, which requires accuracy and precision and if not carried out properly may lead to

organizational concerns. This means that, reward, benefits and motivation leads to improve employee performance otherwise it may affect the organization

Tsai K et al (2005) in their study demonstrated that employee benefits offer advantage in organization productivity through improvement of labor efficiency. Benefits also help increase employee satisfaction, which is a sign of good management and happy environment in any organization.

Ismail et al., (2010) note that performance based pay acts as a precursor to job satisfaction. When employees perceive that they receive adequate pay from their employer and that they are actively involved in the pay systems this leads to greater job satisfaction. In case studies of different firms it was found that production increased, when system changed from monthly salary to daily wages. This means that increased wages have direct effect on employee performance (Lazear, 2000).

In case of fruit pickers, the progress of workers increased significantly when pay system was shifted from incentive pay (Bandiera *et al.*, 2005). Managerial performance bonuses have the capability to enhance employee output. As far as posts of higher management are concerned, managers often emphasize on recruiting and retaining capable workers by moving from piece rate to salary. The core purpose of this activity is retaining efficient workers by providing more incentives (Bandiera *et al.*, 2007).

#### **4.8.3. Organizational culture and employee performance**

The effect of organizational culture in this study is positive and statistically significant effect on employee performance at public sectors of study area at study period. The coefficient of the variable is 0.272 with the p-value 0.008. Other factor remain constant a one or more increase in organizational culture (organization practices) will results a 27.2% increases in employee work performance. As a result, the Hypothesis states that organizational culture has positive and statistically significant effect on employee work performance is accepted and rejected the null hypothesis.

#### **4.8.4. Working environment and employee performance**

Working environment is one of the explanatory variables and it has its own effect on employee performance. It has negative and significant effect on employee performance on public sectors in study area at study period. The coefficient of the explanatory variable working environment is (-0.008) with p value of 0.00. This indicates that, working environment of the study area is not conducive for employee to increase their work performance since the regression coefficient is negative (-0.008). This shows that that, the hypothesis states that working environment has positive and significant impact on employee performance is rejected and accepted the null hypothesis. Stated that working environment has negative and statistically significant effect on employee performance.

#### **4.8.5. Supervision and working performance**

Supervision has positive and significant effect on employee performance at public sectors of the study area. The coefficient of the independent variable (supervisor) is (0.146) with the p-value of 0.001. Other factor remain constant a one or more increase in the number of supervision will results a 0.146 increase in employee performance. These numerical values indicates that, the hypothesis stated supervision has positive and significant effect on employee performance is accepted and rejected the null hypothesis states that supervision has negative and significant effect on employee performance of public sectors in the study.

#### **4.8.6. Individual characteristics and employee performance**

Individual characteristics were one of explanatory variable used in the study. The beta coefficient for individual is (0.771) and its p value is 0.000. In this study, individual characteristics of the sector employee have positive effect on employee work performance of the sectors. Improved individual characteristics will improve employee work performance by 77.1% as well.

#### **4.8.7. Competency and employee performance**

Competency has negative and statistical significant effect on employee performance of the public sectors at study area. The coefficient of the variable is found to be (-0.606) with p-value of (0.00). This result indicated that, there is no competency between sectors to improve the employee performance in the study area at study period. This affect the employee performance of the sectors since the beta coefficient is negative (0.606).

**Table 17: Summary of hypothesis testing**

Variables	Hypothesis testing	Actual results
Training and developments	Positive and significant	positive and significant with dependent variable(Employee Performance)
Motivation	Positive and significant	positive and significant with dependent variable(Employee performance)
Working environments	Positive and significant	Negative and significant with dependent variable(Employee Performance)
Organization culture	Positive and significant	Positive and significant with dependent variable (Employee Performance)
Supervision	Positive and statistically significant	Positive and significant effect on dependent variable(Employee Performance)
Individual characteristics	Positive and statistically significant	Positive and significant effect on dependent variable(Employee Performance)
Competency	Positive and significant	Negative and significant on dependent variable(Employee Performance)

*Source: Researchers own survey (2024)*

## **5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

### Summary of Findings

The basic objective of this study was to examine determinants of Employees' Performance in the public sector of Cheha woreda. Besides this, the study specifically identifies potential sector determinants of employee's performance, in Cheha woreda public sectors administration. To achieve the study objective, the researcher used descriptive research design and qualitative research approach. It was mainly focused on data collected from target population of respondents and review literatures from others research works. The target population of the study was the employee of the public sectors of Cheha woreda from different sectors. A total of 135 employees were participated and purposive sampling technique was used to select those participants.

### 5.2. Conclusion

This study identified key determinants of employee performance in the public sector of Cheha Woreda, Gurage Zone. The factors examined motivation, training, organizational culture, working environment, supervision, individual characteristics, and competency were found to collectively influence employee productivity. Motivation and working environment emerged as the most significant factors, underscoring the importance of creating supportive conditions for employees.

While training programs exist, they often fail to align fully with organizational goals or address the specific needs of employees. Similarly, supervision practices require significant improvement to provide adequate guidance and support. The study highlights that organizational culture plays a critical role in shaping employee behavior, yet gaps in communication and decision-making processes remain. Individual characteristics, including age and experience, were also shown to influence performance, suggesting the need for tailored approaches to workforce management. Addressing these issues holistically will be essential to enhance the effectiveness of public sector organizations in the region.

### 5.3. Recommendation

According to the above findings of four main factors affecting employee performance at public sectors at Cheha woreda, improving employee's performance through improving Factors affecting their performance should be considered and the company's management levels should consider the following recommendations:

#### **Training and Development**

- Develop structured and tailored training programs that address specific skill gaps and align with organizational objectives.
- Conduct regular evaluations of training effectiveness through performance metrics and employee feedback.

#### **Motivation**

- Revise salary structures to ensure competitiveness with other sectors and improve employee retention.
- Introduce transparent and equitable recognition programs to reward outstanding performance and foster a culture of appreciation.

#### **Work Environment**

- Invest in improving both physical and social aspects of the work environment, ensuring it supports creativity, collaboration, and personal accomplishment.
- Promote initiatives that enhance employee well-being and satisfaction.

#### **Supervision**

- Provide supervisors with leadership and coaching training to improve communication, feedback, and conflict resolution skills.
- Establish clear supervisory protocols that emphasize regular guidance and support for employees.

## **Organizational Culture**

- Foster a culture of inclusivity, collaboration, and empowerment by addressing gaps in communication and decision-making processes.
- Regularly assess organizational culture and implement changes based on employee feedback to align with performance goals.

## **Individual Characteristics and Competency**

- Implement competency-based frameworks that cater to employees' unique attributes, including their age and experience levels.
- Design career development plans that support both technical and soft skill enhancement.

## REFERENCES

- Adiele, G. (2017). *A study of manpower training and productivity in Ado-Odo Ota local government (2006–2016)*. Dissertation, Covenant University, Ogun State, Nigeria.
- Aguinis, H. (2009). *Performance management* (2nd ed.). Pearson Education, Inc.
- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451-474.  
[https://doi.org/\[Add DOI here\]](https://doi.org/[Add DOI here])
- Ahmed, I., & Yohanna, Y. (2014). Training and development as a tool for enhancing employees' productivity: A case study of Ashaka Cement Company, Nigeria Plc. *IOSR Journal of Business and Management*, 16(5), 17-26.
- Alemayehu, T., & Zeleke, Y. (2019). Impact of work environment on employee performance in public service institutions in Addis Ababa. *Ethiopian Journal of Management Studies*, 12(3), 45-56.
- Appiah, C. (2010). *Human resource strategies for international growth*.
- Armstrong, M. (1988). *A handbook of personnel management practice* (3rd ed.). Kogan Page Ltd.
- Armstrong, M. (1994). *Performance management*. Kogan Page Ltd.
- Armstrong, M. (2009). *A handbook of human resource management practice* (10th ed.). Kogan Page Ltd.
- Armstrong, M., & Murlis, H. (2004). *A handbook of remuneration strategy and practice* (5th ed.). Kogan Page Ltd.
- Ayalew, G., & Bayu, M. (2021). The effect of supervision styles on employee performance in Ethiopian government agencies. *Ethiopian Journal of Management Studies*, 12(3), 45-58.

- Bartel, A. (2000). Measuring the employer's return on investment in training: Evidence from the literature. *Industrial Relations*, 39(3), 502-524.
- Beckman, Z. J. (2009). Should training be an integral part of a project budget to increase project profitability? *Project Management Articles*, 1(4).
- Belcourt, M., Wright, P. C., & Saks, A. M. (2000). Managing performance through training and development. In *Nelson Series in Human Resources Management* (2nd ed.).
- Belete, G. (2014). Cognitive skills and employee performance in Cheha Woreda public sectors. *Ethiopian Journal of Human Resource Development*, 3(1), 12-20.
- Ben Saad, G., & Abbas, M. (2018). The impact of organizational culture on job performance: A study of Saudi Arabian public sector work culture. *Problems and Perspectives in Management*, 16(3), 207-218. [https://doi.org/\[Add DOI here\]](https://doi.org/[Add DOI here])
- Blau, P. M. (1964). *Exchange and power in social life*. Wiley.
- Bratton, J., & Gold, J. (2003). *Human resource management: Theory and practice*. Palgrave Macmillan.
- Brooks, I. (2006). *Organizational behavior: Individuals, groups, and organizations*.
- Bunchoowong, D. (2015). Work motivation in public vs private sector: Case study of Department of Highway, Thailand. *Review of Integrative Business and Economics Research*, 4(3), 216-221.
- Bushiri, C. (2014). The impact of working environment on employees' performance: The case of the Institute of Finance Management in Dar Es Salaam Region. *Dissertation, Open University of Tanzania*.
- Campbell, J. P., O'Reilly, R. A., & Schmitt, N. (1993). *A theory of performance*. San Francisco: Jossey-Bass.
- Carleton, K. (2011). How to motivate and retain knowledge workers in organizations: A review of the literature. *International Journal*, 28(2).

- Carslen, K. (2003). Sales motivation: One size does not fit all. *Selling*, October, 14-15.
- Champathes, M. R. (2006). Coaching for performance improvement: The coach model. *Development and Learning in Organizations*, 20(2), 17-18.
- Charity, T. (2011). The unique factors affecting employees' performance in non-profit organizations. *Master's Thesis, University of South Africa*.
- Crosby, A. (2000). Training is changing call centre perception. *Training Journal*, 13(4), 18-21.
- Cyril, O., & Ighodalo, A. (2016). Impacts of training and development on productivity of Nigerian police force. *Review of Public Administration and Management*, 5(10), 71-91.
- Davies, D. R., Matthews, G., & Wong, C. S. (1991). Aging and work. In C. L. Cooper & I. T. Robertson (Eds.), *International Review of Industrial and Organizational Psychology* (pp. 149-211). John Wiley and Sons Ltd.
- Denison, D. R., & Mishra, A. K. (1995). Theory of organizational culture and effectiveness. *Organization Science*, 6(2), 204-223. [https://doi.org/\[Add DOI here\]](https://doi.org/[Add DOI here])
- Dervic, M., & Dervic, S. (2017). Successful leadership and motivation lead to employee satisfaction. Paper presented at the *Management International Conference*, Venice, Italy.
- DuBrin, A. (2009). *Essentials of management* (8th ed.).
- Eliphas, K. (2017). The impact of work environment on employee productivity: A study in African public institutions. *Journal of African Management Studies*, 9(3), 112-126. (Cited for evidence linking unmotivated work environments to low productivity and high turnover.)
- Eliphas, R. (2017). Perception of public service employees on performance appraisal management in Muheza district, Tanzania. *Issues in Business Management and Economics*, 5(4), 60-69.

- Elizabeth, C., & Gakobu, J. (2017). Influence of leadership styles on performance of telecommunication industry in Kenya. *International Academic Journal of Human Resource and Business Administration*, 2(4), 256-281.
- Ethiopian Human Resources Development Office. (2019). *Employee performance evaluation report*. Addis Ababa, Ethiopia: Ethiopian HRDO.  
(Cited for the finding that most employee evaluation scores in Cheha Woreda are below 50%.)
- Faizal, M., Ozemoyah, S., & Mohd, W. (2016). The influence of organizational culture on employees' performance: Evidence from Oman. *Journal of Entrepreneurship and Business*, 4(2), 1-12.
- Fitsum, G., & Haben, N. (2022). Organizational culture and employee engagement in Ethiopian educational institutions. *Ethiopian Journal of Social Sciences*, 5(1), 22-40.
- Foot, M., & Hook, C. (2008). *Introducing human resource management* (5th ed.).
- Fourie, D., & Poggenpoel, W. (2016). Public sector inefficiencies: Are we addressing the root causes? *South African Journal of Accounting Research*, 31(3), 169-180.
- Garg, P., & Jain, M. (2015). A comparative study on how training practices affect employee efficiency and productivity. *EXCEL International Journal of Multidisciplinary Management Studies*, 5(8), 21-29.
- Gebregziabher, H. (2009). Determinants of public employees' performance: Evidence from Ethiopian public organizations. *International Journal of Productivity and Performance Management*, 58(3), 238-253.
- Ghebrejorgis, F. (2018). Factors influencing employee performance in hotels: A comparative study of government and privately owned hotels in Eritrea. *International Journal of Research in Business Studies and Management*, 5(11), 1-9.
- Gloria, O. (2012). Impact of staff training on the productivity of workers in the public sector in Nigeria: A case study of personnel services department, University of Nigeria, Nsukka from 2000–2010. *Dissertation, University of Nigeria*.

- Habib, S., Zahra, F., & Mushtaq, H. (2015). Impact of training and development on employees' performance and productivity: A case study of Pakistan. *European Journal of Business and Social Sciences*, 4(8), 326-330.
- Habtom, G. (2014). Public administration reform in Eritrea: Past trends and emerging challenges. *Journal of Public Administration and Policy Research*, 6(3), 45-55.
- Hadian, D. (2017). The relationship of organizational culture and organizational commitment on public service quality: Perspective on local government in Bandung, Indonesia. *International Review of Management and Marketing*, 7(1), 230-237.
- Hailelassie, B., & Narula, S. (2017). Employees' performance in public service organizations in Ethiopia, Tigray. *International Journal of Engineering Science and Computing*, 7(5), 1-2.
- Hak, M., & Devcic, A. (2016). Measuring the efficiency of the state administration through the key performance indicators. *European Scientific Journal*, 12(10), 128-138.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd ed.). John Wiley & Sons.
- Heslin, P. A., VandeWalle, D., & Latham, G. P. (2006). Keen to help? Managers' implicit person theories and their subsequent employee coaching. *Personnel Psychology*, 59(4), 871-902.
- Hill, C. W. L., & McShane, S. L. (2009). *Principles of management*.
- International Monetary Fund (IMF). (2014). Update on fiscal transparency initiative. IMF Policy Paper, 2014(032).
- Jami, R. (2016). Leadership and employee feedback: Bridging the performance gap. *Journal of Organizational Behavior*, 12(1), 65-80.  
(Cited for highlighting the negative impact of disregarding employee feedback on organizational performance.)

- Janssen, O., & Van Yperen, N. W. (2004). Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction. *Journal of Business and Psychology, 18*(2), 211–225.
- Jobber, D., & Lee, R. (1994). A comparison of the perceptions of sales management and salespeople towards sales force motivation and demotivation. *Journal of Marketing, 10*(4), 325–332.
- Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 1, pp. 75–170). Consulting Psychologists Press.
- Katz, M. J., & Green, E. (1997). *Managing quality: A guide to system-wide performance management* (2nd ed.). Mosby.
- Kinicki, A., & Kreitner, R. (2007). *Organizational behavior*. McGraw-Hill.
- Li, T. (2015). *Organizational culture and employee behavior: Case study*. Dissertation, Lahti University of Applied Sciences.
- Lim, B. (1995). Examining the organizational culture and organizational performance link: A critical review of the methodologies and findings of recent researches. *Leadership and Organization Development Journal, 16*(5), 16–21.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Prentice-Hall.
- Majekodunmi, E. (2012). The influence of workplace environment on workers' welfare, performance, and productivity. *Journal of the African Educational Research Network, 12*(1), 1–10.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. <https://doi.org/10.1037/h0054346>
- Mathis, R. M., & Jackson, J. H. (2010). *Human resource management* (13th ed.). Cengage Learning.

- Mathis, R., & Jackson, J. (2004). *Human resource management* (10th ed.). Southwestern Singapore.
- Mekonnen, T. (2019). Organizational culture and its influence on employee performance: A study of Addis Ababa municipal administration. *Journal of Ethiopian Administrative Sciences*, 8(1), 33–48.
- Mengistu, T., & Fekadu, A. (2021). Motivation and employee performance in Ethiopian manufacturing industries. *Journal of African Business Studies*, 10(4), 123-135.
- Mette, A., & Rosenberg, J. (2013). Sector differences in the public service motivation-job satisfaction relationship: The role of organizational characteristics. Paper presented at the *XVII IRSPM Conference*, Prague.
- Mohammed, A., & Nimalathan, B. (2011). Factors affecting employee performance in public and private organizations. *Global Journal of Business Research*, 5(2), 45-60. (Cited for the role of individual, organizational, and professional aspects in influencing performance.)
- Mohammed, S. Z., & Nimalathan, B. (2011). Factors affecting employees' performance. *Economic Sciences Series*, 8(1), 9–15.
- Monil, M., & Tahir, I. (2011). Determinants of job performance in frontline hotel employees in Malaysia using structural equation model. Dissertation.
- Mulugeta, A. (2018). The role of training and development in enhancing public sector performance in Ethiopia. *Ethiopian Management Research Journal*, 10(4), 25–39.
- Nanzushi, C. (2015). The effect of workplace environment on employee performance in the mobile telecommunication firms in Nairobi City County. Dissertation, University of Nairobi, Kenya.
- Nelson, D. L., & Quick, J. C. (2003). *Organizational behavior: Foundations, realities, and challenges*. Mason, OH: South-Western. (Cited for emphasizing the importance of aligning individual and organizational goals to improve performance.)

- Njenga, G., Waiganjo, M., & Koima, J. (2015). Effect of workplace environment on the performance of commercial bank employees in Nakuru Town. *International Journal of Managerial Studies and Research*, 3(12), 76–89.
- Northouse, G. (2007). *Leadership theory and practice* (3rd ed.).
- O’Riordan, J. (2013). *Public service motivation*. State of the Public Service Series (Vol. 13). Institute of Public Administration.
- O'Donnell, O., & Boyle, R. (2008). Understanding and managing organizational culture. *CPMR Discussion Paper*, No. 40.
- Peter, W., & Jagero, N. (2014). The relationship between training and employee performance: The case of Mutare City Council, Zimbabwe. *International Journal of Human Resource Studies*, 4(4), 61–72.
- Porter, H., Wrench, J. S., & Hoskinson, C. (2007). The influence of supervisor temperament on subordinate job satisfaction and perceptions of supervisor socio-communicative orientation and approachability. *Communication Quarterly*, 55(1), 129–153.
- Pratama, G. (2016). Effect of transformational leadership on employees’ performance through satisfaction and moderated by culture. *Journal Ekonomi*, 7(2), 92–99.
- Quadri, M. O. (2015). *Public administration in Nigeria*. Dissertation, National Open University of Nigeria, Victoria Island, Lagos.
- Rashid, U. (2012). Work motivation differences between public and private sectors. *American International Journal of Social Science*, 1(2), 24–34.
- Raziq, A., & Maulabakhsh, R. (2014). Impact of working environment on job satisfaction. *Procedia Economics and Finance*, 23, 717–725. [https://doi.org/10.1016/S2212-5671\(15\)00524-9](https://doi.org/10.1016/S2212-5671(15)00524-9)
- Re’em, Y. (2010). Motivating public sector employees: An application-oriented analysis of possibilities and practical tools. Thesis, Hertie School of Governance, Berlin.

- Reta, T. (2020). Impact of workplace environment on employee productivity in Ethiopian public sector organizations. *African Journal of Workplace Studies, 15*(2), 12–27.
- Rukmani, K., Ramesh, M., & Jayakrishnan, J. (2010). Effect of leadership styles on organizational effectiveness. *European Journal of Social Sciences, 15*(3), 365–370.
- Salihu, H. (2015). The impact of training and development on workers' productivity. *Review of Public Administration and Management, 3*(1), 1–15.
- Salunke, G. (2015). Work environment and its effect on job satisfaction in cooperative sugar factories in Maharashtra, India. *Abhinav International Journal of Research in Management and Technology, 4*(5), 21–31.
- Sam-Okere, J., & Abeniga, F. (2014). Training as capacity development for effectiveness and productivity of lower cadre employees of local governments. *Journal of Research and Development, 2*(3), 1–10.
- Schein, E. H. (1990). Organizational culture. *American Psychologist, 43*(2), 109–119.
- Scott, K. D., Jusanne, M., & Steven, M. E. (2000). Factors influencing employee benefits beliefs that pay is tied to performance. *Journal of Business and Psychology, 14*(4), 553–562.
- Serhan, C., Al Achy, E., & Nicolas, E. (2018). Understanding public sector employees' motivation: What makes them inspired? *International Journal of Human Resource Studies, 8*(1), 249–273.
- Sirajuddin, R. (2014). Office design and its impact on employee productivity at the logistics department. Thesis, University Utara Malaysia.
- Temple, B. (2002). Avoid downsizing disasters: Empower your employees. *San Diego Business Journal, 23*(5), 22–45.
- Tessema, M. T., & Soeters, J. L. (2006). Challenges and practices of HRM in developing countries: Testing the HRM–performance link in the Eritrean civil service. *International Journal of Human Resources, 17*(1), 86–105.

- Tessema, M. T., & Soeters, J. L. (2006). Challenges and practices of HRM in developing countries: Testing the HRM–performance link in the Eritrean civil service. *International Journal of Human Resource Management*, 17(1), 86–105.
- Tsegaye, G., & Getachew, H. (2020). Training and its impact on employee productivity: A case study in the Ethiopian banking sector. *Journal of Business and Economic Development*, 8(2), 67-74.
- Tunda, A. (2017). The effect of organizational culture on organizational performance: A case of Kenya School of Monetary Studies. Thesis, US International University–Africa.
- Vroom, V. H. (1964). *Work and motivation*. Wiley.
- Wang, F.-J., Chich-Jen, S., & Mei-Ling, T. (2010). Effects of leadership style on organizational performance as viewed from human resource strategy. *African Journal of Business Management*, 4(18), 3924–3936.
- Wright, J. D., & Hamilton, R. F. (1978). Work satisfaction and age: Some evidence for the 'job change' hypothesis. *Social Forces*, 56(4), 1140–1158.
- Yusuf, A. (2015). Performance management systems in developing countries: Challenges and opportunities. *International Journal of Human Resources*, 8(2), 56-70.
- Zinbarg, M. (2005). *Research methods* (2nd ed.). Pearson Publishers.

## **APPENDIX I**

### **Questionnaire**

**WOLKITE UNIVERSITY  
SCHOOL OF GRADUATE STUDIES COLLEGE OF  
SOCIAL SCIENCE AND HUMANITIES  
DEPARTMENT OF GOVERNANCE AND  
DEVELOPMENT STUDIES**

Dear Participant,

I am a graduate student at Wolkite University with in department of governance and development studies and currently I am conducting a research for the completion of my masters in determinants of public sector employees work performance. This research work is on “determinants of employees work performance Practice in Guraghe Zone of Cheha woreda especially in public sector activities”.

Therefore, the purpose of this study is to identify and evaluate the determinants encountered through public sector activities in Guraghe Zone of Cheha woreda. Therefore, your participation in this research study is vital since it is you are kindly requested that to respond each question based on the instructions stated. Then you need to consider each question and rank it from strongly disagree to strongly agree. There are no correct or incorrect answers you will be required to answer them based upon your experience in handling public sector employees. If you have any questions regarding this research study, you may contact me at [muhajirbedir@gmail.com](mailto:muhajirbedir@gmail.com). Tel 0911750093

Thank you very much for your cooperation,

#### **SECTION 1: GENERAL PROFILE OF THE RESPONDENT**

1. Age of category:

- A) Below 25                      B) 25-40   C) 40-50   D) above 50

2. Sex:    A) Male   B) Female

3. Job Category:

A) Team leader                                        B) Expert

C) Middle level Manager                             D) Higher Level Manager

4. Educational status

A) Diploma/TVT                                    B) BA/BSc C) MA/MSc                                D) others;  
specify.....

5. Work Experience

A) 0 - 5 years B) 6 - 10 years                        C) 11- 15 years D) More than 15  
years

Section II: - determinants of employee performance.

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5

where; 1=strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=strongly agree. Please tick

(V) in the order	Statement about determinants of employee performance	Measurement scale				
		S D	D A	N	A	S A
		1	2		4	5
	<b>Training</b>					
1	Good opportunities are available to take job related trainings which adequately address the skill gaps and ensure job effectiveness					
2	Incompetent employees are identified and provided with the necessary training					
3	The training that I take meets the objective of the company.					
4	The methods of delivering the training are clear					
5	The materials distributed were helpful					
6	The content was organized and easy to follow					
	<b>Motivation</b>					
7	Your monthly salary is competitive compared with other organizations					
8	Monthly salary is in accordance with your work experience					
9	Recognitions are available for outstanding employees					
10	Compensation packages like bonuses are given to employees					
11	You are satisfied with your fringe benefits					
12	Opportunities exist for job advancement and promotion					
	<b>Working environment</b>					
13	I believe in and take pride in my work and my workplace					
14	My working Environment gives me a feeling of personal accomplishment					
15	My working Environment feels me encouraging to coming up with new and better ways of doing things					
16	The emotional climate of the organization is generally positive and supportive					
17	I believe that the administrative team considers my needs and preferences when making decisions that affect my work life					
	<b>Organizational culture</b>					
18	Employees in this organization have a shared sense of purpose and objectives					
19	I'm comfortable with the communication style of the company					
20	I like the way decisions are made in my organization					
21	I'm comfortable with how employees are treated					
22	My company give attention for empowering employees					
22	The employees in the organization are considered innovators and					

No	Statement about determinants of employee performance	Measurement scale				
		S D	D A	N	A	S A
		1	2		4	5
3	risk takers					
	<b>Supervision</b>					
2 4	Supervisors had time to coach an employee to perform a task					
2 5	Supervisors motivate employees/team members by giving clear work instruction or guidance					
2 6	I am comfortable by the supervisory leadership style					
2 7	Supervisors have time to manage conflict within your department/team/group					
2 8	My supervisor evaluates my performance and take corrective answer					
	<b>Individual Characteristics</b>					
2 9	Your gender contributes for your level of performance					
3 0	Education plays an important role in the performance of employees in their job					
3 1	with age an employee can show low performance or high performance					
3 2	Your marital status affects your job performance					
	<b>Overall Image of the organization that you work in</b>					
3 3	People in this organization put more energy in to identifying mistakes than into figuring out how to do things right					
3 4	I am proud to tell people that I work for this organization.					
3 5	In this organization, people in different departments or programs try to help each other					
3 6	Most people here know how their work contributes to this organization^ mission.					
3 7	This organization provides me with skills and knowledge that will benefit my future career					
	<b>Employees Performance</b>					
3 8	I well understand and obey to policies and procedures of the my sectorial activities					
3 9	I effectively use resources including time and materials					
4 0	I serve as many customers as possible and develop logical and creative solution to problems					
4 1	I actively peruse or initiate projects for the benefit of my sector					
4 2	I effectively work with staffs and I am friendly to new ideas and concepts					
	<b>Job Characteristics</b>					

No	Statement about determinants of employee performance	Measurement scale				
		S D	D A	N	A	S A
		1	2		4	5
43	There is much autonomy in my job					
44	My job permit me to decide on my way how to go about doing the work					
45	My Job is a complete piece of work that has an obvious beginning and end					
46	The job requires me to do many different things at work, using a variety of my skills and talents.					
47	The results of my job significantly affect the lives or well-being of other people					
48	My managers or co-workers job let me know about how well I am doing on my job.					
49	Doing the job itself provide me with information about my work performance					
50	The actual work itself provides clues about how well I am doing aside from any feedback! coworkers or supervisors may Provide					
	<b>Rewards and Recognition</b>					
51	A pay raise is available for me.					
52	A promotion is available for me.					
53	A Job security is available for me.					
54	I get Praise from my supervisor					
55	Training and development opportunities available for me.					
56	I get respect from the people I work with					
57	There is some form of public recognition.					
58	There is a reward or token of appreciation.					
	<b>Perceived organizational support</b>					
59	My organization is supportive of my goals and values.					
60	Help is available from my organization when I have a problem.					
61	My organization really cares about my wellbeing					
62	My organization shows great concern for me.					
63	My organization cares about my opinions.					

No	Statement about determinants of employee performance	Measurement scale				
		S E	D A	N	A	S A
		1	2		4	5