



**THE INFLUENCE OF HIGH PERFORMANCE WORK SYSTEM,  
ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE. A STUDY IN  
THE MINISTRY OF EDUCATION IN OMAN**

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ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE. A STUDY IN  
THE MINISTRY OF EDUCATION IN OMAN**

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In Fulfilment of the Requirements for the Degree of Master of Human Resource Management

Universiti Utara Malaysia,

By

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## **DECLARATION**

I declare that the substance of this project paper has never been submitted for any degree or post graduate program and qualifications.

I certify that all the support and assistance received in preparing this project paper and all the source abstracted have been acknowledged in this stated project paper.

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## ABSTRACT

The need to enhance the performance of employees in the ministry of education in Oman has made the researcher to conduct this study. Specifically, the study focuses on the influence of high performance work system (HPWS) and organizational culture on the performance of employees in the ministry of education in Oman. A cross sectional study of questionnaire survey research design was conducted in this respect. Questionnaire data was generated from 162 employees and the questionnaire were distributed by hand. The findings from the testing of the hypotheses demonstrated that HPWS have significant positive relationship with employees performance except for the performance management system (PMS) which shows a negative relationship with employees performance. The culture of the organizational was also found to have a positive effect on the performance of employees in the ministry. On this note, the study recommends for the urgent need by the ministry to give serious consideration to the performance management system if they want to achieve better performance. In conclusion the present study presented the theoretical and practical implication in addition to the limitations of the study and suggestions for future study are included in this regard.

**Keywords:** High Performance Work System HPWS, PMS, selective training and development, individual role and employee performance.

## **ABSTRAK (MALAY)**

Keperluan untuk meningkatkan prestasi kakitangan dalam Kementerian Pendidikan di Oman telah mendorong pengkaji melaksanakan kajian ini. Secara khusus, kajian ini memberi tumpuan kepada pengaruh sistem kerja berprestasi tinggi dan budaya organisasi terhadap prestasi kakitangan dalam Kementerian Pendidikan di Oman. Kajian keratan rentas menggunakan kaedah tinjauan soal selidik telah dilakukan dalam kajian ini. Data soal selidik telah dijana daripada 162 pekerja menerusi soal selidik yang telah diedarkan sendiri oleh pengkaji. Penemuan daripada pengujian hipotesis menunjukkan bahawa HPWS mempunyai hubungan positif yang signifikan dengan prestasi pekerja. Namun demikian, sistem pengurusan prestasi menunjukkan hubungan yang negatif dengan prestasi pekerja. Budaya organisasi juga didapati mempunyai pengaruh positif ke atas prestasi pekerja di kemeterian itu. Selain itu, kajian ini juga mencadangkan keperluan segera untuk pihak kementerian memberi perhatian yang serius kepada sistem pengurusan prestasi jika mereka mahu mencapai prestasi yang lebih baik. Kesimpulan dalam kajian ini, membentangkan implikasi teori dan praktikal sebagai tambahan kepada batasan kajian dan cadangan untuk kajian masa depan.

**Kata kunci:** Sistem Kerja Berprestasi (HPWS), Sistem Pengurusan Prestasi (PMS), Latihan dan Pembangunan, Peranan Individu dan Prestasi Pekerja.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

Economic environment has continue to undergo changes, characterize by changing customers and shareholder demands and has increase the market competition for both private and public organizations. In an effort to remain competitive in this type of environment, a high standard job performance is crucial for organization (Tsui, Lin & Yu, 2013). It is inevitable that achieving this, requires improving employees performance because of employees direct interest in the achievement of organizational goal. This is due to the believe that employee's performance play an important role in affecting organization access to important resources, a key mechanism in contributing positively to overall job performance of the organization (Sparrowe, Liden & Kraimer, 2001). Employee performance will help in determining the extent to which organizations achieve their goals, such as improving customer satisfaction, perceived service quality, customer loyalty and brand image (Tsui, Lin & Yu, 2013). It is therefore, important for organizations in ensuring that its goals are consistently achieved by aligning individual performance with organizational goals.

Accordingly, Mohrman, Mohrman, Ledford, Cummings, Lawler and Associates (1989) defined employees performance as the action or behaviors that are significant to organizational goal and that can be measured in terms of every individual level of contribution. Similarly, Borman and Motowidlo (1997) defined employee performance as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core value. In a study, Anitha (2014) defined employee performance as the financial or non-financial outcome of the employee that has a direct link with both the performance of the organisation and its success.

On this note, Schein (1992) avowed that employees performance remained an important element for setting organizational goals. Accordingly, Campbell, McCloy, Oppler, and Sager (1993), stressed that employees performance is not only the consequence or result of action, it is the action itself that comprises of significant goals that is under the control of an individual whether cognitive, motor, psychomotor or interpersonal. That in a changing work environment, employees may have a high degree of attitudinal and behavioral variation, which will result to noticeable fluctuations in their task performance (Chen & Wang, 2014). As a result, Williams (2002), asserted that employees performance should not only base on the result but the manner in which employees perform their job. That in majority of organizations, results is not necessary the outcome of what individual employees do.

A study by Dobbins (1995) avowed that numerous factors can contribute to employees performance. In order to achieve better employees performance, researchers have recommended practices that will promote effective actualization of individual set goals (Jing & Avery, 2008 ; Harber & Reichel, 2005). This is due to the believed that

the performance of an individual will depend heavily on the policies and practices that have been embraced by an organisation (Anitha, 2014). This is more significant in the case of the Ministry Of Education in Oman, because majority of employees within the ministry has not indicated remarkable improvement in their performance (Rajasekar & Moideenkutty, 2007). Therefore, it is of great importance to understand the determinants and effect of employees' job performance in order to determine how best to increase employees' productivity to meet the demands of the stakeholders.

## **1.2 Background Of The Study**

The Sultanate of Oman has approximately 309,501 square lands mass. Subject to the 2010 census, the country population is just about 2.416 million (Khan, 2010), having eleven administrative governorates such as Muscat, Musandam, AL Buraimi, Dhofar, AL Dhahira, AL Dakhlih, The North Batinah, The South Batinah, The North Sharqiah, The South Sharqiah, AL Wosta (Ministry of Education, 2014). With regard to institution, there are different institutions administering human resource development covering committees, authorities and approximately 44 ministries (Budhwar & Sparrow, 1998; Al-Hamadi, Budhwar & Shipton, 2007), included in this ministry is the Ministry of Education which is the focus of this study.

The Ministry of Education is the body charged with the responsibility of developing and modernizing education and work, in order to create a civilized generation that is able to deal with the data and the achievements of the new generational work force. The ministry started operation in the year 1970 with only three schools and 900 students in the entire Omani region (Ministry of education, 2008). Similarly, the ministry is

structured into three hierarchical levels. The number one hierarchy is situated in the capital city of Muscat, where all top administrative officers operate. The second is the middle level in the organizational structure which represents the eleven educational directorates general in the eleven educational regions. The last structure is the administrative staff or unit represented by the head of every school.

The ministry is governed by various government regulatory structure as well as authority, and is in charge of developing and improving the human capital to create a civilized generation (Al-Lamki, 2006). In an effort to achieve this goal, the ministry had channel all its possible and capability to provide all resources and mechanisms to promote the human capital in the educational sector in the Sultanate and through educational projects across the region (Al-Lamki, 2006), because people are the most significant assets of an organization (Baney, 1991). This was also reaffirm by the H. M. Sultan Qaboos that Omanis people are the greatest assets of the country (Ministry Of Information, 2010). Having identified this, the government has established a long term policy with the aim of balancing the economic growth and the country population (Al-Kualibi, 2011). As a result, a major priority was giving to developing the skills of the country labor force in order to meet the country needs (Ministry Of Information 2008). Developing the people skills and striking a balance between the population and the economic development was expected to enhance productivity, yet the performance standard and employees feedback on their performance is still far below estimated not considering the pursuit of high economic growth that the country currently in need to achieve in 2020. Besides, despite the significant arrangement and responsibility place on the ministry, the major challenges encounter by the government is the widening gap in human capital development and the



limited available space for higher education in the sultanate (Al-Lamki, 2006). The above issues suggest the need for continuous professional development (Hilal, 2012). Similarly, Andrew (2004) argued that the human resource can be improve in the Ministry of Education in Oman when a system is seriously put in place to evaluate employees accomplishment and administrators supported by serious governing board intent on improving instruction in their schools. Strong (2006), argued that in order to achieve establish goal for both employees and the ministry, the ministry must emphasize on improving and monitor progress towards goal accomplishment inbuilt in a sound system, these can only be achieve if the Ministry of Education in Oman implement high performance work system.

### **1.3 Problem Statement**

For the past four decade the Sultanate of Oman has embark on a courageous reorganization of its total education system, center to this reformation are the teachers who carry out the curriculum as well as ensuring the standard of the school plan correspond to the present curricular thinking, successful methodology and most importantly demonstrated learning on the part of the system (Hilal, 2012). Despite the reformation, the performance of employees in the ministry has not received any remarkable improvement (Moideenkutty, Al-Lamki & Murthy, 2011). A study by Al-hamadi, Budhwar and Shipton (2007) also affirmed that employees within the ministries in Oman still lack performance standard. This is consistent with Huselid (1995) that the utilization of human resources in majority of organizations has remain below optimum levels, because employees rarely perform at their maximum potential.

Furthermore, among numerous barriers that may prevent employees performance include: lack of decision making skills, communication and trust among school administrators, the reluctance of some administrators and teachers to delegate decision making authority (Adolphine, 2008). In a study, Al-Ghefeili, Ghani and Muhamad (2013 ) in addition categorize the barriers in employees performance within the ministry into two categories external and internal. The external constraints include, lack of training and information, lack of authority, financial challenges, as well as the relationship between school and General Directorate (General Directorate Intervention), while the internal challenges include, lack of information and collaboration, lack of teachers participation in decision making process, stress initiated from overload work, and lack of budget or unfixed amount of financial support (Al-Ghefeili, et al., 2013). Additionally, the researcher acknowledged that lack of clarity in school's budget drastically hamper employees performance result. Stressing that the General Directorate always made decisions regarding school budget without coordinating it with the school administration (Al-Ghefeili et al., 2013) They emphasized that the General Directorate does not differentiate schools in budget distribution which thereby hinder employees to put in their best to the task they perform (Al-Ghefeili, et al., 2013). Similarly, a study conducted within the Ministry Of Education in Oman by Creative Association International (2005) revealed that schools faces performance problems due to the lack of proper training for both school principals and the employees in the ministry. Supporting the above arguement, Johns (1993),Posthuma, Campion and Campion(2013), affirmed that majority of organizations are still reluctant in achieving high performance

standard due lack of clear coherent classification that identifies various level of practices and their relationship with performance.

Besides, the researchers also identified lack of implementation of high performance work system as one of the most important problems facing employees performance in the ministry (Al-Ghefeili, et al., 2013). Most important among the employees performance challenges is the regular transfer of principals, creating the difficulty for a new principal to set employees performance goals, because a new principal perhaps need some time for appreciation of the work concept and adjustment to evaluate employees performance (Nenyod, 2002).

The transformation in school administration can be clearly seen across the historical shift that occurred over the past four decades. In order to achieve better employees performance, the Ministry of Education has taken care to develop a new school administration structure and in 1995 provided schools with an administrative staff (Ministry of Education, 2005). In addition, the Ministry has adopted various administrative projects such as the project of diploma in school administration and school performance evaluation project. Despite this improvement, studies has indicated defficiency in employees performance and lack of research in the implementation of high performance work system (Al-Ghefeili, et al., 2013). Accordingly Hall and Galluzzo (1991) argued that lack of trust between administrators and teachers causes apprehension and hampered high performance implementation among employees. They further stressed that teachers were hesitant to perform and take responsibilities of task due to the unpredictable workload.

In the light of the above, the Ministry Of National economics affirmed that employees in public organizations in Oman are constraints with the problem of implementation process, which drastically, reduce the number of public servant (Al-Kualibi, 2011). Similarly, Hilal (2012) asserted that managers and supervisors in the ministry are uncertain regarding the achievement of best practice and are doubtful if the implementation of a standard system can enhance noticeably improvement in employees performance and teacher professional development. In the same way, in 2005, a team of Omani and US investigators conducted employees performance assessments on three secondary schools in Muscat, the study revealed that among others the schools suffered performance problems. They further showed that the Omani secondary school system needed to upgrade the management capacity of the principals and administrators (Al-Ghefeili et al., 2013). Accordingly, a need has emerged for more specific research studies to examine the implementation of HPWS and the challenges and difficulties hindering employees performance in the ministry (Al-Ghefeili et al., 2013).

Furhermore, performance management system is another problem hindring employees performance in the ministry. For instance, Hilal, (2012) argued that Teachers cannot be efficiently productive, unless the evaluation is implemented carefully and with considerable attention to all aspects of the evaluation process. In the light of this, Danielson and McGreal (2000) noted, that majority of the teachers evaluation system within these ministry are faulty systems, relying on out-dated assessment standard, unsuitable assumptions about efficient teaching and learning, lack of accuracy in evaluating employees performance as well as using a one-size-fits-all approach for beginner and experienced employees. Hilal (2012) confirmed that the ambiguity and

broadness of the standard lack clarity which result to misunderstanding and disagreement on the reality of the system, which therefore create difficulty in implementing performance standard in the ministry. Stressing that a good system must ensures that both employees and managers know precisely what they are searching for and are reliable in setting performance standard (Stronge & Tucker, 2003). This is because if employees loss trust on the system it will in turn result to failure to achieve good performance result (Hilal, 2012).

Apart from the above, another problem that may hinder employees performance is lack of high-quality culture in an organization. For instance, a study in Oman by Budhwar and Sparrow (1998), argued that the national factors such as culture of the country and that of the organization have significant effect on the human resource practices of most of the organization. Beside, Carpenter et al., (1998) , Hitt, Ireland and Hoskisson (2001), avowed that organization need to cope with heterogeneous culture in order to achieve desired goal. That among the major difficulty applying a performance standard in an organization is the significance of the cultural context (Edwards, Ram, Sen Gupta & Tsai, 2006).

Having observed the above issues, it can be said that the Ministry of Education in Oman can overcome these by implementing best practices and embracing high quality organizational culture. If properly implemented, HPWS will serve as a significant tool for directors, managers, supervisors, teachers and administrative staff in the ministry in the pursuit for better employees performance. Therefore, high quality organizational culture and the HPWS practices such as performance management system, selective training and development and the role of individual will help to enhance employees

performance in the ministry. Referring to the above mentioned problems, the present study will address the following questions:

#### **1.4 Research Questions**

Building on the above problem, this study is intended to examine the influence of HPWS, organizational culture on employees performance in the Ministry Of Education in Oman. Specifically, the research attempts to answer the following questions.

1. Do high performance work system practices have a relationship with employee performance?
2. Does organizational culture have a relationship with employee performance?

#### **1.5 Objective Of The Study**

To answer the above research questions, the following research objectives were formulated.

1. To examine the relationship between high performance work system and employee performance.
2. To examine the relationship between organizational culture and employee performance.

## **1.6 Significance Of Study**

This study is intended to examine the influence of HPWS practices and organizational culture on the performance of employees in the Ministry of Education in Oman. It is expected that upon completion, the study will have both practical and theoretical benefit in enhancing the performance of employees in the ministry.

Theoretically, this study will help future researchers, on high performance work system to do better by making contributions to the literature by way of providing empirical prove on the role play by HPWS dimensions and organizational culture on employees performance, thus providing a framework for researchers to build upon.

In addition, this study will offer the Ministry of Education in Oman to recognize and be attentive on the most significant factors in achieving sustainable employees performance and presenting a road map for managing employees performance standard. Thus, helping the management in the ministry to identify good and quality management practices. This will also be a broader contribution that will go beyond the Ministry of Education. Building on the findings, the recommendation of this study will help government regulatory body to develop effective and efficient policies that will enhance the performance standard that is significant to the organization.

## **1.7 Scope Of The Study**

The study is focus on employees in the Ministry Of Education in Oman. Within the Ministry Of Education, the study is limited to the employees in The Directorate General Of Human Resource Development. Employees in the directorate of human resource development are sandle with the responsibility of providing the human resource practices in the Ministry Of Education such as training and development, school performance development, evaluating training outcome among others. As a result, It is therefore imperative for this study to focus on such an important population in order to obtain the actual information regarding human resources practices in the ministry that will facilitate in the achievement of the study objective. Based on this, the present study therefore focuses on the employees in The Directorate General Of Human Resource Development in the Ministry Of Education in Oman.

## **1.8 Organization Of The Thesis**

This study is arranged into five chapters. The researcher presented chapter one by briefly explaining employees performance in the introduction, giving a brief background of the Sultanate of Oman Ministry of Education, the statement of the problem, research question, the objectives of the study, the significance of the study, the scope of the study, and the organization of all the chapters contain in this study. Chapter 2 provides empirical findings by previous researchers with particular focus on brief definition of HPWS, issues on HPWS practices, the dimensions of HPWS, organizational culture and dimensions and performance. The chapter also contain the, dimensions of performance,



the relationship between HPWS, organizational culture and employees performance. Finally the chapter also provide the proposed underpinning theory for this study.

Chapter 3 describes the research methodology use for this study. It includes the research framework identify by this study, research hypothesis, research design, population and sampling design, operational definition of variables, layout of questionnaire, Pilot test, data collection procedure, techniques for data analysis and the conclusion. The findings of this study and the analysis of statistical test conducted will be given explanation in chapter four, making way for discussion, conclusion of the study, implication and recommendation for future research in chapter five.

## **1.9 Definition Of Terms**

### **1.9.1 HPWS**

A set of distinct but interrelated HR practices that, taken together, select, develop, retain, and motivate a workforce (Becker & Huselid, 1998; Guthrie, 2001; Huselid, 1995).

### **1.9.2 Employee performance**

Employees performance is the action or behaviors that are significant to organizational goal and that can be measured in terms of every individual level of contribution (Mohrman et al., 1989).

### **1.9.3 Organizational culture**

A common view of workplace practices within an organizational unit that differentiate it from other organization (Van den Berg & Wilderom, 2004).

## **1.10 Conclusion**

This study is aimed at examining the relationship between high performance work system and organizational culture on employees performance in the ministry of education in Oman. Specifically the chapter give a brief introduction on employees performance, the background of the study, problems in relation to employees performance in Oman, the significant of the study, the scope of the study, definition of key terms in this study and the organization of the overall thesis. The next chapter reviews the relevant literature on HPWS, organizational culture and employees performance.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

Having established, the motivation, issues and significance of this study in the previous chapter, the focus of this chapter is to systematically review relevant literature in an effort to provide comprehensive understanding on the topic under study as well as some of the concepts that will facilitate the researcher in revealing information to address the current issue under examination. The review of literature has also provided the researcher in developing a conceptual framework as well as hypothesis in this study. For that reason, the presentation of this section contains literature on high performance work system (HPWS), followed by organizational culture, performance management system, selective training and development, the possible underpinning theory, theoretical review conceptual framework and employee performance. The chapter also explain the relationship between HPWS practices, organizational culture and employee performance.

#### **2.2 Employee Performance**

##### **2.2.1 Defining Employees Performance**

Researchers have been mainly concerned in identifying with the most significant definition of employees performance both in business and management researches. Yet there are overabundance work defining employees performance. Even though employees performance has become a common phenomenon in management studies which makes its

definition and structure rarely and explicitly justified; and render its appropriateness unquestionably assumed (March & Sutton, 1997). According to Daft (2000) employees performance means the ability of employees to attain goals, personal or organizational, by using resources efficiently and effectively. Accordingly, Ricardo and Wade (2001) argued that performance and productivity were two different things. Productivity means the ratio that represents the volume of work done within the due period, while performance is an indicator of productivity, consistency and quality of work. Researchers further argued that organizational performance depends solely on the behavior of employees and that these behaviors can constitute a source of sustainable competitive advantage for the organization (Huselid, 1995; MacDuffie, 1995). Apart from the above, Mohrman et al., (1989) view employees performance as a behaviors that is important to the achievement of organizational goal which can be measured at every individual level of contribution. Similarly, Borman and Motowidlo (1997) defined employee performance as the value within which job incumbents perform activities that add value to the organization's technical importance. In a study, Anitha (2014) defined employee performance as the financial or non-financial outcome of the employee that has a direct link with both the performance of the organisation and its success. Thus, employees may therefore be motivated to perform well even in the absence of sophisticated HRM practices such pay for performance.

### **2.2.2 Dimensions Of Employees Performance**

Organizational researchers have made performance a definitive dependent variable of importance (Richard, Devinney, Yip&Johnson, 2009). This is necessary in order to facilitate managers and researchers to compare rival firms and evaluate them over time (Richard et al., 2009). In a nutshell, the most significant criterion to examine employees performance, organizations, their environments, and actions is through organizational performance (Richard et al., 2009). Due to inability to identify unidimension of employees performance, researchers have resulted to multi-dimensional system of performance measurement. This is consistent with Dyer and Reeves (1995), who argued that no, standardize approach in examining performance measures. However, esearchers have identified three general methodologies towards performance measurement. The first method is a situation where a particular measure is promoted on the basis of its relationship with performance (Richard et al., 2009; Spanos, Zaralis &Lioukas, 2004; Hawawini, Subramanian &Verdin, 2003).These beliefs are often assumed and supported by evidence and theory. The second method is a situation where a study uses many different measures for analyses comparison with dissimilar dependent variables but same independent variables (Baum & Wally, 2004; Miller, 2004). The third method is a situation where the study combines dependent variables, assumption of convergent validity which is centered on the correlation that exists between the applied measures (Cho &Pucik, 2005). This is always applicable to subjective measures of performance, in which the researcher is finding something that is similar to mannerism based on psychometric validity (Varadarajan&Ramanujam, 1990). Drawing on this, Richard et al.

(2009), measured performance with three specific areas of firm outcomes such as financial performance, product market performance and shareholder return.

Furthermore, the high performance work system researchers have also measure performance in various ways. For instance, Rogers and Wright (1998), divide performance measures into four: organizational measures, market measures, human resource and financial, labour productivity and labour cost (Guthrie Flood, Liu & MacCurtain 2009), individual service performance and branch level market performance (Aryee, Walumbwa, Seidu & Otake, 2012), including sales growth and innovation (Messersmith & Guthrie 2010). According to Carton (2004), there are three specific areas in which performance is involves. They are: (i) financial performance (return on assets, return on capital employed, profit, etc.); (ii) market performance (market capitalization, market share, sales, etc.); and (iii) shareholder return (economic value added, total shareholder return, etc.). Shareholders assets will be more obligated to commit their assets to an organization if they are well contented with the level of value they get in exchange relatively to alternative utilization of the assets. Therefore, creating value is the consequence of performance, since creation of value is the overall essence of performance measures for all organizations; however, the reason for many empirical studies in management is on how value is created (Carton, 2004). Therefore, following Dyer and Reeves (1995), argument that no standardize way of measuring performance, this study measures employees performance in subjective way.

### **2.3 Issues On High Performance Work System**

Over the past decades, academic scholars and practitioners have argued on the ways in which human resource practices of an organization are used in such a way that the employer attain the maximum achievable advantage from their abilities and the employees equally achieve material and psychological benefit from exerting their energy (Graham,1978). This argument has lead to the formulation of wide range of theories or models that link human resource management strategy with the general organizational strategy (Schuler & Jackson, 1987). Majority of these theories were not subjected to empirical test (Beardwell & Holden, 2001). Therefore, much of the debate in this area have now shifted in the direction of formulating various theories and models that link certain human resource management practices that will lead to superior performance (Pfeffer, 1994). In general, these theories suggest that organizations will outperform their competitors in terms of turnover, efficiency and profitability only if they are able to implement innovative practices called the HPWS.

According to Osterman (1994), HPWS has brought new innovation and competency into USA workplace and align the human resource practices more closely with current form of competitive environment. Among researchers attention is attracting, developing and retaining skillful employees, achieve organizational goal, effectiveness, employees job satisfaction and lowered job stress (Becker & Huselid, 2006; Datta, Guthrie & Wright, 2005; Guthrie 2001; Huselid 1995; Macky & Boxall, 2007). Having said that, Tomer (2001), argued that HPWS has the maximum potentials to provide sustained competitive advantage in a continuous changing world.

Furthermore, Studies have highlighted the results that appear to support the high performance paradigm while others do not. Subjecting the practices that make up HPWS a confusing array of definitions and assertions (Wood, 1999). Drawing on this, Drummond and Stone(2007), suggested for more understanding of the dimensions of HPWS to performance linkage. Edwards et al. (2006) submitted that the major difficulty applying a model for HPWS is the significance of the context and undefined framework that are noticeably incomplete. These have prompt other researchers to call for searches until this expectation has been achieve. It is also expected that the positive effects has led other researchers to engage in specification (Levine, 2001). In line with the above assertion, this studylooks at HPWS in multidimensional approach. This therefore provides opportunity to give an understanding of the meaning of HPWS in the following subsection.

### **2.3.1 Defining High Performance Work Systems (HPWS)**

Researchers and practitioners have found that both employees and organizational performance can be significantly enhance by its human resource practices that influence human capital by acquiring, developing and encouraging the best talent (Posthuma et al., 2013). Thus, the human resource practices that increases employees commitment, fitness, and efficiency are referred to as HPWS (Appelbaum, Bailey, Berg, & Kalleberg, 2000; Datta et al. 2005).The system was originated back to the American tradition of human resource management, based on the argument that involvement of employee is significant to organizational performance (Ferreira, Neira, & Vieira, 2012). Since then, various studies have put into consideration the interchangeably usage of different naming



preferences to mean the same thing i.e., a system of human resource practices relatively than isolated practices (Guthrie, 2001; Delaney & Shaw, 2001). This makes Evans and Davis (2005) to defined HPWS as an incorporated system of HR practices that are consistent internally (aligning with HR practices) and consistent externally (aligning with organizational strategy) which include performance contingent compensation, open communication, flexible job assignments, extensive training, decentralized decision making, elf-managed teams and selective staffing (Guthrie, 2001). Godard (2004), Boxall and Macky (2007) and Ferreira et al. (2012) also defined HPWS as systems of managerial practices that facilitate the increasing employee empowerment and increase the incentives and skills that will motivate and enable them to benefit from this better empowerment (Godard, 2004; Boxall & Macky, 2007; Ferreira et al., 2012). Kirtman, Lowe and Yaung (1999) described HPWS as a practices that involve a number of human resource policies such as hiring, training, performance management, and compensation that is intended to boost employees skills, knowledge and motivation. Other scholars conceptualize HPWPs as a set of distinct but interrelated HR practices that incorporate, select, develop, retain, and motivate a workforce (Becker & Huselid, 1998; Guthrie, 2001; Huselid, 1995). They argued that HPWS is a significant investment in the pool of human capital made by an organizations to make employees skillful, empowered and well trained in order to effectively execute their jobs (Becker & Huselid, 1998).

Furthermore, researchers has also categorized these practices into two: alternative work practice (e.g rotated job design, job enrichment, participatory practices) and high commitment work practices (advance training and development, behavior base appraisal).Thompson (2001) further elaborate these practices into three: (1) high

involvement practice, which involves semi independent team and problem solving team; (2) human resource practices to build skill motivation and ability that involve formal recruitment and interview, constant performance evaluation, (3) committed and trusted employee relation that will help in addressing grievance measures. Most recently, Zhang et al., (2014) summarize these practices into two such as: profit-oriented HPWS and win-win HPWS. Base on the above definition and categorization, its unquestionable that researchers have defined HPWS in various ways subject to the context of their study, emphasizing on a practices that are in line with the employees or the organization.

### **2.3.2 Dimensions Of High Performance Work System**

There is no generally acceptable element in measuring HPWS. Rather, researchers have used different dimensions suitable to their context (Edwards, Ram, Sen Gupta & Tsai, 2006). In order to understand HPWS, it is imperative to know how HPWS have been measured previously by various researchers in order to understand why the researcher choose to measure HPWS in multidimensional approach. Table 2.1 shows previous studies on HPWS.

**Table 2.1*****Summary of Some Selected Previous Studies on HPWS.***

Yr	Author	Country	IV	DV	Analysis
<b>2013</b>	Jensen, J. M., Patel, P. C., & Messersmith, J. G.	USA	HPWS perception,  HPWS utilization.	Turnover intention.	Regression Analysis.
<b>2010</b>	Shih, H. A., Chiang, Y. H., & Hsu, C. C.	China	HIWS, perceived family conflict, Job satisfaction and supervisor rating.	Expatriate job performance.	Structural equation model.
<b>2009</b>	Takeuchi, R., Chen, G., & Lepak, D. P.	Japan	HPWS	OCB, Affective commitment.	Confirmatory factor analysis.
<b>2010</b>	Messersmith, J. G., & Guthrie, J. P.	USA	Selective training and development, performance management.	Firm performance.	Ordinary least square regression.
<b>2014</b>	Stirpe, L., Bonache, J., & Revilla, A.	Britain	Contingent employment	HPWS	Ordinary least square regression.
<b>2002</b>	Way, S. A.	USA	HPWS	Workforce turnover, labour productivity.	Supplementary analysis.
<b>2011</b>	Wood, S., & de Menezes, L. M.	UK	Enrich jobs, high involvement management, employee	Well being job satisfaction and anxiety contentment.	Weighted hierarchical Multiple regression.

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				voice, motivational support.		
<b>1997</b>	Huselid, M. A., & Becker, B. E.	USA		HPWS	Corporate financial performance.	Regression analysis.
<b>2012</b>	Razi, N., & More, E.	Australian		Employees skills, employee participation, employee incentives.	Performance	Qualitative survey.

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Accordingly, it has been argued that HPWS should be study in a multidimensional way to better understand how each element has contributed the field (Drummond & Stone, 2007; Punia& Garg, 2012). Accordingly, this study uses multidimensional measurement in examining HPWS. Therefore, the HPWS dimensions in this study are performance management system, selective training and development and individual role. These dimensions were choosing because of their importance in the context of Oman. As suggested by researchers that HPWS dimension should be choosing base on their significant to the context (Edwards et al., 2006). These dimensions had been validated in another context are they shown to be a significant element in HPWS. The researcher believes they will also play an important role in the context of Oman, since the issues of performance surrounding the ministry are predominantly centered on these elements.

### **2.3.2.1 Performance Management System**

At the heart of organizational management, effort have been made to change some of the difficulty facing organization, one fundamental reform approach is to promote performance management (OECD, 2005). According to Moynihan (2008), performance management is a system that link performance information to organizational decision making. In a study, Ferreira and Otley (2009) defined performance management system as defining, controlling and managing both the attainment of outcome or ends and the means in achieving the result at a societal and organizational level rather than individual level. Similarly, Boyne (2010) defined performance management as a process of setting precise objective not only for performance result but also taking step to influence achievement of target. It has also been argued that PMS involve steps that include strategic planning, setting goals, progress measurement in the form of objectives, and using performance feedback to improve operational efficiency of the system, enhance policy making, encourage better resource allocation and increase accountability (Moynihan, 2008).

Studies have demonstrated that performance management system (PMS) play a significant role in modern organization, such as functional roles in monitoring performance, recognize areas that need improvement, supporting strategic decision making, facilitate management by objectives improving motivation, enhancing communication and increasing accountability as well as securing legitimacy (Henri, 2006; Otley, 1994; Simons, 1990). Similarly, Hopwood, (1990), affirmed that PMS influences perceptions, alter language, inculcate dialogue, in so doing allowing the way in which priorities, concerns and innovative opportunities for action are articulated. It

identifies the objective of the organization, the essential outcomes to attain these objectives, the means to affect these objectives, and the motivations to achieve them (Osmani & Maliqi, 2012) and demonstrates that there is difference between being engaged and achieving results. A study by Gutierrez, (1998); Miller and O'Leary, (1994) also affirmed that performance management system contribute to production processing and reproduction of a specific organizational reality.

Furthermore, researchers have established that a good performance management system have significant influence on both employees and organizational performance. For instance, Hanks (2003), findings showed that human resource practices like the performance management system influences organizational performance. The researcher stressed that in a performance management setting, it is essential for supervisor to ensure that the outcome of the performance management is distributed fairly and equitably and the procedure and all the relevant information should be made known to the employees at the right time (Hanks, 2003). Similarly, Amaratunga and Baldry (2002) showed that performance management bring about positive change in the culture of an organization by helping to set agreed upon performance goals allocating and prioritizing resources, notifying managers to either confirm or change existing policy to meet those objective and sharing results of performance in order to meet those goals. These demonstrated that managing performance entails a cycle of clarifying business objectives and then agreeing individual objectives and standard of performance (Macaulay & Cook, 1994). A study by Walker, Daanpour and Devece (2010) also found that performance management mediate the relationship between management innovation and organizational performance. This is also consistent with Moses (2000), who found that

the achievement of human resource strategy and performance management mutually reduce employees turnover to the barest minimum. He stressed further that employees will perform better and retains their job when there is good performance management. In the same way, Nura and Osman (2013) and Paul and Anantharaman (2003) asserted that a fair performance management system is significant in any organizational in retaining valuable employees. It permits employees to understand their job responsibilities and demonstrate to them the pathway towards individual growth. In a south east Asia study, Mansor, Chakraborty, Yin and Mahitapoglu (2012) found that performance management system is influenced by three main organizational factors such as employee involvement, performance oriented culture and management commitment. They argued that PMS is very important in increasing performance in any workplace, particularly in high educational institutions. That when PMS is strongly and positively implemented will cause high performance among employees (Mansor et al., 2012). Having said that, Sole (2009) contended that two fundamental factors influence performance management system of public organization, such as external and internal factors. The internal factors include the maturity of PMS, employee engagement, performance-oriented culture, internal resources, leadership and internal management commitment. The researcher further stressed that leadership is essential in developing and designing effective PMS. Again the internal management commitment also serves as a formality to the performance management reviews which in turn impact employees commitment to improve their performance and achieving targets (Sole, 2009).

### **2.3.2.2 Selective Training And Development**

Training is one of the most significant and unfailing human resource techniques to increase employee productivity (Bhatti & Kaur, 2009). In an effort to achieve organizational task and enhance employee performance, training and development program should be selectively designed in such a way that they create a win-win situation both to employee and the organization in general (Bhatti, & Kaur, 2010). Therefore, selective training refers to the systematic development and acquisition of skills, attitudes and knowledge required by workers to effectively perform a task or increase performance in the work environment (Goldstein, 1993). Selective training ensures that the right people, with the desirable characteristics and knowledge, are trained so that they can judiciously perform task and fit the work environment. Therefore identifying the right employees to be trained would shrink down organizational cost of training and development (Vlachos, 2011). Therefore, selective training and development increases organizational specificity of employee skills, which in turn enhances employee's productivity as well as reduces their job dissatisfaction that may possibly have lead to employee turnover (Huselid, 1995).

Therefore, studies on the relationship between training and development and performance have generated a good amount of research over the past few years (Barba Aragón, Jiménez Jiménez, & Sanz Valle, 2013). Generally researchers have established that giving training to employees enhances performance by creating a workforce with wide-ranging knowledge as well as skills (Ballesteros, De Saá, & Domínguez, 2012; Tharenou, Saks, Moore, 2007). Having said that, Lopez-Cabrales, Valle and Herrero (2006) argued that training play a significant role in enhancing human capital and organizational



knowledge and it remain the major activity in wooing qualified, flexible and well prepared employees (Bae& Lawler, 2000; Velada & Caetano, 2007). Besides, other researchers had also follow a similar suit by empirically investigated the linked between training and performance and they found that training has a positive influence on employees productivity (Faems, Sels, DeWinne, &Maes, 2005; Birdi, Clegg, Patterson, Robinson, Stride, Wall, 2008), sales growth (Barrett &O'Connell, 2001), employees' salaries (Lengermann, 1996) in addition to quality (Cantarello, Filippini, & Nosella 2012). In a study, Husiled (1995), argued that training and development does not only have significant effect both on employee's productivity but also on the short and long term indicator of organizational performance. Base on this findings, the researchers claim that the positive relationship between training and employees performance demonstrated that organizations can be enhance by offering extensive training and development (Huselid, 1995; Delaney &Huselid, 1996).

Additionally, examining the influence of country origin on human resource practices of organization from United States, Great Britain, Japan and Hong Kong operating in Hong Kong, Ngo, Turban, Lau and Lui (1998), found that structural training and development have relationship with different measures of performance. This demonstrated that training and development are key to organizational success and help sustain competitive advantage and employee retention (Ahmad & Schroeder 2003; Atteya, 2012). It provides employees with the needed knowledge, skills to effectively perform the required task and permit the organization to update modern work practices (Atteya, 2012). The researchers also argued that training and development promote organizational performance through knowledge enhancement, skills and ability associated with

employees task and development and improve employee job satisfaction in workplace (Xiao, 1996; Atteya, 2012).

Conversely, researchers has also established that training only has a weak positive influence on financial performance (Tharenou, Saks & Moore, 2007). This had also create the opportunity for other researchers to established a negative relationship between training and development and performance. For instance, Ahmad and Schroeder (2003); Barba Aragón, et al. (2013); Faems et al. (2005); Gelade & Ivery (2003) found that training does not directly affect employees performance, but indirectly by improving workers performance as well as other outcomes. Following this suit, Ahmad and Schroeder (2003), argued that training in job related skills as well as cross training have an indirect influence on operational performance via its effect on organizational commitment. Similarly, Faems, et al., (2005) findings showed that the relationship between training and performance is mediated by productivity. Notwithstanding these, training had been regarded as the most activity in attaining well prepared, qualified and flexible workforce (Velada & Caetano, 2007; Bae & Lawler, 2000; MacDuffie & Kochan, 1995).

Furthermore, it has been argued that training and development need to be planned and long term oriented in order to have a positive performance (Barba Aragón, et al. 2013). Storey (2004) referred to this type of planned training as formal contrarily to informal training which is not structured. The researcher argued that organizations should develop training plans, taking note of the objective that the organization wants to achieve as well as the available resources (Storey, 2004). Since then, empirical study on this issue had established that planned and long term orientation training and development has

a positive influence on performance, mostly when the job content offered enrichment as well as long term result (Birdi et al. 2008; Aguinis & Kraiger, 2009). In a study, Barba Aragón, et al. (2013) found a positive relationship between learning oriented training and organizational learning. They further stressed that learning oriented training involves offering employees with wide ranging training, planned and long term oriented training, multiskill and team oriented (Barba Aragón, et al. 2013). They stressed that training remain a fundamental instrument in improving organizational capability of the firms. That the implementation of a learning oriented training has a significant indirect influence on performance, through the influence of training on organizational learning which in turn leads to higher performance (Barba Aragón, et al. 2013).

Hence, the aforesaid findings demonstrated that inconsistency trail the relationship between training and development and employees performance, this therefore, necessitate the need to further reexamination particularly in public organization such as the Omanis Ministry of Education.

### **2.3.3.3 Individual Role**

Individuals who have a large number of connections would have more interactions with others in the network (Borgatti 2005) to gain access to the resources that will be used by the organization (Sparrowe et al. 2001).

Progressively, organizations are in search for employees who do not only think that their organization is a good place to work, demonstrate commitment and having no intention to quit, but for employee who go further by seeing the organization identity as closely link with their own self-identity and believe that their chances is to a great

extent interlinked with the chances of the organization (Epitropaki & Martin, 2005). Therefore, the role of individual on the overall performance of employees in the organizational has been to a great extent under-researcher, (Mollick, 2012), even though conceptual work had recommended that individual role can possible link to the achievement of better performance (e.g de Waal, 2007). Particularly, in an established organization where economic of scale and scope are significant such as the Omanis Ministry of Education there certainly appears to be little need to take into account the role of individual in enhancing the overall performance of employees in the organization (Mollick, 2012).

Furthermore, individuals in an organization have always been given little recognition in terms of their contribution to the general performance of the organization; rather, more of these recognitions have been given to organizational factors (Mollick, 2012). Based on this, the role played by individuals in the achievement of the overall performance is little known (Mollick, 2012). Hence, some studies argued that the general performance of employees in an organization is driven by good process rather than individual (Mollick, 2012). Their findings is based on the usage of organizational factors such as firm capabilities (Teece, Pisano & Shuen, 1997), in explaining organizational performance differences rather than using individual employees differences (Mollick, 2012). Moreover, previous studies on human capital view employees under aggregate resource (Wright, Dunford & Snell, 2001) and instead of paying attention on the development of human capital through individual firm members, they prefer through organizational processes (Hitt et al., 2001). Despite all this, individual still play a significant role in explaining performance difference among organizations (Mollick, 2012).For instance, a

study by Zucker, Darby and Armstrong (2002) found that individual role have a significant influence on performance of biotechnology. Similarly, Cusumano (2004) established that individual play a significant role in software development. The researcher further stressed that top computer programmer normally produces similar amount of work compare with ten to twenty average programmer in a specific period of time. This is consistent with Stephan(1996) who argued that creativity, knowledge work and innovation are generally expected to be highly variable by individual (Stephan, 1996). For that reason, there are considerable ranges of differences in the role play by individual in the achievement of the overall performance of employees in the organization in a majority of industry and field that involve creative and knowledge work (Simonton, 2003).

A study by King and Zeithaml (2001) argued that the influence of middle managers on performance is determined by organizational structure and culture relatively to individual role differences. In view of this, Mollick (2012) documented that high performing innovators alone cannot produce performance differences rather it is the role of individual managers to incorporate and harmonize the innovative work of others. This is consistent with Jelinek, Ahearne, Mathieu and Schillewaert (2006), findings that individuals who are high on performance orientation are mainly performing well.

Again, top managers are largely regarded as vital in the determination of overall performance of employees in the organization (Wiersema & Bantel, 1992; Hambrick, Cho & Chen, 1996; Bertrand & Schoar, 2003). Their importance is viewed on the bases that personality and cognitive differences amid the most influential top executives in an organization have an impact over policies and outcomes (Hambrick & Mason, 1984) and

this would eventually clarify the differences in the performance of the organizations they lead. On this note, Bertrand and Schoar (2003), acknowledged that top managers are largely regarded as highly vital in the determination of performance. Consequently, Wooldridge and Floyd (1990) found that individual managers offer different contribution to organizational performance than organizational level factors. Again, differences in the role play by individual middle level managers also have an effect on subordinate performance (Bidwell & Burton, 2006), particularly, in a larger organization performance scale, the nature of the organization restricts the activities of the middle managers (Wooldridge & Floyd, 1990). By way of contrast, other researchers have argued that individual factors have little influence on the performance of middle management, in the cases whereby differences among employees in mid-level managerial roles influence overall performance of employees in the organization. There is more expectation that managers charged with the responsibilities of creativity and innovation are more important than project managers that possess more regular managerial roles (Pfeffer, 1977).

## **2.4 Organizational Culture**

### **2.4.1 Defining Organizational Culture**

The term culture originated from a latin word colere or cultura meaning cultivating, growing as well as caring (Yuksel, 2006). There has been numerous views about organizational culture this has resulted to different definitions. For instance, Scott, Mannion, Davies and Marshall (2003), defined organizational culture as a wide range of social phenomena that help to define an organization's character in addition to norms,

customary dress, language, behavior, beliefs, value, assumption, symbols of status with authority, myths, ceremony along with rituals, and form of respect and subversion. Again, Eroglu (2007), defined culture as the overall information, belief, art, ethics, law, custom, habit and the skills brought by individual to the society in which they belong. A study by Schein (2004), also defined organizational culture as a set of shared, taken for granted, inherent assumptions that group of people cleave to that determines the way they view, think and react to their environment. Similarly, Aksoy, Apak, Eren and Korkmaz, (2014), described organizational culture as the value of an institution, created not only by the manners and behaviors of every single person in the organization, but the joint attitudes and behavior of the organization in general. A study by Armstrong (2006), defined organizational culture as the pattern of values, norms, beliefs, attitudes as well as assumptions that may not have been expressed but shaped the ways in which people in an organization conduct themselves and get things done.

#### **2.4.2 Dimension Of Organizational Culture**

A major argument among cultural theorists has been the question of whether should be studied in homogeneous or heterogeneous approach (Alavi, Kayworth&Leidner, 2006). However, studies have shown that no one best way of measuring organizational culture. For instance Cameron and Rohrbaugh (1983), developed the famous competing value framework (CVF) that categorize organizational culture into four types such as clan, adhocracy, market, and hierarchy. Thereafter, Cameron and Quinn (2011), explained these four dimensions of culture as: A clan culture is a family type of culture that works closely together with commitment and loyalty to each other; adhocracy culture is self-

motivated, innovative and entrepreneurial, placing value on creative innovation in addition to allowing employees to take risks; While market culture place emphasis on output in addition to results oriented and competition for customers, contractors, and regulators; Finally they defined hierarchy culture as unwavering controlled by rules, guiding principle, scheduling, in addition to lowering costs. Besides, Schein (1986), had earlier pointed out that there are numerous culture functioning within an organization to include: managerial culture which is occupationally based; group culture created from geographical proximity, in addition to worker culture which is subjected to shared hierarchical experiences.

Furthermore, Yiing and Ahmad (2009), argued that organizational culture can also be categorized into bureaucratic, supportive and innovative. A study by Cole (1997), considered culture as two tiered set: such as explicit and implicit. The researchers view explicit culture as operating at the surface, which manifest itself in the official organizational and communication structure. While the implicit culture function at the beneath which management as well as organizational members view to be of great significant because of its closeness to reality (Cole, 1997). Cole idea is also similar, to three level framework of organizational culture recommended by Schein (2004). Schein dimensions of organizational culture comprises; artifacts, espoused beliefs and values and underlying assumptions. Furthermore, in a most recent study by Ovidiu-Iliuta(2014), put organizational cultural dimension into adaptability, mission consistency and involvement. The researcher therefore argued that notwithstanding the organizational cultural dimensions, an organization should align its core value with its overall performance. That a negative and non transparent culture leads to high rate of agitation (Ovidiu-Iliuta,



2014). This is why it better for an organization to only focus on the type of culture that will create better employees performance and that will help employees who do not achieve their objective before looking for a better match for the employee position (Ovidiu-Iliuta, 2014). Besides, Safford, (1988), also caution researchers to consider contextual factor when studying organizational culture. Base on the aforesaid argument, this study focus on clan culture. This is because of the common pattern of behavior among Omanis where employees see themselves as one family that needs to work closely togetherwith commitment and loyalty to each other.

## **2.5 Relationship Between HPWS And Employees Performance**

Divergent findings about the relationship between HPWS and employees performance have long existed in the literature despite its seemingly perceptive connection. This means that organizations that implement highly selective training, performance management practices and engaging individual who will take full responsibility of their role in the organization are likely to have higher performance (Moideenkutty, Al-Lamki & Murthy, 2011). Researchers had suggested that an organization adoption of HPWS have an economically and statistically significant impact on employee productivity (Ichinowski, Shaw & Prennushi, 1997; Guthrie, 2001). The dominant unitarist approach, also argues that HPWS have significant impact on employees performance (Boselie, Brewster & Paauwe, 2009; Danford, Richardson, Stewart, Tailby & Upchurch, 2008). Accordingly, Chaudhuri (2009) asserted that HPWS have been promoted as innovating HRM practices that will have significant impact on employees performance. An organization that extensively adopt HPWS will elicit desired employee

attitudes as well as behaviours through training, employee involvement and creating long-term psychological links with the organization (Farias and Varma 1998; Takeuchi, Takeuchi & Toshima, 2007). On this reasoning, Appelbaum et al. (2000) asserted that HPWS have positive impact on employees outcome by improving their well-being, and unavoidably yield lower grievance rates. Wright and Nishii (2012) also argued that only perceived HR practices will influence employee attitudes and behaviours. Similarly, it is only the perceived HPWS that will shape employee attitudes and the behaviours that will make them to put in their best (Guest 1999). Using a sample of 700 employees in China Zhang, Di Fan and Zhu (2014) found that HPWS which satisfies employees will elicit high affective commitment and greater discretionary efforts that lead to high performance.

Furthermore, Ordiz-fuertes and Fernandez-sanchez (2003) found a significant relationship between management style, organizational dynamism and high involvement work. Similarly, Macky and Boxall (2007) established a significant impact between employee work practices, organizational outcome and high performance work system. In the light of the above, Guthrie (2001) and Huselid (1995) submitted that HPWS favorably influence productivity and turnover. Moideenkutty, et al., (2011) thus argued that organizations that put into practice highly selective staffing, extensive training, and performance management system have the possibility to have higher performance.

Conversly, Godard and Delaney(2000) findings showed that HPWS have no effect on productivity. Similarly, in a longitudinal study by Cappelli and Neumark (2001), found that HPWS have weak effect on productivity and have no relationship with labour efficiency in a manufacturing establishment. Using data from 260 US firms Freeman,

Kleiner and Ostroff (2000), established that HPWS have little effect on the achievement of greater outcome. Similarly, in an analysis of telephone interview data matched with published performance data from 366 British corporations, Guest, Michie, Conway and Sheehan (2003), found no relationship between the index of human resource management practice and objective performance but found a positive relationship with subjective performance outcomes. Since then researchers have established that the effect on three practices such as information sharing, performance appraisal and teams work shown not more than zero relationship (Combs, Liu, Hall & Ketchen, 2006).

Inconsistencies of researches in this field has been subjected to academic debate and criticism in contemporary research (Guest 2011; Guthrie 2001 ; Becker & Gerhart, 1996; Dyer & Reeves, 1995; Guest & Conway, 1997; Wright & Gardner, 2003). Base on this, Gordard (2004), caution researchers to have limited confidence on the effect on high performance work practices in achieving performance outcome. That contradictory findings from HPWS could result from extensive measures and numerous contributions taken into account by different researchers. The inconsistencies in the result necessitate the need for further study.

## **2.6 The Relationship between Organizational Culture and Employee Performance**

The link between organizational culture and performance has received great deal of attention among researchers in the field of organizational culture (Ogbonna and Harris, 2000; Henri, 2006). Stoica, Jianwen and Welsch (2004) asserted that the relationship between culture and performance is influenced by the way organizations search for and use information. That organizational culture create competitive advantage by defining

the boundaries of the organization in terms of individual interactions and information processing capabilities (Krefting & Frost, 1985). Similarly, studies suggest that a strong culture has a positive influence on employees performance. For instance, Ogbonna (1993) argues that widely shared and strongly held values enable management to predict employee performance and reaction to certain strategic options thereby minimizing the scope for undesired consequences. Additionally, Ogbonna and Harris (2000) revealed that competitive and innovative culture traits are directly linked to employees performance, while community and bureaucratic culture traits are not directly related to employees performance. Other researchers had also recognized that there is a relationship between organizational culture and employee job performance (Sheridan, 1992), decision making (Gamble & Gibson, 1999) and productivity (Kopelman, Brief & Guzzo, 1990). Therefore, understanding the relationship between organizational culture and employees job performance is an important research subject because findings of different studies have proved that an individual's work performance is crucial for the success of an organization (Shahzad, Iqbal & Gulzar, 2013 ).

Furthermore, Deal and Kennedy (1982) found that strong culture in the organization is very helpful to enhance employees performance , which also facilitate the goal achievement and increases the overall performance of the organization. Accordingly, Stewart (2010), asserted that the norms and values of the organizational culture highly affect employees who are directly or indirectly involved with the organization. Researchers argued that norms are invisible but have a great impact on employees performance and profitability (Shahzad, et al., 2013 ). Additionally, Kotter and Heskett (1992) emphasize that in current business, organizations which pay less attention on the

area of managerial components, stakeholders, employees, customers and leadership do not have strong cultural characteristics. Shahzad, et al., (2013) in a software houses conducted in Pakistan found that there is a positive relationship between organizational culture and employees job performance. The researchers further stressed that a strong culture within an organization increases employees' commitment toward achieving the organizational goals within a common path (Shahzad, et al., 2013). That in a strong culture, employees are on the common path toward achieving organizational goals, which also provides an opportunity for the employees to grow in the organization (Deal & Kennedy, 1982). Consequently, they recommended that it is very useful to increase the performance of the employees by embracing a strong organizational culture (Shahzad, et al., 2013).

Moreover, in a study, O'Reilly and Chatman (1996) emphasized that organizational culture guides and shapes behaviours and attitudes of all employees, highlighted that organizational culture have an effect on employees performance. In view of that, Ju (1993) reported that Chinese employees who have been under Western cultural influence are more aggressive and ambitious than those who have not, that cultural exposure experiences will determine employee's cultural and work values. A study by Taormina, (2009) also showed that every employee has a variety of personal needs and that any given organizational culture might or might not match some particular need. Emphasizing that people are happier in organizations where their needs are being satisfied than in organizations where they are not (Taormina, (2009), For that reason, the researcher believed there is a relationship between organizational culture employees performance (Taormina, 2009). Similarly, a study by Abu-Jarad, Yusofand Nikbin (2010),

established that organizational culture have significant influence on employees performance, affect the behavior, learning and development of employees (Bollinger & Smith, 2001), creativity and innovation (Martins & Terblache, 2003) in addition to knowledge management (Tseng, 2010).

Furthermore, a study by Oparanma (2010) asserted that organizational culture encourages numerous activities that will result to organization success. Besides, using a sample of Turkish telecommunication company Yildirim and Birinci (2013), observed that organizational culture has a significant effect on long term effectiveness and organizational performance. They stressed further that culture has its origin from leadership style and competencies implemented by an organization. That the effect of organizational culture is vital in major changes. As a result, organization that have culture with the characteristics of transformational culture jointly with transformational leadership competencies can become advantageous during key organizational changes such as in mergers and acquisition (Yıldırım, & Birinci, 2013). Furthermore, Wei, Liu, and Herndon, (2011), argued that organizational culture facilitate the implementation of effective management practices such as strategic human resource management, and strengthens the effect of SHRM on new product innovation. Therefore in order to improve effectiveness, organizations must improve on their managerial aspect such as developing a suitable organizational culture and enhance efficiency by further flattening the organizational structure (Wei, Liu & Herndon, 2011). Moreover, Kutanis & Mesci, 2010; Garibaldi et al.(2009), found that organizational culture positively influence employee job satisfaction. Accordingly, Kilic (2006), recommended that organization should put in place a solid organizational culture, that will permit the organization to

continue or sustain the knowledge in addition to the experience they have acquired in the past and present and using this knowledge in line with the goal of the organization, so that the organization will be able to compete, increase efficiency to enter in to the new market.

Conversely, other researchers have found a negative relationship between organizational culture and performance. For instance, a study by Yesil and Kaya (2013), reveal that organizational culture have no relationship with firm financial performance in terms of sales, growth and return on assets. The researchers further stressed that even though they failed to find a relationship between organizational culture and performance, it cannot be concluded that organizational culture do not affect performance outcome (Yesil& Kaya 2013). As a result, they recommended that further study should explore either direct or indirect culture performance relationships in different context such as the Omanis Ministry of Education.

## **2.7 The Possible Underpinning Theory**

This study predicted that resource base view (RBV) and contingency theory will be use for the purpose of this study.

### **2.7.1 Resource Base View Theory**

The resource base view of a firm provide the understanding underlying performance among organization: the possession of inimitable organizational practices leads some organizations to outperform others as a result represents the major source of sustainable competitive advantage (Alegre, Sengupta & Lapiedra, 2011). Hence, the HPWS of an organization will serve as a competitive advantage for the organization as functions of

complex inimitable resources well-established within the organization (Alegre et al., 2011; Barney, 1991). The RBV has become a leading theory upon which arguments in academics literatures have been grounded (Newbert, 2007).

The RBV predicted that the performance of an organization that are able to share valuable and rare resources will be superior to that of others organization (Wade & Gravill, 2003). According to Peng and York (2001), the RBV help to determining performance at organizational level and its extensively regarded as a major advantage for an organization, and provide a platform that link HPWS and organizational culture with employees performance. HPWS and unique culture of the organization will serve as rare resources if organization are able to employ it in a unique way (Peng & York, 2001). Chandler and Hanks (1994), had previously argued that employees performance is a function not only of the accessibility of resources, but also of the uniqueness of managerial competence. This is consistent with strategic human resource management researchers that argued that human resource practices of an organization are not, in and of themselves, the source of competitive advantage, rather, it is the people who are recruited, developed through these practices that represent the actual resource and facilitate a sustainable advantage over competitors (Wright, McMahan & McWilliams, 1994). Drawing on this, it has generally been theorized that high performance work system stimulate high performance by increasing the degree of human and social capital within the firm (Lepak, Taylor, Tekleab, Marrone & Cohen, 2007) and at the same time motivate employee behaviors that creatively use organizational resource in a way that is in line with organizational strategy (Appelbaum et al., 2000).



### **2.7.2 Contingency Theory**

The contingency theory also plays a significant role in the field of human resource. As a result, it is considered in this study as a supporting theory. Contingency theory argues that no one approach is better than the other, that the approach an organization applies in managing its employees should be in line with the existing environment because achieving organizational success is significant to the nation. Therefore, the HPWS, selectively involve in this study may not be implicated in other studies. That is why the contingency theory has recommended that numerous human resource practices dependent upon various strategic situations which will lead to better performance (Gomez, Mejia & Balkin, 1992). Thus, within the framework of this study, it is recommended that situation should decide the type or style to be adopted in helping organization to achieve their performance. Therefore, contingency theory constantly looks for the best approach in achieving employees performance. Hence, effective human resource management practices such as HPWS and the unique culture of the organization have to be in line with other aspect of the organization (ideenkutty, Al-Lamki, & Murthy, 2011).

## **2.8 Conclusion**

This chapter presented literature relevant to the study. The chapter extensively explained the concept of HPWS and its relationship on employee performance. The chapter also explained HPWS systems dimensions such as selective training and development, individual role and performance management system on employees performance. Again, it described the relationships among the studied variables. The chapter has also extensively discusses the concept of organizational culture and its relationship with employees performance. Finally, the researcher has also reviewed the previous studies conducted on employees performance. All these variables were defined and reviewed in a general multiple contexts in order to provide a better explanation on the framework of this study. Again, the review discovered that divergent opinions exist on the relationship between these elements and employees performance. This study is also underpinned by resource base view and contingency theory. The review made on these theories resulted in an important conclusion that no single theory can offer an adequate explanation of the factors that influence employees performance. The research method employed to carry out this study will be discussed in the following chapter.

## **CHAPTER 3**

### **RESEARCH METHOD**

#### **3.1. Introduction**

This study is intended to examine the influence of high performance work system, organizational culture on employees performance in the Ministry of Education in Oman. In order to achieve this objective, key element such as research framework, research design and method that have been used in this research will be discuss. This chapter also consist of operational definition of variables, measurement of variable, population and sample, the technique used in collecting the sampling, layout of the questionnaire, pilot test, research hypothesis, research instrument, procedure for data collection. Finally, the chapter also discusses the method use in analyzing the data, and the summary of the study.

#### **3.2 Research Framework**

The research framework presented below comprises of three key variables. They include high performance work system (HPWS), organizational culture and employees performance. HPWS which is the major element that the present study is aimed to examine in public organization has three dimensions. These variables will be investigated in an effort to established their impact on public organizations. The study adopted a research framework recommended by Messersmith, and Guthrie (2010), which investigate HPWS among a sample of young high technology firms in United States.

This study expands their framework by including the role of individual to the framework. In the same way by examine this framework different context and sector such as Omanis Ministry of Education. This framework is presented in table 3.1 below

**INDEPENDENT VARIABLE**

**DEPENDENT VARIABLE**

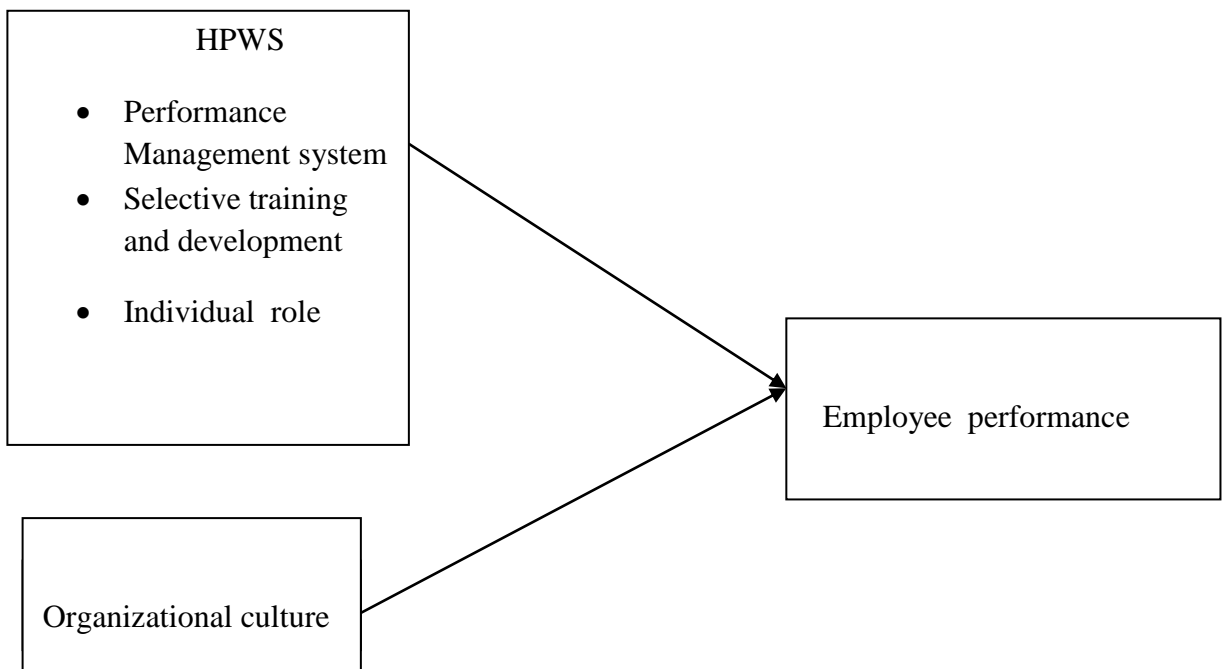


Figure 3.1: Research framework

### **3.3 Research Hypothesis**

This study is aimed at examining the relationship between HPWS, organizational culture and the performance of employees in Omanis Ministry of Education. Therefore, the followings are the research proposed hypotheses to be tested in this study.

**H1:** High performance work system has a positive relationship with employees performance.

**H1a:** Performance management system has a positive relationship with employees performance.

**H1b:** Selective training and development has a positive relationship with employees performance.

**H1c:** Individual role has a positive relationship with the overall performance of employees in the ministry of education in Oman.

**H2:** Organizational culture has a positive role with employees performance.

### **3.4 Research Design**

Research design offers researchers the direction in conducting a research, by providing important information on the research question (Hair, Money, Samouel, & Page, 2007).

A study by Neil (2009), defined research design as the procedure and structures of an examination chosen by researcher in an effort to achieve the standard required in carrying out data collection and analysis. The researcher classifies research approach into two, such as: quantitative and qualitative research (Neil, 2009). In this study, the researcher adopted a quantitative approach in an effort to test the relationship between the research variables (Kreuger &vNeuman, 2006).

As in this study, the major aim is to examine the relationship between high performance work system, organizational culture and the performance of employees in the Omanis Ministry of Education. Similarly, quantitative approach also permit researcher to analyzed large sample that can easily be generalize to the whole population. Therefore, this study uses individual as its unit of analysis (employees in the Omanis Ministry of Education) and primary data was collected via the distribution of questionnaire. Again, this study is cross sectional design because data was collected once, inexpensive as well as allowing the for the collection of data in a reasonably short period of time.

### **3.5 Population and Sampling Design**

#### **3.5.1 Population**

Population refers to group of people that share common characteristic (Zikmund, 2003). Based on the available statistic provided by the Directorate General of Human Resource Development in the Omanis Ministry of Education, there are 76399 employees in the Omanis Ministry of Education (Ministry of Education 2013). Because it is not practically realistic to conduct a survey on all the employees in the Ministry of Education (Zikmund 2003). Two hundred and eighty two (282) employees in the Directorate General of Human Resource Development form the population for this study. This is because employees in this directorate evaluate development and provide training for all other directorates, yet employees within the HR directorate lack performance management system. This has also weakened the performance of employees within this ministry as majority of the employees have no feedback about their performance. The list was obtained from the Directorate General of Human Resource Development which serve as

best source regarding employment information. The list combines all the employees in the Ministry of Education including the teachers.

### **3.5.2 Sample Size**

A sample is the subset of a population (Zikmund, 2003). Because it is not completely reasonable to obtain all the data from this population, for this reason it is very important to decide the sample size (Zikmund 2003). Determining sample size Roscoe (1975), recommended a sample between 30 and less than 500. In the same vein Krejcie and Morgan (1970), a sample size of 162 to be a good sample. Therefore, to avoid problem of response bias and to increase the response rate for this study, the researcher decide to use a sample of 200 as a sample size for this study.

### **3.5.3 Sampling Techniques**

In this study, a simple random sampling techniques was utilize to select 200 employees from the Directorate General of Human Resource Development. This is because it provide researchers the freedom to include all element in the population (Zidmud, 2003). The list and the names of the employees were obtained from the secretary of the head of the director's office. This list contain the number of employees in each department and their job tittle. Thereafter, the researcher put all the names into a basket and continuously starrng the basket in the process selecting every element out of the large population until the researcher achieve the required number of sample size that was suitable for this study.

### **3.6 Instrument Of Study**

#### **3.6.1 Employees Performance**

In this study, employees performance is the outcome variable that HPWS practices and organizational culture will influence. Hence organizational performance is operationalize as the action or behaviors that are significant to organizational goal and that can be measured in terms of every individual level of contribution (Mohrman et al., 1989). In this study employees performance was measured by eight items developed by (Jelinek et al., 2006). Previously, studies have reported that these items has satisfactory internal consistencies with a cronbach alphas of 0.7 and above (Goldston, 2007; Mansor et al. 2012). These items are shown in Table 3.1 below.



**Table 3.1*****Employees Performance***

<b>Variable</b>	<b>Operational definition</b>	<b>Items</b>	<b>Author</b>
<b>Employees performance</b>	Employees performance is the action or behaviors that are significant to organizational goal and that can be measured in terms of every individual level of contribution .	<p>My organization encourages employees to monitor their performance.</p> <p>2. Everyone in my organization is concerned about meeting performance target.</p> <p>3. There is a strong drive towards performing well.</p> <p>4. Employees understand how their work contributes to organizational performance.</p> <p>5. I would accept any type of task assigned to me in this organization in order to keep my job in this organization.</p> <p>6. I feel very good when i know i have outperform others in my organization.</p> <p>7. It is important to me that my supervisor thinks positively about my performance.</p> <p>8. Majority of the employees are highly involve in their work.</p>	Jelinek, Ahearne, Mathieu, & Schillewaert, 2006

### **3.6.2 High Performance Work System**

A high performance work system is operationalize in this study as a set of distinct but interrelated HR practices that, taken together, select, develop, retain, and motivate a workforce (Becker & Huselid, 1998; Guthrie, 2001; Huselid, 1995). High performance work system was measure with three dimensions, all items in these dimension were adopted from previous studies and were found to have a high validity and reliability

#### **3.6.2.1 Performance Management System**

Performance management is operationalize in this study a process of delivering strengthened success to organizations by improving capabilities of individual and team (Mansor et al., 2012). In this study performance management was measure with six items adopted from a study by Mansor et al, (2012). Table 3.2 below demonstrates the items on performance management system.

**Table 3.2****Performance Management System**

<b>Variable</b>	<b>Dimension</b>	<b>Operational definition</b>	<b>Items</b>	<b>Author</b>
<b>HPWS</b>	Performance management system	A process of delivering strengthened success to organizations by improving capabilities of individual and team.	1. In my organization employee are carried along during the development of performance management system. 2. Employees are informed about new development in performance management system. 3. My organization provides sufficient knowledge on performance management system. 4. There is strong support from top managers about involving in performance management system. 5. Managers constantly monitor activities performed by staff through performance management system. 6. The system is perfect to evaluate the job that has been done.	Mansor, Chakraborty, Yin, & Mahitapoglu (2012).

### 3.6.1.2 Selective Training And Development

Selective training and development refers to systematic development and acquisition of skills, attitudes, and knowledge required by workers to effectively perform a task or increase performance in the work environment (Goldstein, 1993). In this study, ten items were used to measure selective training and development and they were adopted and modified from a study by Ahmad and Schroeder (2003); Jensen, Patel & Messersmith, (2013); Vlachos (2011). Table 3.3 below indicates the items measuring selective training and development.

**Table 3.3**  
**Selective training and development**

Variable	Dimension	Operational definition	Items	Authors
<b>HPWS</b>	Selective training and development	Systematic development and acquisition of skills, attitudes, and knowledge required by workers to effectively perform a task or increase performance in the work environment.	1. My organization offer training in one important skill. 2. My organization train employees to gain multi ability. 3. Training is a motive for employees to achieve more. 4. My organization thoroughly train and develop its employees. 5. Our management believes that constant training and upgrading of employees skills is important. 6. In my organization employees are cross trained so that they can fill in for others. 7. In my organization employees are motivated by giving them in-depth training rather than developing them on a wider skill base. 8. The longer an employee stays with	Vlachos, (2011). Ahmad, & Schroeder, (2003). Jensen, Patel & Messersmith (2013).

the organization the higher the task he/she learns to perform.

9. I am provided with sufficient opportunities for training and development.

10. I receive the training i need to do my job.

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### **3.6.2.3 Individual Role**

Individuals play a significant role in the functioning of the organization. The members of an organization must be persuaded, compel or obligated to participate in the organizational operation. There is a close attraction between employee motive on one hand and their identification with the organization on the other hand. The level of their identification with the organization is subject to the nature and passion of their reason for participation in the organization. The individual's identification with the organization is stronger if a number of individual needs are satisfied in it. In this study the role of individual is measured with seven items adopted from (Goldston, 2007). This is indicated in table 3.4 below.

**Table 3.4***Individual role*

<b>Variable</b>	<b>Dimension</b>	<b>Operational definition</b>	<b>items</b>	<b>Author</b>
<b>HPWS</b>	Individual role	The contribution of made by individuals toward the fulfillment of organization goals.	<p>1. Every individual believes that he or she can have a positive impact on the organization.</p> <p>2. Jobs are designed around individual skills and ability.</p> <p>3. My organization ensure that the role perform by one person are not duplicated by others.</p> <p>4. Every individual look for opportunity to improve the organization.</p> <p>5. Individual take initiative to improve on their day to day task.</p> <p>6. Every individual knows what is required of them in order to achieve long term goal.</p> <p>7. Work is organized in a way that every individual can see the relationship between his or her job and the goal of the organization.</p>	Goldston, (2007).

### 3.6.3 Organizational Culture

Organizational culture is operationalize in this study as A common view of workplace practices within an organizational unit that differentiate it from other organization (Van den Berg & Wilderom, 2004). As shown in Table 3.4 below organizational culture was measured by ten (10) items developed by (Van den Berg & Wilderom, 2004). These items have been used by other researchers and they show to be valid and reliable for measuring organizational culture (Aksoy, Apak, Eren, & Korkmaz, 2014; Wilderom, van den Berg, & Wiersma, 2012). All items in this study are subject to seven point likert scale from strongly disagree to strongly agree. Table 3.5 below shown items on organizational culture.

**Table 3.5**

***Organizational culture***

<b>Variable</b>	<b>Operational definition</b>	<b>items</b>	<b>Authors</b>
<b>Organizational culture</b>	A common view of workplace practices within an organizational unit that differentiate it from other organization.	1. Individuals working in different departments have common view. 2. We have ethical values which help us to differentiate right from wrong and guiding our behavior. 3. We have a value system that determine the manner of business, that have clear and consistent value. 4. My organization gives freedom to employees to deviate from the rules. 5. Our employees have the chances of introducing their ideas before management makes decisions. 6. There is an ethical code that	Van den Berg & Wilderom (2004).

guides our behavior and tells us right from wrong.

7. My organization have a very strong culture.

8. In my organization it is easy to reach an agreement, even on difficult issues.

9. In my organization there is a clear agreement about the right way and the wrong way to do things.

10. People from different parts of this organization share a common view.

---

### **3.7 Layout of the Questionnaire**

The questionnaires in this study was first developed in English, but latter translated to Arabic because all the employees in the Omanis Ministry Of Education medium of communication is Arabic, hence translating the questionnaire to Arabic will give the respondents more understanding in answering the questionnaire. The translation was done by one of the directors in charge of training.

The questionnaire cover 6 pages close ended question to obtain information about HPWS dimensions such as performance management, individual role, and selective training and development. The questionnaire was divided into four sections. Section A shows HPWS dimensions.



Section B also measurement of organizational culture which is also independent variable. Section C demonstrates the measurement of employees performance which is the dependent variable of this study. The respondents specify how much they agree or disagree with the items on employees performance. Finally, section D is the demographic characteristic of the respondent this is measure for the purpose of descriptive analysis. The demographic data appear in the final section to prevent the respondent from giving bias responds. The information in the demographic section is essential so as to demonstrate that the sample is a representative which in turn create the chances for generalizations to be made from a wider population of the employees in the Omanis Ministry Of Education. All items in the questionnaire cover seven points Likert scale from 1 strongly disagree to 7 strongly agree with respondents indicating their level of responds. This is consistent with Garland (1991), that rating scale rating help in guiding respondents to freely express their opinion about a survey. For details of the questionnaire used for the purpose of this study see Appendix A.

### **3.8 Pilot Test**

It is very important for a researcher to conduct a pilot study so as to know the internal reliability (Litwin 1995), in order to provide a solid foundation for the main study. Consistent with this claim, the cronbach coefficient alpha was conducted in order to measure the internal consistency reliability of the items used in this study. 20 questionnaire were first set out for pilot test among employees in the Omanis Ministry of Education, and all the respondents that partake in the pilot test were all enthusiastic about the items in the questionnaire, they confirmed that all the items involve in the pilot study are directly the issues facing them in the organization. This further confirms the

significant of conducting this study at this moment. As it has been argued by Sekaran (2003), that the purpose for conducting a pilot studies to correct or remove any shortfall in the instrument before collecting data for the main study. Hence, in the process of conducting a pilot test for this study some items were found to have low reliability and all the necessary medication was perfected after the pilot study before proceeding with the main study. Specifically, item number 3, 4 and 9 were remove from selective training and development which ask respondents (no.3 training is a motive for employees to achieve more, no. 4 my organization thoroughly train and develop its employees, no. 9 I am provided with sufficient opportunities for training and development). Similarly items number 2 and 8 on employee performance which ask respondents (no. 2. Everyone in my organization is concerned about meeting performance target, no. 8. Majority of the employees are highly involve in their work) were also removed. After removing these items the reliability result was satisfactory. The result of the internal consistency reliabilities (Cronbach's Alpha) of the pilot study is summarize in Table 3.6 below, all the variable and dimensions have satisfactory reliability values ranging from 0.7 to 0.832 after deleting of the items that seems to be unfit for the context of this study.

**Table 3.6***The Cronbach's Alpha for pilot study (n = 20)*

Variable	No. of items	Cronbach's Alpha
Performance management	6	0.773
Selective training and development	10	0.704
Individual role	7	0.832
Organizational culture	10	0.764
Employee performance	8	0.753

### 3.9 Data Collection Procedure

Data collection is a fundamental procedure in every research. The Procedures provide guideline for gathering, processing, analysis and reporting information about the functioning of operation in the Omanis Ministry of Education. Generally, two techniques involves in collecting data i.e primary and secondary data collection (Skaran & Bougie, 2009). In Primary data are collected directly from the field.

It is imperative to state that for research purpose, questionnaires can be dispersed through numerous approach i.e telephone, postal through research assistant in addition to personal administered though the choice lies on the researcher, cost, time restriction to mention just few (Frazer & Lawley, 2001). Prior distribution and to gain the cooperation and confidence of the employees in the Omanis Ministry of Education to partake in filling the survey, a letter of approval was obtained from Othman Yeob Abdullah graduate school of business (OYA). And the letter was attached to the survey

cover. The respondents were giving the assurance that information provided remain confidential, even though their names were negated in questionnaire.

In other to reduce the issue of biasness, the researcher stay away from the respondents, by distributing the questionnaire through enumerator or the secretary in the Directorate General Of Human Resource Development. The researcher try to be away because the researcher is also an employee of the ministry, therefore distributing the questionnaire directly to the same employees who happen to be colleagues in the ministry can increase biasness. The researcher is not the first that have use her own organization, other studies have also conducted their study by using their own organization. Subsequently, daily follow-up was made by the enumerator to the respondents to keep them informed about the progress of the survey. The data collection process was conducted one week after the pilot survey had been analyzed. The data collection for the main study was done from July ending to September 2<sup>nd</sup>. Afterwards the researcher embarked on her journey to Malaysia for the analysis and discussion of results.

### **3.10 Technique of Data Analysis**

The normality and outliers was first conducted prior reliability analysis. The data was analyzed using SPSS (Statistical Package for the Social Science) software version 20.0. Five techniques were employed in the process of analyzing the data for the main study using SPSS. They comprise:

1. Cleaning and screening of data
2. Descriptive statistics
3. Factor and Reliability analysis
4. Pearson Correlation analysis
5. Multiple regression analysis

### **3.10.1 Cleaning And Screening Of Data**

Data screening was executed prior statistical analyses. This is consistent with Mayers, Gamst, and Guarino (2006), that before processing data, it is imperative to assess the detection of outliers. This was conducted via the assessment of basic descriptive statistics and frequency distributions. The values that were observe to be out of range or inappropriately coded were identified. A frequency test was run for every variable and dimensions in order to notify if there are missing data.

### **3.10.2 Descriptive Statistics**

Before conducting the statistical analysis for the main study, it necessary to give the assurance that any assumption make for a test are not contravene. Testing for assumptions typically entails getting descriptive statistics on the variables or dimension.

Descriptive statistics comprises the

Measure of central tendency and measures of dispersion such as the mean, standard deviation, range of scores, etc (Pallant, 2007).

Descriptive statistics provide the basis for which researchers can summarize the sample and the observations they have made in the course of analyzing their data which may possibly be in the form of simple graph or quantitative. Descriptive statistics serve as the basic descriptive measures that make effort in summing up data by providing little numerical measures of where the centre of the data set is and how the rest of the values fall away from that centre. On this note, descriptive statistics is employed in this study to help in explaining the important features of the data in this in an effort to summarize the measures and sample.

### **3.10.3 Factor And Reliability Analysis**

Among the important task of factor analysis is to help in removing the difficulty in data and characterize numerous relationship in a more simpler way by helping to expand or reduce data. Hence, in this study, factor analysis was conducted in order to ascertain the interrelationships between variable or dimensions and to incorporate sum up data in a better number of correlated variables into a lesser number of factors that are not correlated with each other.

### **3.10.4 Pearson Correlation Analysis**

Correlation measures the extent to which two quantitative variables, A and B, are in common agreement, i.e the relationship between two or more classes of variables (Pallant, 2007). When a higher value of A is correlated with a high value of B, a positive relationship has taking place. Similarly, when a high value of A is linked with low value of B, a negative correlation has taking place. Correlation coefficient is shown by symbol  $r$  with array of - 1 to +1 indicating positive and negative relationship. When the entire

distribution fall directly on a line with an upward incline  $r=+1$ ; When the entire point fall directly on a downward incline  $r=-1$ . Similarly, to interpret positive, negative or no relationship the recommendation provided by Cohen (1988), will be adhere to. Whereby the researcher argued that when  $r$  is between 0.1 to  $\pm 0.29$  it shows that the correlation is small, while between  $\pm 0.30$  to  $\pm 0.49$ , means the relationship is moderate and between  $\pm 0.50$  and above demonstrated that the strength of the relationship is large. This analysis was carried out in order to establish that a relationship exist between the variable and the dimensions under investigation. The result of the analysis also helps to know the extent of multicollinearity prior employing the regression analysis

### **3.10.5 Multiple Regression Analysis**

Regression helps to smoothing the progress of the correlation between variables. It helps to analyze the relationship between numerous independent variables or dimensions with a single dependent variable. In this study multiple regressions was carried out to ascertain the link between the independent and dependent variable.

### **3.11 Conclusion**

All the information provided in this chapter is about the methods used for this study. The chapter explain the research framework, hypothesis development, it also describe the population, how the sample was generated, operationalization of the variable and dimension, pilot testing, layout of the questionnaire and the methods for the collection of data. The chapter also explains various analysis such as correlation and regression analysis in order to test the research hypothesis. The result of this study is presented in the next chapter.



## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter is aimed at providing the result of the data obtained from the field consisting of the opinion of employees from the Ministry Of Education in Oman. This chapter discusses the response rate, description of the demographic characteristics of the respondents, data screening and cleaning, treatment of outliers, analysis of the research through factor analysis, correlation and regression analysis results.

#### 4.2 Response Rate

In this study data was collected from employees in the rank of managers, directors and other employees in the Human Resource Management Development of the Ministry Of Education in Oman. In an effort to increase the response rate, telephone calls and send message short (SMS) were put across to those employees who the enumerator or the secretary could not be able to collected their response (Sekaran, 2003) prior departing Oman to Universiti Utara Malaysia for academic resumption. Due to this attempt 162 questionnaire were retrieved out of 200 survey distributed. This makes a response rate of 81 percent (%). Giving the recommendation by Sekaran (2003); Hair, Black Babin & Anderson (2010) a response rate of 30% and above is satisfactory for a survey. Table 4.1 below indicate the total number of survey distributed, collected from the employees and the number of questionnaire that had been completely filled by the respondents.

Table 4.1  
Response Rate

	<b>Number</b>	<b>%</b>
<b>Distribute</b>	200	100%
<b>Responded</b>	162	81%
<b>Completed</b>	156	78%

From the above table, this study recorded a response rate of 81%. Therefore, a response rate of 81 percent (%) recorded in this study is believed to be a great achievement. Again out of the 162 questionnaire that were returned 6 questionnaires i.e. (3%) were unusable because they were not completely filled consequently they were deleted (Bell & Bryman, 2007).

#### **4.3 Descriptive Analysis**

Literature has argued that descriptive analysis is conducted following data screening and cleaning. Accordingly, pallant (2007) avowed that descriptive analysis helps to explain the characteristics of the respondents who have involved in a study. It explains the characteristics of the sample in addition to addressing some specific research issues. They comprises: gender, age, designation, higher educational qualification, working experience. The information is presented in Table 4.2.

Table 4.2 Description of sample n=162

Description of sample	Number	Percentage %
<b>Sex</b>		
Female	97	59.9
Male	65	40.1
Total	162	100
<b>Age</b>		
18-20	1	0.6
21-30	12	7.4
31-40	75	46.3
41-50	63	38.9
51-61	11	6.8
Total	162	100
<b>Designation</b>		
Director	2	1.2
Deputy Director	6	3.9
Head Section	16	9.9
Others	138	85.2
Total	162	100
<b>Educational Qualification</b>		
Doctorate degree	17	10.5
Master Degree	73	45.1
Bachelor	57	35.2
Diploma	15	9.3
Total	162	100
<b>Work Experience</b>		

Less than One year	3	1.9
1-5 years	7	4.3
6-10	17	10.5
11 Above	135	83.3
Total	162	100
<b>Department</b>		
Director Office	27	16.7
School performance development	31	19.1
Educational Supervision	23	14.2
Main training Center	43	26.5
Training and Upgrading	22	13.6
Evaluation of training impacts	16	9.9
Total	162	100

The above table is the demographic profile of respondents that participated in this survey from Directorate Of Human Resource Development in the Ministry Of Education in Oman. With deep respect to the sex of the respondent it is evident from the above (Table 4.2) that majority of the respondents in the ministry are female (59.9%), while the remaining 40.1% respondents represent the male group of the total response. These results support the notion that female employees constitute majority in nearly everyone public institutions. The response represent employees that were categorize into five different age grade 18-20 (0.6%), 21-30 (7.4%), 31-40 (46.3%), 41-50 (38.9%) and 51-61 (6.8%). There is likely going to be a great vacuum in the organization considering the high number of employees in this ministry that seems to be at the retirement level, if provision is not made for replacement. As for the designation of those that participate in the survey from this ministry. A total number of 2 (1.2%), 6(3.9) directors and deputy

directors respectively personally participated in the survey. It is very rare for directors in this ministry to be fully involved in a survey as the researcher had witness in the past survey because of their busy nature. Their desire to be involved in the survey further shows the importance of this study to the ministry. Only 9.9% on the position of the head section constitute the respondents for this study. Furthermore, 85.2% of the employees in this study are within the rank of other positions as at the time of collecting data for the study, this inform the researchers that the sample is a true representative.

The table above also shows that majority of respondents in the Ministry Of Education holds master degree and above (doctorate degree 10.5%, master degree 45.1%). The reason could be heathen by the current need by people to upgrade their knowledge irrespective of the position held in the organization. Also in this study, bachelor degree form 35.2% this may be influenced by the assumption that bachelor degree is gradually turning to be the minimum qualification for any organization whether public or private. While only 9.3% of employees that participated in this survey had diploma as at the period of this study.

In terms of employees work experience in the Ministry Of Education in Oman that partake in this study. The researcher found that 83.3% have eleven years experience of working in the ministry. The above result justify that most employees that participated in the survey tend to be experienced in the ministry hence, they are believed to have satisfactory knowledge about human resource practices in the organization. This followed by employees with six to ten years (10.5%). While employees between 1-5 years experience constitute 4.3 of this study. Only 1.9% of the employees that have less than one year were engage in this study.

Concerning the department that employees that participate in this survey, Main Training Center have the majority forming a total of 26.5%. While 19.1% are from School Performance Development. Another 16.7% were representative from the director's office. While 14.2%, 13.6%, 9.9% are representative from Educational Supervision Department, Training and Upgrading Department and Evaluation Training Impacts Department respectively. The above statistics justify that most all the department in the ministry were fully represented.

#### **4.4 Data Screening And Cleaning**

Following data entering in the SPSS version 20.0, the researcher subsequently conduct screening and cleaning, which involve checking if there is error in the process of collecting data in this study. This is consistent with literature that it is very necessary for a researcher to verify and re-check if there is any error in the data collected (Pallant, 2007). The researcher made this recommendation because mistake may occur in the process of keying the data into the system and this may perhaps alter the data while analyzing the data. Screening the data would help the researcher to become aware of some of the data that are out of range consequently, making necessary correction prior to conducting the actual analysis because out of range data may affect the results of some analysis such as correlation (Pallant, 2007). However, checking the result of the output of the beginning stage of the analysis a total of two out of range data were recorded. This thus paves way for the researcher to advance to the next stage in the data analysis.

#### **4.4.1 Treatment Of Outliers**

Literature has suggested that outliers are sensitive to multiple regressions whether low or high scores (Pallant, 2007). This therefore necessitate the need for this study to check if there is any outliers in an effort avoid the difficulty it may possibly create in the course of running the regression analysis. Among the means to conduct this is through histogram chart in addition to standard residual plot. The present study identified outliers via histogram and Mahalanobis. A total of two cases were deleted from the main data out of 162 questionnaire received. Afterwards, the histogram and boxplot were plotted again to see if there is any cases of outliers. Accordingly, checking the histogram and boxplot it reveals that there was no outlaw. See Appendix 1.

#### **4.4.2 Normality Test**

The fundamental nature of normality is to check if data score is normally distributed. It forms one of the fundamental assumptions in the process of running regression analysis in a study of this nature (pallant, 2007). Hence, is a part of the data screening prior to analyses such as correlation, factor analysis, regression analysis and others can be used. The researcher use normal Q-Q plot in determining if there is any occurrence of Normality of data. This is consistent with the literature that data trail the normal distribution on a normal probability plot will become visible in a straight line (Coakes & Steed, 2003). In the light of the above, the normality test for each of the dimensions in HPWS and organizational culture are plotted and discuss in the following sub headings.

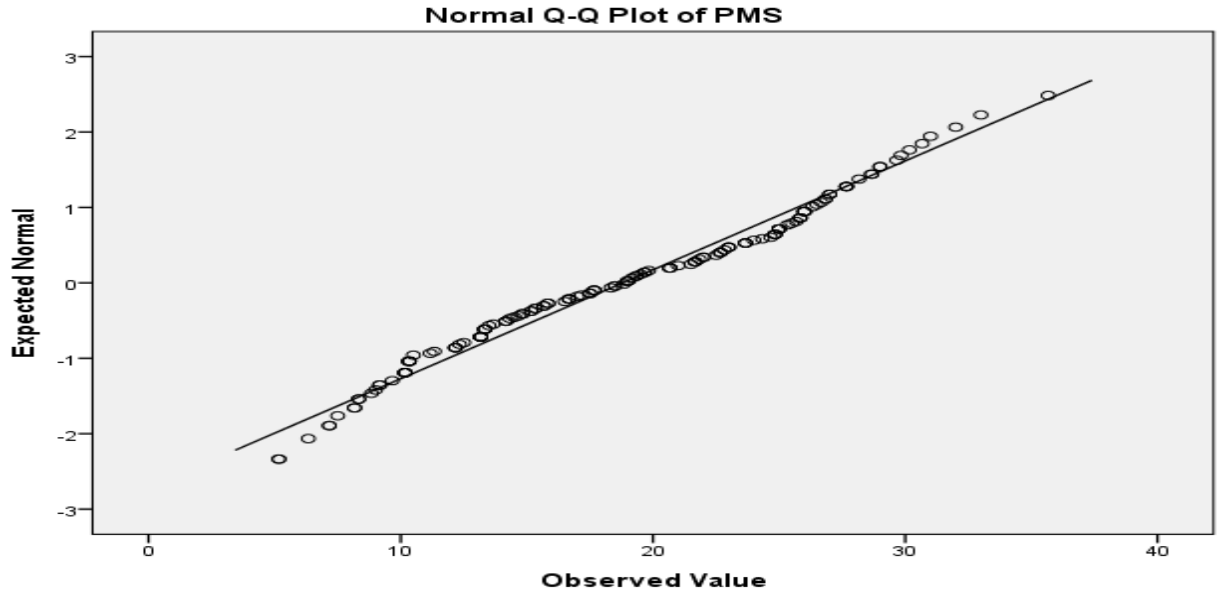


Figure 4.1: The Normality of items in performance management system

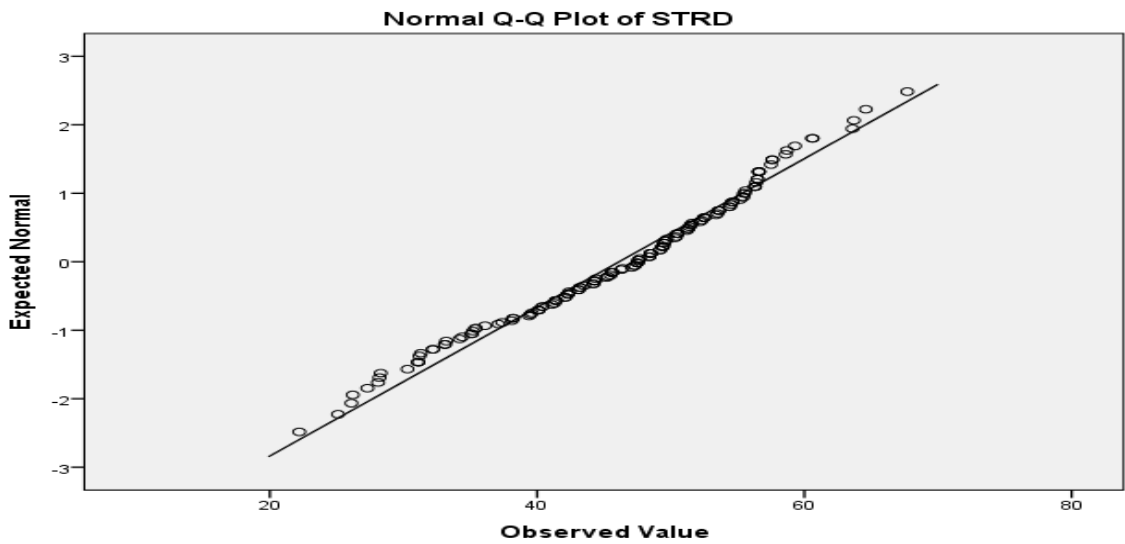


Figure 4.2: The Normality of items in selective training and development



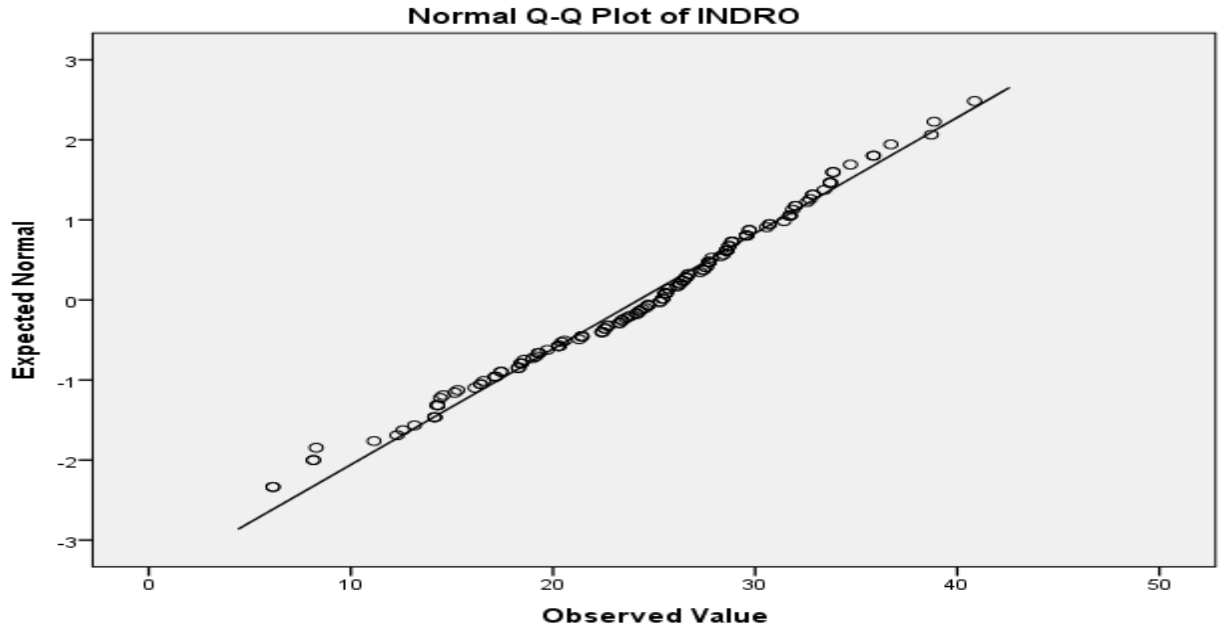


Figure 4.3: The Normality of items in individual role

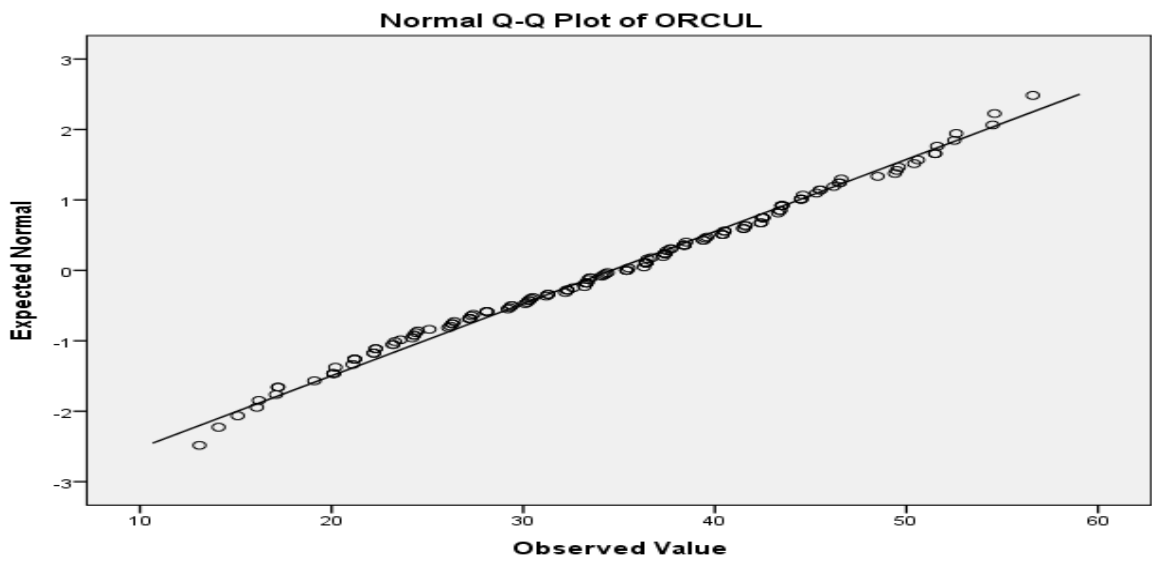


Figure 4.4: The Normality of items in organizational culture

Even though very few of the items deviated from the line, the result of the normality test shows that the data are well distribute, because most of the scores appeared in the middle of the chat as can be observed in the above (chat 1-4). The difference from the cuts may possibly cause by the respondent's answer to the items in the questionnaire. Due to disparity in respondents response to the same question may perhaps change the tabulation of data not to be in solid strata. Following Table 4.3 below, the present study recommended that there is a relationship between HPWS dimension and organizational culture. It therefore means they are valid and satisfactory to be used. The chats specify the Normality test base on the factors while the result presented in the table was conducted to the total items in HPWS and organizational culture. This is due to the fact that comparison can be made between the graphical and numerical data.

#### **4.5 The Reliability Analysis Before Factor Analysis**

After conducting the pilot testing for this study, this study also conducted a reliability test for the entire construct before a factor analysis was conducted. The reliability of any study is best measured by the Cronbach's alpha statistic. It is considered as the measure of internal consistency of a research instrument (Zikmund, 2003). Reliability measures the degree to which results are consistent with time in the same way, acts as the best representation of the population of a study (Golafshani, 2003). Conducting reliability will help the researcher to evaluate the information collected from the larger sample (Sekaran, 2003). The reliability analysis was performed using statistical package for social science (SPSS) software. High reliability results demonstrate that the instrument has a minimal error discrepancy. Notwithstanding, for items to become valuable in the major analysis, it is essential for the loading of such item to have a bigger construct on

what they intend to measure than other constructs. The result of the reliability analysis before factor analysis is demonstrated in table 4.3 below.

Table 4.3  
The Reliability Test Before Factor Analysis

Variables	No of Items	Cronbach Alpha
Employees performance	<b>8</b>	<b>.706</b>
Performance management system	<b>6</b>	<b>.703</b>
Selective training and development	<b>10</b>	<b>.742</b>
Individual role	<b>7</b>	<b>.801</b>
Organizational culture	<b>10</b>	<b>.761</b>

From the result of table 4.4 above, the Cronbach's Alpha before the factor analysis for each of the element in HPWS (performance management system, selective training and development, individual role) organizational culture and employees performance are greater than 0.7. Literature have recommended that in measuring the reliability of a study, a cronbach Alpha value less 0.6 are branded as poor, while 0.7 and above are considered good and acceptable. This showed that this study can proceed to test the actual sample. The next section involves the factor analysis of items in this study so as to know the item that belongs to each element before conducting the reliability.

## **4.6 Factor Analysis**

Within this section factor analysis was conducted in order to determine how many factors make up the components. Factor analysis is conducted so as to help in recognizing the real number of factors that actually measure the variables subject to the perception of the respondents. The responses of the respondents were submitted to SPSS for factor analysis with principal component analysis and a varimax rotation. Literature had recommended that all items below 0.50 should be deleted in addition, those items with a loading factor that is over 0.50 should be chosen (Hair, et al. 2007). Hence, only the factor loadings that is equal or above 0.50 are recognize for the purpose of this study (Trent, Justen & Anastasios, 2009). The result on both factor loading and the explained variance for each of the construct is presented in subsequent section.

### **4.6.1 Factor Solution for Organizational Performance**

In conducting the factor analysis under the items on employees performance, the first priority was to verify its KMO (Keiser- Meyers- Oklin) prior conducting the factor analysis. The requirement for any constructs, a high value of KMO that is close to 1.0 is appropriate for this study to run factor analysis. In this study also, a minimum loading factor of 0.50 for anti image is required for any item to be included in any factor (Atyeo, Adamson & Cant, 2001). Anything below this value, the item will be deleted. The result of the KMO for Employee performance is presented below table 4.5.

Table 4.4

Bartlett's Test for Employee performance

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.757
Approx. Chi-Square		401.488
Bartlett's Test of Sphericity	Df	28
	Sig.	.000

Subsequently, the principle component factor analysis was also conducted to disclose the actual components that measure employees performance. A factor analysis being performed although supports two-factor employees performance, only three items loaded in factor two. Out of the three items that loaded in factor two, item EPLP6 which is the only item that suppose to meet the loading requirement of 0.5 also load in factor one. As a rule of thumb, when an item loads twice, the factor with the highest value will be considered. As a result, item EPLP6 which requested respondents opinion on “I feel very good when I know I have outperformed others in my organization” is already considered in factor one. The other two items in factor two, such as EPLP7 which required respondents opinion on “It is important to me that my supervisor thinks positively about my performance” and EPLP5 “I would accept any type of task assigned to me in this organization in order to keep my job” did not meet the loading requirement of 0.50 hence, the two (EPLP7 and EPLP5) items were drop and did not proceed to the next analysis. In overall, only factor one which has six items that meet the loading requirement will proceed to the next analysis. The result of the factor loadings of the items are presented in table 4.6 below.

**Table 4.5**

**Rotation Factor Matrix for Employees performance N=156**

**Rotated Component Matrix<sup>a</sup>**

	Component	
	1	2
EPLP2	.806	
EPLP3	.744	
EPLP4	.733	
EPLP8	.636	
EPLP1	.625	
EPLP6	.643	.510
EPLP7		.443
EPLP5		.412

Extraction Method: Principal

Component Analysis.

Rotation Method: Varimax with

Kaiser Normalization.

a. Rotation converged in 3 iterations.

#### **4.6.2 Factor Analysis For High Performance Work System**

In an effort to extract the items that belong to each of the element in factor solution of high performance work system, three (3) dimensions of 23 items comprising selective training and development, performance management system and individual role are loaded for factor analysis. The principle component factor analysis is performed to extract the solution. A three factor solution model is choosing for the purpose of this study. Items that failed to meet the satisfactory requirement are dropped. The result of principle component analysis revealed that the three factor model support the 156 sample of employees in the Omanis Ministry Of Education that represent the sample for this

study. The result on both factor loading and the explained variance is presented in Table 4.6 below.

Table 4.6

Bartlett's Test for High Performance Work System

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.814
Approx. Chi-Square		1852.257
Bartlett's Test of Sphericity	Df	253
	Sig.	.000

The above result indicates the fitness of the data in this study having a KMO of 0.814 and a sig. of 0.000.

Table 4.7

Rotation Factor Matrix for HPWS N=156

	Rotated Component Matrix <sup>a</sup>		
	Component		
	1	2	3
IR4	.841		
IR5	.811		
IR6	.744		
IR7	.702		
IR2	.639		
PMS5	.584		
PMS4		.857	
PMS3		.856	
PMS2		.829	
PMS1		.809	
PMS6		.745	

IR3		
STD1		
STD9		.874
STD10		.847
STD2		.667
STD5		.656
STD7		.581
STD4		.529
STD8		.511
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 5 iterations.		

Even though the factor analysis data identified three components, some items did not meet loading requirement of 0.50 hence those items will not be included in the next analysis. Specifically, the items which requested a respondent's opinion on “Training is a motive for employees to achieve more” (STD3), “Every individual believes that he or she can have a positive impact on the organization” (IR1) were not selected for the next analysis because they did not meet the loading requirement. Besides, the items which requested a respondent's opinion on “My organization ensure that the role perform by one person are not duplicated by others” (IR3), In my organization employees are cross trained so that they can fill in for others (STD6) were also not selected for the next analysis because they failed to meet the loading requirement. In general, all other items are well loaded to their different components. From the result, six items were loaded to factor one (Individual Role), five items to factor two (performance management system). Finally, seven items for factor three fit well to selective training and development (STD).



### 4.6.3 Factor Solution For Organizational Culture

The same procedure was followed in the process of running the factor analysis, under the items on organizational culture the KMO (Keiser- Meyers- Oklin) was initially confirm prior conducting the factor analysis. The minimum loading factor was choosing to be 0.50 and above as a precondition for factor analysis (Atyeo, Adamson & Cant, 2001). Any item below this value will be discarded. The result of the KMO is presented below.

Table 4.8

Bartlett's Test for Organizational culture

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.855
Bartlett's Test of Sphericity	Approx. Chi-Square	697.741
	Df	45
	Sig.	.000

The result showed that all items are loaded accordingly and have high loading factors except for item ORC3 which requested respondent opinion on “My organization gives freedom to employees to deviate from the rules” ORC4 “My organization have a value system determining the manner of business, that have clear and consistent value” that were not choosing to proceed to the next analysis due to their inability to meet the loading requirement. In all eight items were well loaded to factor component one. The result of the factor loadings of the items are presented in table 4.6 below.

**Table 4.9**

**Rotation Factor Matrix for organizational culture N=156**

**Rotated Component Matrix<sup>a</sup>**

	Component
	1
ORC10	.820
ORC9	.804
ORC2	.783
ORC8	.759
ORC7	.701
ORC1	.683
ORC5	.590
ORC6	.670

Extraction Method:  
Principal Component  
Analysis.

a. 1 components extracted.

**4.7 The Reliability Analysis After Factor Analysis**

It is vital for researchers to check that every scale is reliable for every sample in a research. As a result, Sekaran and Bougie (2010) defined reliability as a measuring instrument that measures the consistency of an instrument. Drawing on this assertion, it is vital for the present study to check the internal consistency of the scales used in this study. Cronbach's Alpha indicator which is the most commonly used predictor of the internal consistency is adopted in this study. According to pallant (2007), a Cronbach alpha coefficient of 0.50 and above is suitable for a study. Fornell and Larcker (1981)

also recommended that a composite reliability of 0.70 and above is acceptable. Hair et al. (2010) assert that a loading above .50 is significant.

**Table 4.10: The Reliability Analysis of performance management system, selective training and development, individual role, organizational culture and employees performance after factor analysis.**

Variables	Items number	Cronbach's Alpha Scores
<b>Employees performance</b>	6	0.821
<b>Performance management system</b>	5	0.743
<b>Selective training and development</b>	7	0.801
<b>Individual role</b>	6	0.857
<b>Organizational culture</b>	8	0.872

The Cronbach's Alpha from the reliability result presented above (Table 4.11), was found to be above 0.7 this indicated a satisfactory value (Sekaran, 2003). Therefore, the HPWS dimensions and organizational culture are considered strong, reliable and acceptable to go further for the next analysis due to the high Cronbach alpha they have demonstrated. Consequently it is needless to delete any of the items. Again, even though the items were found to be reliable, it is not a guarantee to decide the complete reliability and validity of the items in this study. Therefore, it is essential to conduct another analysis called factor analysis in an effort to determine the reliability and validity of the items being tested. The aim of factor analysis is to help the researcher to do the factor loading.

#### **4.8 Hypotheses Testing**

In this study, correlation analysis was conducted through linear regressions. Particularly, the Pearson correlation analysis was adopted in order to examine and offer a more understanding of the strength of the linkage between HPW, organizational culture and employees performance. In the same way, multiple regression analysis was implored to establish the direct relationship between the independent variables and the dependent variable.

#### **4.9 Correlation Analysis Test**

The correlation analysis was done in order to compare and know how related these items are. Literature has argued that the value of correlation is to assist the researcher in establishing issues of multicollinearity (Mayers et al., 2006). Considering issues of multicollinearity, Cooper and Schindler (2003) affirmed that no precise standard in establishing the level of correlation between variables that have multicollinearity cases. They argued that a correlation that is 0.80 and above may be problematic for this reason, a lower correlation is acceptable. The result of the correlation analysis shows in table 4.10 revealed that performance management system has a value of - .329 with a significant level of 0.000. This demonstrated that, there is a negative relationship between performance management system and employees performance. Again, the result of the correlation analysis showed that selective training and development has a correlation coefficient of .593 at 0.000 a significant level. This suggests that, there is a significant positive relationship between selective training and development and employees performance. More so, it is evidence in the correlation analysis result in Table 4.12 that the role of individual is correlated with employees performance at a value of .686 with

0.000 significant levels. This showed that, there is a significant positive relationship between individual role and employees performance. Finally, the result demonstrated a correlation of .684 between organizational culture and employees performance at 0.000 significant levels. It signifies that there is a significant positive relationship between organizational culture and employees performance. Table 4.12 showed the analysis summary of the correlation between HPWS dimensions , organizational culture and employees performance.

**Table 4.11**

**Correlation result of HPWS dimension to employees performance**

Independent variable	Dependent(Organizational performance)	Significant level
Performance management system	-.329**	.000
Selective training and development	.593**	.000
Individual role	.686**	.000
Organizational culture	.684**	.000

\*\*P<0.05

In accordance with Cooper and Schindler (2003), this study concluded that there is a relationship between HPWS dimensions, organizational culture and employees performance. According to Zikmund (2003), correlation does not involve cause and effect no matter how satisfactory significant it is. This provides the basis for further analysis.

#### 4.10 Regression Analysis

The multiple regression analysis was carried out in order to determine the variable or dimension that has stronger or weaker relationships to employees performance. The regression analysis in Table 4.13 shows that 59.1% (R square =0.591 of the variance of employees performance have been significantly explained by HPWS dimensions and organizational culture. This is due to the high value of beta they enclose in explaining employees performance. Individual role seems to have the highest contribution to the overall performance of employees in the Ministry Of Education with beta value of ( $\beta=0.370$ ), followed by organizational culture ( $\beta=0.324$ ), selective training and development ( $\beta=0.179$ ) and performance management system contributing the least value to employees performance ( $\beta=0.028$ ). The result is showed in Table 4.13 below.

**Table 4.12: Regression Analysis**

Variables	Beta ( $\beta$ )	Sig
<b>Performance management system</b>	0.028	0.626
<b>Selective training and development</b>	0.179	0.000**
<b>Individual role</b>	0.370	0.001**
<b>Organizational culture</b>	0.324	0.000**

**$R^2 = .591$  F= 53.457**

\* $P < 0.10$ , \*\* $< 0.05$ , \*\*\* $p < 0.001$ , Sig =Significant, NS = Not Significant

Table 4.13 above demonstrates the multiple regression analysis of HPWS dimensions, organizational culture to employees performance. In order to confirm the model presented in this study, via testing of the main hypothesis, a multiple regression analysis results was presented at the significant level of  $p < 0.05$ . The first task before the researcher is to confirm the hypotheses as regards to the relationship between high performance work system dimensions, organizational culture and employees performance. The next subsection show the hypothesis decision from the regression result.

#### **4.11 Hypotheses Decision**

**H1:** There is a positive relationship between performance management system and employees performance (**Rejected**).

**H2:** There is a positive relationship between selective training and development and employees performance (**Accepted**)

**H3:** There is a positive relationship between individual role and employees performance (**Accepted**)

**H4:** Organizational culture has a positive role with employees performance (**Accepted**).

#### **4.12 Conclusion**

This chapter discussed the response rate, data screening and cleaning, treatment of outliers, normality test, reliability, factor analysis and the descriptive analysis of the respondents. Finally, this chapter also presents the findings of the hypothesis, correlation regression and the interpretation of the result. The discussion of the result will be presented in the next chapter, followed by practical and theoretical implications, recommendation for future study, limitation in addition to conclusion of the present study.



## **CHAPTER FIVE**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

This chapter will be discussing on the findings of this study, limitation and the recommendation for future study will also be highlighted in this chapter. Finally, the chapter will also underline both the theoretical and managerial implications and limitations of the study followed by concluding remarks.

#### **5.2 Summary Of The Research**

This study is to examine the relationship between high performance work systems, organizational culture towards employees performance in the Omanis Ministry Of Education. Three dimensions of HPWS (performance management system, selective training and development and individual role) have been identified in this study. Overall, the results show that HPWS have significant positive relationship with employees performance except for the performance management system (PMS) which shows a negative relationship with employees performance.

The regression result also shows that among the factors presented in this study, individual role has the highest contribution to employees performance possibly because of the importance every employees place on their task in ensuring that they give their best to the ministry in order to remain ahead of other ministry in the Arabian Gulf region.

## 5.3 Discussion

### 5.3.1 The relationship between Performance Management System (PMS) and Employees Performance.

The result of this study shows that performance management system has no significant positive relationship with employees performance.

This result did not support the findings of previous studies which found that PMS play a significant positive role in enhancing employees performance (Appelbaum et al. 2000; Boselie, Brewster & Paauwe, 2009; Chaudhuri, 2009; Ichinowski, Shaw & Prennushi, 1997; Danford, Richardson, Stewart, Tailby & Upchurch, 2008; Guthrie, 2000; Zhang, Di Fan and Zhu, 2014)

However, the result is consistent with resource base view theory (RBV) confirming that not all practice is significant drivers performance (Barney, 2001). This result demonstrates that employees in the Omanis Ministry Of Education may not have had appropriate PMS in place that will either compel or motivate them to pursue their work values and career advancement.

Thus, the result may have been influence by the fact that managers in most public sector organizations in Oman has not really been effective in setting a clearer plans for how goals should be achieved and how processes of work should be evaluated. Besides, majority of employees task in the ministry have not been adequately assessed and monitored because of lack of criteria in assessing if the overall goal of the ministry has been effectively achieved or not. Performance management system requires active participation of managers to effectively engage the employees by discussion to highlight the weaknesses and strength in their performance based on the believed that PMS will

help to genuinely express employee value in relation to both their performance and that of the organization.

Another reason that could be attributed to the negative relationship is the poor planning, overlap of employees responsibilities in the ministry and deficiency in follow up procedures. Similarly, the result may possibly been influenced by the nature of work in the public sector characterize by equality of reward between good performer and non-performing employees. Noting that, giving equal reward for all employees irrespective of their individual effort will not help to build high performance culture for individual to take the responsibility of improving the organization. Therefore, effective PMS requires active participation of managers to highlight the weaknesses and strength in their individual employee performance based on the believed that PMS will help to genuinely express employee value in relation to the performance of the organization.

### **5.3.2 The relationship between Selective Training and Development and Employees Performance.**

Another important findings of this study, is the linkage between selective training and development and employees performance. In the analysis, selective training and development has shown a significant positive effect on employees performance.

Therefore, this result confirm the findings of previous studies that selective training and development plays a significant role in achieving a better performance (Barbara-Aragón, et al. 2013; Ballesteros et al., 2012; Birdi et al., 2008; Faems et al., 2005; Goldstein, 1993; , Husiled, 1995; Lopez-Cabrales et al. 2006; Tharenou et al., 2007 Vlachos, 2011).

This result may have been influenced by the understanding that many organizations, both public and private, have become aware that providing training and development for the right individual creates an overall knowledgeable staff with employees who can take over for one another as needed, work independently without constant help and supervision from others. This leads to the understanding that the more an organization identifies training needs and systematically selects employees towards these needs, the more innovative the employees' experience of the work, which in turn gives the organization a competitive advantage in relation to innovation and performance.

Another reason that may have given rise to this result is the high cost involved in training and development. Therefore, organizations have become aware that selecting training needs and identifying the right individual that needs training, helps in reducing organizational cost. The result implies that the Ministry of Education in Oman has an effective strategy in selecting the type of training that is highly required by the employees and the organization in order to increase productivity, efficiency and creativity of the organization.

Another reason that could have been attributed to this finding is the issue of organizational productivity. Providing training and development for all the employees in the organization could result in negative feedback in terms of employees' productivity. This is because all employees in the organization differ both in learning and producing results. For instance, some employees may fail to meet the expectations of the organization at the end of the training program and this may possibly lead to loss of productivity and training cost. On this note, organizations such as the Omani Ministry of Education have to be selective in their training and development based on the needs analysis.

### **5.3.3 The relationship between Individual Role and the overall Performance of Employees in the ministry.**

The third dimension of HPWS in this study is testing the relationship between individual role and the overall performance of employees in the ministry. It was found in this study that individual role has a significant positive influence on the overall performance of employees in the ministry.

The result is consistent with previous studies who found that individual role has a significant effect on the overall performance of employees in an organization (Bidwell & Burton, 2006; Cusumano, 2004; Jelinek et al., 2006; Mollick, 2012; Simonton, 2003; Stephan, 1996; Zucker et al., 2001).

This result may have been influenced by the awareness that when individuals put in their best to help in achieving organizational goals, they are indirectly enhancing their own career values. It is believed that every employee is the power of productivity of the organization. Thus, for the ministry to be a productive organization, every individual must be effective. Noting that when the organization is satisfied in achieving its goals through individual effectiveness, the organization will not only reciprocate by helping to improve the well-being of the employee but will also help to improve the employee's career path. Besides, individuals have also realized that organizations can only reciprocate when such an organization feels a sense of belonging on the part of the employees. Therefore, individuals who put in greater effort for the organization will receive more support from the organization, better chances for career advancement than those who have contributed less effort, knowing that employees' career advancement will not only be

beneficial to the individual, the greater glory go to the organization through employees productivity, commitment and loyalty to the organization.

Apart from the above, the result may also have been motivated by the understanding that the current changing work environment, require individual who can add greater value to the smooth operation of the organization. This is base on the believed that individual performance is a significant performance measure in evaluating the overall success of the organization. Individual may increase their role in the organization if they see a good match between their own demand and what the organizations could provide for them. Doing this, will help individuals with proactive personality to identify opportunities and act on them, show initiative until they bring meaningful improvement to the organization.

#### **5.3.4 The relationship between Organizational Culture and Employees Performance.**

Organizational culture was also found to have a significant positive relationship with employees performance. The result demonstrates consistency with past findings (Shahzad, et al., 2013; Stoica, Jianwen & Welsch, 2004; Ogbonna, 1993; Ogbonna & Harris, 2000; Sheridan, 1992; Deal & Kennedy, 1982; Stewart, 2010; Ju, 1993; Nikbin, 2010; Bollinger & Smith, 2001; Kutanis & Mesci, 2010; Garibaldi et al. 2009).

This result may have been caused by number of factors. First, the result could have been motivated by the assumption that creating good organizational culture in the ministry serve as a significant means for employees to understand the values, visions, behaviors and beliefs of the ministry in which they will use in dealing with each other and the surrounding environment. This will help them to create trust and mutual respect for

different people in the environment and families. It is against this condition that the researcher believes that the ministry support and implement a workplace culture that will not only help to improve employee performance but encourage employee's loyalty and commitment to the organization. From the findings of this study, it is also believed that good organizational culture support effective implementation of tasks and create more dynamic professional workplace environment.

Apart from the above, this result may also have been influence by the understanding that the culture of an organization helps to unite employees of different demographics. Since it is believed that majority of employees in an organization come from different family backgrounds and traditions and have their own cultures which may possibly be different from one another. Therefore, developing a better culture in the workplace will gives the employees a sense of unity and understanding towards one another, promoting better communication and less conflict among them.

Another reason that may have been contributed to the positive relationship is the understanding that a well inclusive culture will help to keep employees motivated and loyal to the organization. This is an important finding realizing that employee's loyalty come from the feeling of belongingness. Hence, if employees view themselves as part of their organization's culture, they will be more willing to contribute to the success of the organization. This offered employees with a sense of direction and expectations that will keep them on task.

#### **5.4 The Major Influence Of HPWS Dimensions And Organizational Culture To Employees Performance**

The relationship between Performance management system, individual role, selective training and development and organizational culture on employees performance was determined by the result of the multiple regressions in table 4.11 base on beta value. The result shows that individual role has the highest effect on the overall performance of employees in the organizational with a beta value of 0.370 (refer to table 4.11). Therefore, it is an important suggestion for top management in the Ministry Of Education in Oman to place more emphasis on individual role by ensuring that individual in the organization are provided with functional task in order to achieve better performance. Another fact evident in the regression analysis is that when functional task are provided, individual will feel more important about their role in the organization.

The result of the multiple regression in table 4.11 based on beta value, demonstrated that the culture of the organization is the second most important element that contribute to employees performance in the ministry with a beta value of 0.324 (refer to table 4.11). Therefore, this suggests that organizational culture should also be given more preference in the achievement of better performance. This showed that a better organizational culture will help employees to be more effective, professional and quicker in performing a variety of activities in the organization.

The result of the multiple regression analysis in table 4.11 also shows that selective training and development is the third most significant factor that affects employees performance with a beta value of 0.179 (refer to table 4.11). This therefore recommended that selective training and development is necessary and significant for employees in the



Omanis Ministry Of Education to offer the best quality and high efficiency. First, selective training and development will give employees in the ministry the skills and knowledge they needed to perform effectively, help and smooth the progress of the employees in updating to modern work practices to the fullest. It is believed from the regression result that employees who have been strategically trained and developed will record higher career success than their counterparts in similar organization that have little opportunity for career advancement.

Another fact evident in the findings of the multiple regression analysis is the degree of effect that performance management system (PMS) have on employees performance. This finding suggests that PMS does not show a meaningful result compared to others in the achievement of better employees performance as claimed by previous researchers. From the result it shows that PMS has the least effect with a beta value of 0.028 (refer to table 4.11) among the element presented. However, the result does not indicate that PMS is not important in the achievement of better employees performance, but that PMS in the Omanis Ministry Of Education has not be truly playing the role it is known to be capable of playing in achieving better performance.

## **5.5 Implications Of The Study**

The findings of this study have some theoretical and managerial implications, which are discussed in the following section.

### **5.5.1 Theoretical Implications**

The findings of this study have remarkable theoretical implications. First, this study contributed to new information to the body of knowledge in high performance work system human, organizational culture and employees performance literatures. By further revealing the relationship between HPWS and employees performance in the context of under-researched public sector organization. Since majority of the study on HPWS, organizational culture and employees performance were conducted within the context of developed and large profit oriented organizations their findings may not be generalized in other context particularly within the Arabian Gulf region such as Oman because of the uniqueness of the environment. Therefore, this study has helped to bridge the gap specifically in the context of Omanis public sector.

Apart from the above, this study supports the RBV and contingency theory in a number of ways. In such that the findings of the study confirmed that not all practice can be applicable in every context. This Signify that public sector organizations particularly in the developing economy required more time to buy into the mainstream HPWS practices. This is a great implication for future researchers to be cautious of in identifying the factors that will enhance employees performance. This is consistent with resource base view theory (RBV) confirming that not all practice is significant drivers of organizational performance (Barney, 2001). Again, this study also confirm the

contingency theory which argued that the human resource practices of an organization is subject to different strategic situations that will result to better performance (Gomez-Mejia et al., 1992). It is therefore suggested in this study that researchers should allow the environment to determine the style to be adopted in the process of conducting their study. This is because different settings provide different findings made by researchers specifically on PMS.

### **5.5.2 Managerial Implications**

More specifically, this study has brought to light that performance management system (PMS) has not really been effective within the context of public service. Hence, this study serves as an eye opener for managers in this context. Therefore, the result of this study serves as a clarion call for managers in the Omanis Ministry Of Education towards the improvement of PMS can be a source of value creation for the organization even when they face difficulty in implementing PMS. It has also been established in this study that a combinations of HPWS is correlated with employees performance. Given the research support, there is need to create awareness, contradictory to traditional human resource practices, Particularly, in the public service sector who rely on traditional human resource practices in expecting high results. The result from this study also suggested that, enhancing employees performance in the organization require managers to improve their culture overtime in order to match with the organizations dynamic environment, with the understanding that certain cultural practices such as providing good leadership, respect in social interactions with subordinates and high quality behaviors in resolving conflict among employees can help to speak about the cohesiveness of members.

Furthermore, for those in education or agencies that is involved in the development curriculum such as the policy makers, may use these findings for the development of their training curriculum or module such that before providing training they should learn about the training needs, know about employees needs, understand their strengths and weaknesses. Again, it is suggested in this study that those in the affairs of managing public organizations should put clear plans for how goals should be achieved and how processes of work should be evaluated.

### **5.6 Limitations Of Study And Recommendation For Future Research**

The present study is not without limitations. The data collected were cross-sectional and causality cannot be inferred. The survey data were also based on self-reports which may be subjected to social attractiveness bias. On the other hand, assurance of secrecy can reduce such bias even when responses are related to sensitive topics. Future works should thus include objective measures of performance. This study explores only three dimensions of HPWS such as PMS, selective training and development and individual role to explain employees performance in the model. In fact, there may be many more other dimensions of HPWS that could influence these relationships. Future study need to elaborate these dimensions to validate HPWS- employees performance relationship. Organizational culture was measured from a single dimension perspective. Therefore, future research should devote closer attention by incorporating a broader dimension of organizational culture.

Even though the result showed a negative support between PMS and employees performance, it is difficult to arrive at a conclusion that PMS do not have positive effect on employees performance considering the fact that the study respondents are from public sector with unique characteristics. Hence, comparing PMS in public sector to private or profit oriented organizations will produce a significant different result. Instead of jumping to conclusion that PMS has no positive relationship with organization, it is reasonable to suggest this finding to further investigation in different context within the public institution using different measurements.

Furthermore, the findings of this study may not be applicable to other organizations or industry because of the small sample size. Therefore, it is suggested that future studies should widen the scope of coverage beyond the Ministry Of Education to other ministries and regions so that the applicability of the findings will be more general in Oman and possibly other gulf nations.

## **5.7 Conclusion**

This study was conducted in the Omanis Ministry Of Education which is a public service sector. Thus the result of the study is significant and applicable to the public sector or other organizations that have comparable characteristics. Again, this study represents one of the first steps toward understanding the relationship between HPWS, organizational culture and employees performance in the context of public sector in Oman. Therefore, the study is unique such that it has help to fill the gap so as to understand the role of HPWS, organizational culture and employees performance in the public sector. This study provides evidence that certain HPWS dimensions are associated

with employees performance. It is imperative to note that today organizations must excel to meet stakeholders expectations, hence, the level of organizations awareness on HPWS and the ability to promote a better culture is vital to the survival of the organization. Hence, this study recommended that the ministry to should adopt a performance management system so as to achieve a high performance staff, rather than the traditional methods of performance evaluation. This is because PMS will help the ministry to address performance deficiencies and provide appropriate & specific feedback that will help in employee's career development. It will also provide a more dynamic system that will express the actual level of individual employee performance that will correspond with the nature of the jobs in the ministry.

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