

EFFECT OF WORK ENVIRONMENT ON EMPLOYEE PERFORMANCE AT THE MINISTRY OF EDUCATION HEADQUARTERS IN KENYA

^{1*} **John Gitau Gachui**
gitau@gmail.com

^{2**} **Susan Were**
susanwere@gmail.com

^{3***} **Gregory Namusonge**
gnamusonge@gmail.com

^{1,2,3} *Jomo Kenyatta University of Agriculture and Technology, Kenya*

Abstract: *There are two main components of work environment, the behavioral and the physical. The physical components are inclusive of those elements relating to the ability of occupants of a particular office to connect with the environment of the office. The behavioral environment are the elements relating to the way occupants of an office associate among themselves and how the office environment can affect the way a person behaves. Haynes indicated that the physical environment and how productive its occupants are can be categorized into two; layout and comfort of the workplace and behavioral environment is categorized into two; interaction and distraction. This study will use the attribution theory to explain how an organization can make sure that individuals' attributions are effective through various ways such as providing diverse training, teamwork, motivation and objective performance appraisals. The study sought to establish the effect of work environment and career progression on employee performance at the Ministry of Education in Kenya. The study found that work environment positively and significantly influences employee performance at the ministry of education headquarters in Kenya and career progression positively and significantly influences employee performance at the ministry of education headquarters in Kenya. Organizations should upgrade their efficiency by improving the structure of their working environment, the study thus recommends ministry of education to improve its working environment by ensuring that it is modernized, comfortable for its employees and is secure.*

Keywords: *Employee Performance, Work Environment, Career Progression*

Background

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

The performance of workers and their productivity is of great concern in the economy worldwide. In China, According to Xiaojun and Mary (2015), performance of employee in public service play a very significant role in the development of China, and for the past 20 years changes have been taking place for the purpose of

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

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

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

This study will use the attribution theory to explain how an organization can make sure that individuals' attributions are effective through various ways such as providing diverse training, teamwork, motivation and objective performance appraisals (Smith & Mackie, 2015). The theory also helps to explain how organizations can improve its performance through training of employees to make attributions that are accurate and therefore achieve smooth organizational operations. Generally, the theory supports work environment by encouraging the management to ensure a conducive working environment for the employees which helps them improve their performance.

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

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

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

be motivated. Employee performance could be improved by the organization providing more training opportunities to the staff (Kimeu, 2015).

Statement of the Problem

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

There is limited empirical evidence on work environment and employee performance in the Kenyan Public service. Therefore, the study intends to fill the existing gap by carrying out the study in Ministry of Education in Kenya. For any meaningful training to take place the employees must be knowledgeable, the knowledge is impacted through school which is the mandate of ministry of education. This study sought to establish effect of work environment on employee performance at the ministry of education headquarters in Kenya.

Objective of the Study

The study was guided by the specific objective; to establish the effect of work environment on employee performance at the ministry of education headquarters in Kenya.

Research Hypotheses

The study sought to test the following hypothesis

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

Theoretical Framework

The study was grounded on Attribution Theory.

Attribution Theory

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

Weiner (2015) observes that if an event that relates to achievement takes place for example a student fails in their exam and they did not expect it, the students will carry out an attribution search to try and understand what did happen. Weiner indicates that what is perceived as being the cause of the event is of great importance regardless of the objective this is because whatever the perception of the learner as being the reason of their

failure will have an effect in the future as they engage in a similar task. For instance, some students fail in their exams because of poor instruction. Those students who think their failure was caused by poor teaching will have different motivation level in their other exams compared to those who think they failed because of their own inability (Weiner, 2015).

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

Conceptual Framework

The conceptual framework describes the relationship between the study variables. It is arranged in a logical structure to provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2018). In figure 1 the structure shows that work environment affects employee performance and career progression affects employee performance.

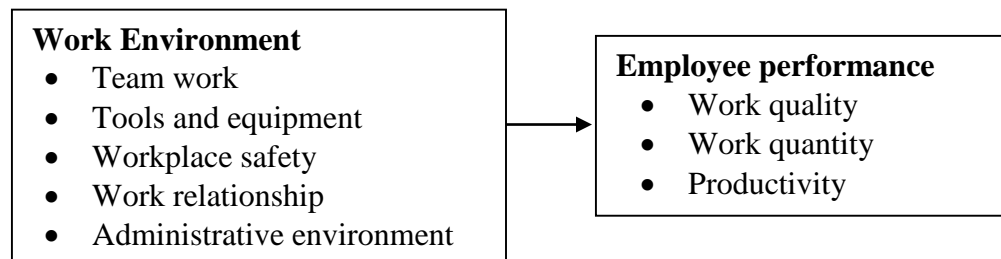


Figure 1: Conceptual Framework

Independent Variable

Dependent Variable

Research Methodology

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

Employees at the headquarters of the ministry of education in Nairobi were the targeted population and therefore they formed the population of the study. The study population for this study comprised of 623 employees at different managerial levels currently working at the headquarters of ministry of education in Kenya. Management level employees were chosen because they had the needed information for this study; which is establishing the determinants of employee performance at the ministry of education headquarters in Kenya.

Table 1: Distribution of Target Population

Category	Target Population	Percent
Top level Management	108	17.3
Middle Level Management	196	31.5
Low Level Management	319	51.2
Total	623	100

Source: HR Ministry of Education (2018)

For this study, a list of 623 employees from various management levels currently working at headquarters of ministry of education in Kenya formed the sampling frame.

The study used the Krejcie and Morgan (1970) formula to arrive at the sample size. The selection formula was as follows:

$$n = \frac{N}{1 + (N-1)e^2}$$

Where n= the required sample size

N = is the Target Population

e = accuracy level required. Standard error = 5%

Sample calculation

$$n = \frac{N}{1 + (N-1)e^2}$$

$$n = \frac{623}{1 + (623-1)0.05^2}$$

$$n = \frac{623}{1 + (622)0.05^2}$$

$$n = \frac{623}{2.555}$$

$$n = 243.835$$

$$n = 244$$

Therefore, using Krejcie and Morgan formula, the sample size was 244 respondents which is a representation of 39.16% of the entire population being targeted. Stratified random sampling is the techniques that was applied in selecting the sample for this study.

Questionnaire was selected as a tool for in gathering information to be used in the study. The selected samples were issued with questionnaires. Questionnaires were administered individually by the researcher to all the respondents of the study. Pilot study facilitated pre-testing and validation of the questionnaire. Cronbach’s alpha methodology, which measures internal consistency, was used. The study employed descriptive and inferential statistics in data analysis. Pearson R correlation was used to measure strength and the direction of linear relationship between variables. Multiple regression models were fitted to the data in order to determine how the independent variables affect the dependent variable.

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

This study used the Beta coefficients in comparing the strength of dependent variable in relation to the independent variables.

The hypothesis of the study was tested by performing ANOVA and F-test. The association existing between the variables was established using t-test, while the fit of the entire model was established using F-test (Cohen & West, 2016; Cooper & Shindler, 2011) where the significance level of R^2 was 5%. If the F- statistic is less than F-critical then we reject the null hypothesis and accept the alternative and vice versa (Gathenya, 2015; Mugenda & Mugenda, 2015; Cooper & Shindler, 2017).

Table 2: Hypotheses Testing

	Do Not Reject H_0	Reject H_0
H_0 is True	Correct Decision	Type I Error
H_0 is False	Type II Error	Correct Decision

Research Results and Discussions

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

Descriptive Results

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

Work Environment

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

From Table 4, it can be seen that all the standard deviation (SD) values were less than two an indication that the responses did not differ. On teamwork, 158(73.5%) respondents agreed that team trust facilitates the achievement of harmony by avoiding conflict (M=3.988, SD=1.182); 151(70.2%) that in their organization teamwork help employee to enhance their performance (M=3.902, SD=1.235); and 150(69.8%) that team trust generates the behavioral basis of teamwork which results in organizational synergy and better performance (M=3.738, SD=1.168). These findings show that through teamwork, performance is enhanced and when team members trust each other there is no conflict among them thus creating synergy. These agree with Kimeu (2015) that employee performance could be improved by fostering teamwork in the organization and therefore the need to encourage employees to work as a team and through team building activities.

On tools and equipment, 167(77.7%) respondents agreed that the working tools are easy to use (M=3.909, SD=1.359); 157(73%) agreed that the working tools are designed in such a way that they are safe for use (M=3.850, SD=1.220) and 171(79.5%) that all the tools they need for work are always available (M=3.836, SD=1.313). These finding show that there is availability of tools in the organization and they are easy and safe to use. The findings agree with findings of Ahmad (2017) that staff members’ performance is positively

influenced by their physical work conditions. The work atmosphere impacted the capacity of an individual to perform their tasks while also complying with the performance targets.

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

On work relationship, the findings showed that 158(73.5%) of respondents agreed that in the workplace employee help each other in their areas of work (M=3.902, SD=1.235); 162(75.3%) that in the organization employee work together as a team (M=3.777, SD=1.275) and 151(70.2%) that in the workplace employees help each other in problem solving (M=3.764, SD=1.168). These findings show that employees work as a team and this helps them to solve problems and help each other on individual tasks. The findings concurs with those of Kimeu (2015) that teamwork and performance appraisals were the factors that affected performance. The study further established that employee performance could be improved by fostering teamwork in the organization.

On administrative environment, 172(80%) respondents agreed that in the workplace employee performance is measured against set standards (M=3.981, SD=1.371); 168(78.1%) that promotion in the organization is a fair process (M=3.902, SD=1.235) and 158(73.5%) that the organization structure guides information flow in the organization (M=3.863, SD=1.326). These findings shows that the organization has set standards that are used to determine performance level of employees and this is used to determine who will be promoted. Also the flow of information is determined by existing culture. This agrees with Kai-Andreas, (2016) who found that poor performance sanction in terms of delayed or no promotion to the next step is used by public sector employees' supervisors to influence performance.

Table 2: Work Environment on Employee Performance

Statements	1	2	3	4	5	Mean	Std. Dev.
Teamwork							
In this organization teamwork help employee to enhance their performance	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
Team trust generates the behavioral basis of teamwork which results in organizational synergy and better performance	14 (6.5%)	7 (3.3%)	21 (9.8%)	151 (70.2%)	21 (9.8%)	3.738	1.168
Team trust facilitates the achievement of harmony by avoiding conflict	10 (4.7%)	3 (1.4%)	10 (4.7%)	150 (69.8%)	43 (20%)	3.988	1.182
Tools and Equipment							
All the tools I need for work are always available	7 (3.3%)	7 (3.3%)	17 (7.9%)	167 (77.7%)	17 (7.9%)	3.836	1.313
The working tools are designed in such a way that they are safe for use	10 (4.7%)	3 (1.4%)	21 (9.8%)	157 (63%)	24 (11.2%)	3.850	1.220
The working tools are easy to use	7	10	3	171	24	3.909	1.359

	(3.3%)	(4.7%)	(1.4%)	(79.5%)	(11.2%)		
Workplace safety							
My workplace is well ventilated hence am comfortable working in this organization	10 (4.7%)	3 (1.4%)	23 (10.7%)	157 (73%)	23 (10.7%)	3.836	1.220
The environment in which I work is sufficiently formal clean and orderly in general.	7 (3.3%)	7 (3.3%)	11 (5.1%)	178 (82.8%)	11 (5.1%)	3.836	1.426
Necessary security measures have been taken in the building which I work.	4 (1.9%)	4 (1.9%)	8 (1.9%)	170 (79.1%)	28 (13%)	3.994	1.343
Work relationship							
In the organization employee work together as a team	10 (4.7%)	10 (4.7%)	16 (7.4%)	162 (75.3%)	17 (7.9%)	3.777	1.275
In the workplace employee help each other in their areas of work	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
In the workplace employees help each other in problem solving	13 (6%)	7 (3.3%)	21 (9.8%)	151 (70.2%)	23 (10.7%)	3.764	1.168
Administrative environment							
Promotion in the organization is a fair process	7 (3.3%)	7 (3.3%)	14 (6.5%)	158 (73.5%)	28 (13%)	3.902	1.235
The organization structure guides information flow in the organization	6 (2.8%)	6 (2.8%)	18 (8.4%)	168 (78.1%)	17 (7.9%)	3.863	1.326
In the workplace employee performance is measured against set standards	6 (2.8%)	4 (1.9%)	6 (2.8%)	172 (80%)	27 (12.6%)	3.981	1.371

Employee Performance

Respondents gave their level of agreement with the following statements about employee performance.

Results in Table 6 show that all the mean values were above 3.5 but less than 4.45; suggesting that the respondents agreed with the different statements on employee performance. The findings also show that the responses provided did not differ because the standard deviation values were less than two. Specifically, the findings show that work quality, 158(73.5%) respondents agreed that employees work quality has improved (M=3.869, SD=1.239); 167(77.7%) that employees ensure that quality services are provided to customers (M=3.790, SD=1.318); and 157(73%) that their organization culture emphasize on work quality (M=3.764, SD=1.229). These findings show that ministry of education had organizational culture that emphasizes on work quality and this ensures that customers receive quality work. These findings agree with Christian, Bradley, Wallace and Burke (2016) that organizations will upgrade their efficiency and quality by improving the structure of their working environment.

On work quantity, 174(80.9%) respondents agreed that employees focus on a single task at a time to achieve high work quantity (M=3.889, SD=1.381); 168(78.1%) that employees set personal deadlines to achieve high work quantity (M=3.803, SD=1.331); and 167(77.7%) that employee training focus on what employee do on daily basis (M=3.738, SD=1.320). Through training and efforts placed by employees in setting their personal deadlines, they are able to perform more tasks. The findings concurs with Smith and Mackie (2015) that daily operations of a company can run smoothly if individuals are trained to make attributions that are accurate; this reduces attributions that are faulty.

Regarding productivity, 160(74.4%) respondents agreed that productivity shows how efficient the employees are for a task ($M=4.001$, $SD=1.267$); 150(69.8%) that productivity helps to determine whether a task needs more or less workers ($M=3.955$, $SD=1.186$); and 171(79.5%) that employee productivity is enhanced through skills acquired ($M=3.942$, $SD=1.355$). These findings show that productivity can be used to determine employee efficiency, whether there is need for more employees and whether the employees require skill training to complete the task more efficiently. The findings agree with Salleh, Yaakub and Dzulkifli (2016) that poor performance of an individual employee might affect productivity of a group of workers and therefore put the whole organization at risk. It also agrees with Rotundo and Sackett (2017) that organizations can benefit from provision of training to their workers this is because employees that are well trained acquire skills and competences that assist in improving the productivity of the company.

Table 3: Employee Performance

Statements	1 %	2 %	3 %	4 %	5 %	Mean	Std. Dev.
Work quality							
Employees work quality has improved	3.3	6.5	3.3	73.5	13.0	3.869	1.239
Employees ensure that quality services are provided to customers	3.3	7.9	3.3	77.7	7.9	3.790	1.318
Our organization culture emphasize on work quality	4.7	9.8	1.4	73.0	11.2	3.764	1.229
Work quantity							
Employees set personal deadlines to achieve high work quantity	2.8	8.4	2.8	78.1	7.9	3.803	1.331
Employees focus on a single task at a time to achieve high work quantity	2.8	2.8	6.0	80.9	7.9	3.889	1.381
Employee training focus one what employee do on daily basis	6.0	2.8	8.4	77.7	5.1	3.738	1.320
Productivity							
Productivity shows how efficient the employees are for a task	3.3	3.3	1.4	74.4	17.7	4.001	1.267
Productivity helps to determine whether a task needs more or less workers	4.7	4.7	1.4	69.8	20.0	3.955	1.186
Employee productivity is enhanced through skills acquired	3.3	1.4	4.7	79.5	11.2	3.942	1.355

Correlation Results

Correlation analysis was used to test the strength and the direction of the relationship between the dependent (employee performance) and the independent variables (work environment, career progression). Also, correlation analysis was used to show whether there was any relationship between the independent variables; thus determined whether there was any multicollinearity. Table 7 presents the findings obtained. The association was considered to be: small if $\pm 0.1 < r < \pm 0.29$; medium if $\pm 0.3 < r < \pm 0.49$; and strong if $r > \pm 0.5$.

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

and Burke (2016) that organizations will upgrade their efficiency by improving the structure of their working environment.

Table 4: Correlation Analysis

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

Tests of Hypotheses

The hypothesis of the study was tested by performing ANOVA and F-test. The association existing between the variables was established using t-test, while the fit of the entire model was established using F-test (Cohen & West, 2003). If the F- statistic is less than F-critical then we reject the null hypothesis and accept the alternative and vice versa (Gathenya, 2012; Mugenda & Mugenda, 2003; Cooper & Shindler, 2011).

Influence of Work Environment on Employee Performance

The first hypothesis of the study was **H_{A1}** Work environment has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. To test this hypothesis, the study regressed work environment with employee performance. Table 10 presents the findings obtained.

From the findings presented in Table 8, the value of adjusted R² was 0.699 which implies that 69.9% of variations in employee performance at the ministry of education headquarters in Kenya can be attributed to changes in work environment. The remaining 30.1% variations in employee performance can be attributed to other aspects other than work environment. The findings also show that work environment and employee performance are strongly and positively related as indicated by a correlation coefficient (R) value of 0.848. The study finding concurs with Ahmad (2017) that the way staff members perform is highly dependent on physical conditions of work area, coaching and development and communication strategies.

Table 5: Model Summary for Work Environment on Employee Performance

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

a. Predictors: (Constant), Work Environment

From the Anova findings, the p-value obtained was 0.000 which is less than 0.05, an indication that the model was significant. The findings also show that the f-statistic value (17.593) is greater than the F-critical value (F_{1,213}=3.885). Since the f-statistic value is greater than the f-critical value it shows that the model is reliable and can be used to predict employee performance at the ministry of education headquarters in Kenya.

Table 6: ANOVA for Work Environment on Employee Performance

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

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

From the coefficients table, the following model was fitted;

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

From the equation above, when work environment is held to a constant zero, employee performance at the ministry of education headquarters in Kenya will be at a constant value of 1.507. The findings also show that a unit improvement in work environment will lead to a 0.506 unit increase in employee performance at the ministry of education headquarters in Kenya. The findings also show that the t-statistic (5.010) has a p-value (0.000) which is less than the selected level of significance (0.05). Therefore accept the first null hypothesis (H_{A1}) and conclude that work environment has a positive significant effect on employee performance at the ministry of education headquarters in Kenya. The findings concurs with the findings of Kakui and Gachunga (2016) that work training influenced the way workers performed by improving their competencies, motivating their outcome, lowering the levels of intimidation, provision of further skills and staff members that are ready and willing to network.

Table 7: Coefficients for Work Environment on Employee Performance

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

a. Dependent Variable: Employee Performance

Conclusions

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

Recommendations

Management Recommendations

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

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

Policy Recommendations

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

References

- Ahmad, P. (2017). *Work Environment and Employees' Performance in Pakistan*. *African journal of business management*, 5(34), 13227-132232
- Aluvisia, H. K. (2016). *Factors Influencing Employee Performance in the Kenyan Public Sector: A Case of the Kenya National Highways Authority*. Unpublished MBA Project, University of Nairobi.
- Christian, M. S., Bradley, J. C., Wallace, J. C., & Burke, M. J. (2016). *Workplace safety: a meta-analysis of the roles of person and situation factors*. *Journal of Applied Psychology*, 94(5), 1103
- Grant, C. & Osanloo, A. (2018). *Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blue print for 'House'*. *Administrative Issues Journal: Connecting Education, Practice and Research*, 2(2), 12-22.
- Janssen, O. & Van Yperen, N.W. (2016). *Employees' goal orientations, the quality of leader-member exchange and the outcomes of job performance and Job Satisfaction*. London: Sage Publications
- Kai-Andreas, O. (2016), *civil service salary system in Germany and recent reform trends paper presented in a seminar on Remuneration Systems for Civil Servants and Salary Reform Vilnius, 14 December 2006, Ministry of the Interior, Berlin: Germany*.
- Kakui, I.M., & Gachunga, H (2016). *Effects of Career Development on Employee Performance in the Public Sector: A Case of National Cereals and Produce Board*. *The strategic journal of business and change management* 3(3) (19), 307-324,
- Kimeu, F.K (2015) *Perceived Factors affecting Employee Performance at Machakos County Government, Kenya, Unpublished MBA Project. Kenyatta University*
- Ko, K., & Han, L. (2016). *An empirical study on public service motivation of the next generation civil servants in China*. *Public Personnel Management*, 42(5), 191-222.
- Mugenda, O. M., & Mugenda, A. G. (2018) *Research Methods: Quantitative and Qualitative Approaches: Nairobi. African Centre for Technology Studies*.
- Nduku, S.S., Mwendwa, L. & Wachira, A. (2015). *Effects of working conditions on performance of employees of Kenya Commercial Bank head office*. *International Journal of Current Research* 7(03), 14174-14180.

Rotundo, T. & Sackett, L. (2012). Is Empowerment Really a new Concept? International Journal of Human Resource Management, 12(4), 684.

Salleh, F., Yaakub, N., & Dzulkifli, Z. (2016). The influence of skill levels on job performance of public service employees. Journal of Business and Management Review, 1(1), 31- 40.

Smit, P. J. and Cronje, G. J de J. (2016). Management Principles, Juta: Kenwyn.

Smith, T. & Mackie, C. (2015). Human Resource Management-a contemporary approach. Prentice Hall: London.

Weiner, B. (2015). An attribution theory of achievement motivation and emotion. Psychological Review, 92(3), 548–73.

West, J. P., Beh, L., & Sabharwal, M. (2016). Charting ethics in Asia-Pacific HRM: Does East meet west, ethically? Review of Public Personnel Administration, 33(3), 185-204.

Xiaojun, L. & Mary. E.G. (2015). How Emotional Labor and Ethical Leadership Affect Job Engagement for Chinese Public Servants. Public Personnel Management. 43(1) 3–24.