



RESEARCH ARTICLE

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF EMPLOYEES AND THEIR EFFECTS TO WORK PERFORMANCE

Ma. Clarisse Loire M. Mercado
National University Philippines

Manuscript Info

Manuscript History

Received: 29 May 2023
Final Accepted: 30 June 2023
Published: July 2023

Key words:-

Work Performance

Abstract

The major problem of the study was to determine the effect of personal and professional characteristics of employees on their work performance. The study made use of a descriptive correlation method of research in which a validated instrument was used primarily as a data-gathering tool. The respondents of the study were the 419 personnel, which was composed of 247 faculty members, 42 academic support, and 130 non-teaching personnel. The data were presented using tables, and the results of the study were tabulated and processed using the Statistical Package for Social Services (SPSS). The findings of the study revealed that the respondents affirmatively proved that personal and professional characteristics do have a significant effect on their work performance. This was shown by the data tabulated that the following indicators showed a significant effect on the work performance; Job Classification, Job Status, Educational Qualifications, and Training/Seminars Attended. It may be gleaned from the results that Job Status of the respondents registered the highest effect with work performance. Moreover, the null hypothesis, which stated that personal and professional characteristics do not have an impact on work performance, was rejected.

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Introduction:-

An employee's individuality manifests in the performance of work due to innate and acquired characteristics. Innate characteristics uniquely emanate in the beings of employees; thus, they provide a variety of personalities in the workplace. The tasks and functions attached to each job description performed by the hands and minds of unique individuals with different personalities spell out the diversity in the workplace.

Set in the described background, therefore, the quality of work and performance in an organization exert tremendous influence on one's well-being considering the amount of time one spends in his adult life measured through the evaluative function on productivity by the human resource personnel. This quality of work in psychology is referred to as work performance. Ojo (2009) defined work performance as an extent to which the day-to-day work is being carried out. Hose (2012) simply defined it as the way employees perform their work. It plays a vital role in the industrial or organizational domain since it is the main tool to have an in-depth understanding of the employees' knowledge, skills, and competencies at work. There are many underlying factors, both negative and positive, that may affect work performance. One of these factors is the demographic characteristics that may influence staff performance. Demographic differences evoke differential expectations among the employees. Such characteristics

include education, status, age race, family-related characteristics, marital status, ethnicity, years of service, and religion.

According to Birechi (2010), priority should be given to an individual's demographic characteristics in managing employee performance as opposed to institutionalized or generalized factors. Also, Fletchl (2010) referred to demographic factors as biographical factors, citing examples such as race and personal career objectives as determinants to performance achievement among employees. Another study was carried out by Azril, Shaffril, and Uli (2010) on the influence of socio-demographic factors on work performance among employees of government agriculture agencies in Malaysia, and the results showed that age, working experience, and gross monthly salary had a significant and positive relationship with work performance.

Aside from personal characteristics, this study also analyzed the effects of professional characteristics to work performance. Professional characteristics such as educational qualifications, training, and seminars attended and research output. Top management realized the importance of investing in training and development for the sake of improving employee performance. Researches also suggested that to develop the desired knowledge, skills, and abilities of the employee's good performance on the job requires effective training programs that may also affect employee motivation and commitment.

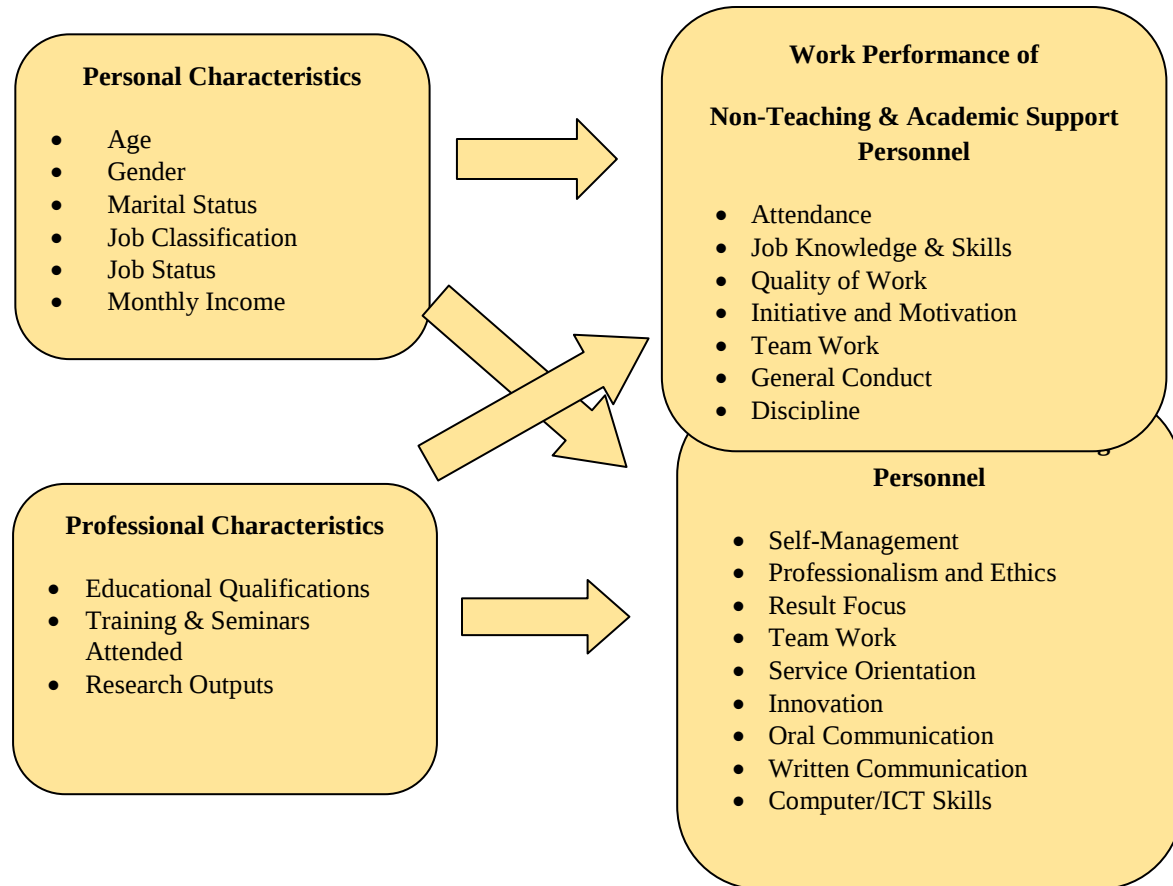
Professional training and development are necessary for the workplace, the absence of which clouds the firm grasp of their responsibilities or duties. Learning through training influences the organizational performance positively by increasing the employee's job performance which ultimately manifested in the achievement of corporate goals; moreover, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance .

In this study, the researcher aimed to contribute to the field of Industrial Psychology by means of assessing the effects of personal and professional characteristics of the employees of an educational organization in Bulacan and their impact to work performance. This also aimed to study the wide-range of factors contributory to the respondents' work performance.

Objectives of the study:-

This study was anchored on the Theory of Performance, which developed the six (6) foundational concepts in forming a framework that can be used to explain performance, as well as performance improvements. The current level of performance depends holistically on six (6) components, namely: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three (3) axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice. Also, the study attempted to assess the effect of personal characteristics and professional characteristics on the work performances of the non-teaching and academic support personnel and teaching personnel.

Figure 1 presents the conceptual model of the study that was utilized in assessing the personal characteristics and professional characteristics and their effects on work performances of the non-teaching and academic support personnel and teaching personnel. The independent variable, personal characteristics, was assessed based on the following demographics: age, gender, marital status, job classification, job status, and monthly income. The other independent variable, which is professional characteristics, was assessed based on the following characteristics: educational qualifications, training and seminars, and research outputs. Also, the dependent variable, work performances, was assessed based on the parameters on non-teaching and academic support personnel such as attendance, job knowledge and skills, quality of work, initiative and motivation, teamwork, general conduct, and discipline; and based on the parameters for teaching personnel such as self-management, professionalism, and ethics, results focus, teamwork, service orientation, innovation, oral communication, written communication, and computer / ICT skills. Moreover, the arrows from the independent variables to the dependent variable show the perceived effect of personal characteristics and professional characteristics on the work performances of the non-teaching and academic personnel and teaching personnel.

INDEPENDENT VARIABLES**DEPENDENT VARIABLE****Figure 1:-** Conceptual Model of the Study.**Statement of the Problem**

The major problem of the study was to assess the effect of personal characteristics and professional characteristics on the work performance of non-teaching and academic support personnel and the work performance of teaching personnel.

Specifically, this study sought to answer the following questions:

1. How can the personal characteristics of the non-teaching and academic personnel and teaching personnel be described based on the following demographics:

- 1.1 Age;
- 1.2 Gender;
- 1.3 Marital Status;
- 1.4 Job Classification;
- 1.5 Job Status; and
- 1.6 Monthly Income?

2. How can the professional characteristics of non-teaching and academic personnel and teaching personnel be described based on the following:

- 2.1 Educational Qualifications;
- 2.2 Trainings and Seminars Attended; and
- 2.3 Research Outputs?

3. What is the level of work performance of the non-teaching and academic support personnel based on the given parameters:

- 3.1 Attendance;
- 3.2 Job Knowledge and Skills;
- 3.3 Quality of Work;
- 3.4 Initiative and Motivation;
- 3.5 Team Work;
- 3.6 General Conduct; and
- 3.7 Discipline?

4. What is the level of work performance of the teaching personnel based on the given parameters:

- 4.1 Self-Management;
- 4.2 Professionalism and Ethics;
- 4.3 Result Focus;
- 4.4 Teamwork;
- 4.5 Service Orientation;
- 4.6 Innovation;
- 4.7 Oral Communication;
- 4.8 Written Communication; and
- 4.9 Computer/ICT Skills?

5. Do the personal and professional characteristics of the non-teaching and academic support personnel and teaching personnel singly or in combination exert significant effect on their work performances?

6. What psychological implications may be drawn based from the findings of the study?

Hypothesis of the Study

The null hypothesis of the study was tested at .05 level of significance.

Ho1: The personal and professional characteristics of the non-teaching and academic support personnel and teaching personnel singly or in combination do not exert significant effect on their work performances.

Methodology:-

The descriptive-correlation method of research was utilized in this study to assess the effect of personal and professional characteristics on work performance. Correlational research systematically investigates the relationship among variables, as well as in determining the cause and effect relationship. The study made use of a quantitative research approach in analyzing and understanding the effects of personal and professional characteristics on work performance.

Documentary analyses were utilized in assessing the personal and professional characteristics of the respondents, as well as their work performance.

Respondents of the Study

The respondents of the study were four hundred nineteen (419) personnel from an educational institution in Bulacan, which was composed of 247 faculty members, 42 academic support, and 130 non-teaching personnel. Universal sampling was used in the study. Table 1 describes the distribution of respondents as to their classification.

Table 1:-Respondents of the Study.

Respondents	Population
Faculty Members	247
Academic Support	42
Non-Teaching Personnel	130
Total	419

Instrument of the Study

This study utilized standardized instruments of the institution: Teacher's Performance Evaluation Instrument (TPEI) for faculty members and NTP/Academic Support Performance Appraisal Form for academic support and non-teaching personnel.

The Teacher's Performance Evaluation Instrument (TPEI) was used to measure the work performance of the teaching personnel. This evaluation consists of 46 items distributed into nine (9) indicators such as Self-Management with five (5) criteria, Professionalism, and ethics with four (4) criteria, Result Focus with seven (7) criteria, Teamwork with five (5) criteria, Service Orientation that has six (6) criteria, Innovation with six (6) criteria, Oral Communication with three (3) criteria, Written Communication with five (5) criteria, and the Computer/ICT Skills with five criteria. Thus, the maximum score is five (5), and the minimum is one (1).

On the other hand, the NTP/Academic Support Performance Appraisal Form was used in this study to measure the work performance of the Academic Support and Non-Teaching Personnel. This evaluation form consists of eight (8) items divided into two parts: Part I for Attendance, Job Knowledge and Skills, Quality of Work, Initiative and Motivations, Team Work, General Conduct, and Discipline, and Part II for the Over-all Performance Rating. Thus, the maximum score is five, and the minimum is one.

The two different evaluation forms required responses to statements on a 5-point Likert-type scale ranging from 1 with a rating of "poor" to 5 with a grade of excellent/outstanding. A higher score reflects a higher chance that the employee performs his/her job well, as reflected on his/her performance.

Data Gathering Procedure

The mode of data gathering was systematic documentary analyses. Each variable was an analysis of the existing data from the Human Resource Department of the institution. In gathering the data, the researcher carried out the following procedure:

1. A letter was made and sent for approval of the Director of the Human Resource and Development Office to allow the conduct of the proposed study and to use the data obtained from the Human Resource and Development Office.
2. The researcher gathered the data needed for this study given by the Human Resource & Development Office.

Data Processing and Statistical Treatment

The data collected were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures were used:

1. The personal and professional characteristics of the respondents were described using frequency counts, percentage procedures, mean, and/or standard deviation.
2. The instrument was a 5-point Likert Scale in which the respondents' work performance for the given indicators may range from "outstanding" (5), "very satisfactory" (4), "satisfactory" (3), "unsatisfactory" (2) and "poor" (1). The scale is as follows:
3. The effect of personal and professional characteristic of the respondents on work performance were analyzed with the use of multiple regression analysis.

Rating Scale	Range	Descriptive Evaluation
5	4.50-5.00	Outstanding
4	3.50-4.49	Very Satisfactory
3	2.50-3.49	Satisfactory
2	1.50-2.49	Unsatisfactory
1	1.00-1.49	Poor

Results and Discussions:-

The Personal Characteristics of the Non-Teaching and Academic Personnel and Teaching Personnel

The personal characteristics of the non-teaching and academic personnel and teaching personnel were assessed based on the following demographics: age, gender, marital status, job classification, job status, and monthly income.

Age. Table 2 presents the personal characteristics based on age. The data on Table 2 indicated that the respondents are mostly in the 20-30 years of age, having a 55% share on the total population, while only 3% from the total

population were from respondents with age 61 above. Specifically, 55% belongs to the 20 to 30 age range; 19.2% belongs to the 31 to 40 age range; 14% belongs to the 41 to 50 age range; 8.7% belongs to the 51 to 60 age range, and 3% belongs to 61 and above age. It indicated that most of the respondents were from the young adulthood stage, ranging in age from their late teens or early twenties to their thirties. Based on previous studies, personal characteristics bore an effect on work performance, and that changes in demography are one of the factors that affect work performance (Palakurthi and Parks, 2000). The impact of personal characteristics and demographic profile showed an effect on work performance (Fletchl, 2010; Kuya, 2013; Bhanthumnavin, 2003; Elvira and Town, 2001; Palakurthi and Parks, 2000).

Table 2:-Personal Characteristics in terms of Age.

Indicators	Frequency	Percentage
20 – 30 years old	230	55.0
31 – 40 years old	81	19.2
41 – 50 years old	58	14.0
51 – 60 years old	37	8.7
61 above	13	3.0
Total	419	100.0

Gender. Table 3 shows the personal characteristics based on gender. The same table illustrated that the majority of the respondents were female, garnering a 54.3% share from the total population, while 45.7% were male. From the results, the female respondents were more than men, although by a small margin.

Table 3:-Personal Characteristics in terms of Gender.

Indicators	Frequency	Percentage
Male	192	45.7
Female	227	54.3
Total	419	100.0

Marital Status. Table 4 shows the personal characteristics based on marital status. The same table showed that 237 out of the 419 respondents were single, which shared 56.5% from the total population, and only one (1) respondent was on widowed status, which shared only 0.2% from the total population.

Table 4:-Personal Characteristics in terms of Marital Status.

Indicators	Frequency	Percentage
Single	237	56.5
Married	181	43.3
Separated	0	0.0
Widowed	1	0.2
Total	419	100.0

Job Classification. Table 5 shows the personal characteristics based on job classification. The same table illustrated that the largest group in terms of job classification was from the faculty having a total number of 247 out of 419 respondents, which obtained a 58.9% share from the total population. It indicated that the majority of the respondents were into the teaching field, while only 42 respondents with a 10% share from the total population were in the field of academic support.

Table 5:-Personal Characteristics in terms of Job Classification.

Indicators	Frequency	Percentage
Faculty	247	58.9
Academic Support	42	10.0
Non-Teaching Personnel	130	31.1
Total	419	100.0

Job Status. Table 6 shows the personal characteristics based on job status. The same table revealed that 233 out of 419 with 55.9 % were non-tenured employees, which meant that they were still on their contractual period at the

institution as a faculty member or in the academic support group. Only four (4) from the total population with only one percent (1%) from the total population were, also, in their probationary period as non-teaching personnel.

Table 6:-Personal Characteristics in terms of Job Status.

Indicators	Frequency	Percentage
Tenured	56	12.9
Non-Tenured	233	55.9
Regular	126	30.2
Probationary	4	1.0
Total	419	100.0

Monthly Income. Table 7 shows the personal characteristics of non-teaching and academic personnel and teaching personnel based on monthly income. The same table illustrated that the respondents were said to be having a monthly income ranging from Php 10, 000.00 to Php 20,000.00 with a total of 350 respondents out of 419 with an 83% from the total population. On the contrary, only one (1) respondent was receiving a monthly income of Php 51,000.00 and above, which only shared 0.2% of the total population.

Table 7:-Personal Characteristics in terms of Monthly Income.

Indicators	Frequency	Percentage
Php 10,000.00 – Php 20,000.00	350	83.2
Php 21,000.00 – Php 30,000.00	53	12.2
Php 31,000.00 – Php 40,000.00	8	1.8
Php 41,000.00 – Php 50,000.00	6	1.4
Php 51,000.00 - above	1	0.2
Total	419	100.0

The Professional Characteristics of Non-Teaching and Academic Personnel and Teaching Personnel

The professional characteristics of non-teaching and academic personnel and teaching personnel The professional characteristics of respondents were described based on educational qualifications, training and seminars attended, and research outputs. Dessler, (2008); Kiweewa& Asiimwe (2014); Sultana et al. (2012); and Azeem et al. (2013) attested to the impact, significant or insignificant, on their performance of duties and responsibilities are work.

Educational Qualifications. Table 8 shows the professional characteristics based on educational qualifications. Based on the same table, the highest frequency was composed of the respondents at the tertiary level or with baccalaureate degrees having a total score of 261 out of 419 respondents, which shared 62.4% of the total population. On the other hand, only five (5) respondents were from the employees with a vocational degree for skilled workers, which shared 1.2% of the total population.

Table 8:-Professional Characteristics in terms of Educational Qualifications.

Indicators	Frequency	Percentage
Doctorate	68	16.3
Masterate	43	10.0
Tertiary	261	62.4
Vocational	5	1.2
High School	42	10.0
Total	419	100.0

Training & Seminars Attended. Table 9 shows the Professional Characteristics in terms of Training and Seminars attended by the respondents. The same table revealed that two hundred eighteen (218) out of the 419 respondents attended, at least, ten (10) training and seminars which shared 52.2% on the total population and only one (1) respondent scores for the maximum capacity of training and seminars attended with 0.2% on the total population.

Table 9:-Professional Characteristics in terms of Training & Seminars Attended.

Indicators	Frequency	Percentage
1	46	11.0

2	19	4.5
3	4	1.0
4	18	4.3
5	9	2.2
6	7	1.7
7	41	9.6
8	20	4.8
9	5	1.2
10	218	52.2
11	13	3.1
12	11	2.6
13	5	1.2
14	2	0.5
15	1	0.2
Total	419	100.0

Research Outputs. Table 10 shows the professional characteristics in terms of Research Output. Based on the same table, the highest frequency was composed of the respondents with no research output, yet having a total score of 385 out of 419 respondents, which shared 91.9 % of the total population. On the other hand, only one (1) respondent was having, at least, four (4) research outputs, which had only 0.2% of the total population.

Table 10:-Professional Characteristics in terms of Research Outputs.

Indicators	Frequency	Percentage
0	385	91.9
1	25	6.0
2	7	1.7
3	1	0.2
4	1	0.2
Total	419	100.0

The Level of Work Performance of the Non-teaching and Academic Support Personnel

Table 11 shows the work performance of the non-teaching and academic support personnel in terms of the following indicators: Attendance, Job Knowledge and Skills, Quality of Work, Initiative and Motivation, Team Work, General conduct, and Discipline. The same table revealed the very satisfactory work performance of the non-teaching and academic support was reflected on its 4.11 average, where the highest level of work performance was seen in their teamwork (4.22). In contrast, its lowest was seen in the quality of work (3.98). Specifically, the level of performance of non-teaching and academic support personnel was very satisfactory on all indicators namely: attendance (4.06); job knowledge and skills (4.08); quality of work (3.98); initiative and motivation (4.18); teamwork (4.22); general conduct (4.12); and discipline (4.15).

Table 11:-Level of Work Performance of Non-Teaching & Academic Support Personnel.

Indicators	Mean	Interpretation
Attendance	4.06	Very Satisfactory
Job Knowledge and Skills	4.08	Very Satisfactory
Quality of Work	3.98	Very Satisfactory
Initiative and Motivation	4.18	Very Satisfactory
Team Work	4.22	Very Satisfactory
General Conduct	4.12	Very Satisfactory
Discipline	4.15	Very Satisfactory
Average	4.11	Very Satisfactory

The Level of Work Performance of the Teaching Personnel

Table 12 shows the level of work performance of the teaching personnel. The same table revealed the level of work performance of the teaching personnel based on the following indicators: Self-Management, Professionalism, and

Ethics, Result Focus, Teamwork, Service Orientation, Innovation, Oral communication, Written Communication, Computer/ICT which showed the very satisfactory (4.31) level of work performance of the teaching personnel. The teaching personnel revealed an outstanding (4.81) level of work performed on computer / ICT skills, while very satisfactory on all other indicators such as self-management (4.25); professionalism and ethics (4.26); result focus (3.96); teamwork (4.31); service orientation (4.21) innovation (4.28); oral communication (4.33); and written communication (4.42). The teaching personnel revealed their lowest level of work performance on result focus (3.96), while the highest was on computer/ICT skills.

Table 12:-Level of Work Performance of Teaching Personnel.

Indicators	Mean	Interpretation
Self-Management	4.25	Very Satisfactory
Professionalism and Ethics	4.26	Very Satisfactory
Result Focus	3.96	Very Satisfactory
Teamwork	4.31	Very Satisfactory
Service Orientation	4.21	Very Satisfactory
Innovation	4.28	Very Satisfactory
Oral Communication	4.33	Very Satisfactory
Written Communication	4.42	Very Satisfactory
Computer/ICT Skills	4.81	Outstanding
Total	4.31	Very Satisfactory

In all the indicators measured, the faculty members got an outstanding result of 4.81 when it comes to Computer/ICT Skills, which was indicative that the faculty respondents were technologically and technically oriented into their teaching crafts and fields. Meanwhile, the faculty respondents got a mean score of 3.96 when it comes to result in focus, indicative that they were less engaged when it comes to producing researches that are publishable, delivers error-free outputs, and less likely to achieve results with optimal use of time and resources most of the time. Moreover, as the Computer/ICT Skills garnered the highest mean score, it indicates that, in general, the respondents of the study had already adapted to the changing world of technology up to their effective and efficient teaching strategies and paper works.

The Effect Singly or in Combination of Personal and Professional Characteristics of the Non-Teaching and Academic Support Personnel and Teaching Personnel on Their Work Performances

In conducting this study, it was hypothesized that personal and professional characteristics do not have a significant effect on work performance. To determine the effects of personal and professional characteristics on the work performance, the data were subjected to regression analysis.

Table 13:-Regression analysis of Personal & Professional Characteristics on Work Performance.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.374	0.197		22.207	0
Age	0	0.002	0.007	0.094	0.926
Gender	0.092	0.048	0.117	1.921	0.056
Marital Status	.077	0.056	0.096	1.369	0.172
Job Classification	0.153	0.067	0.34	2.289	0.023*
Job Status	0.204	0.063	0.363	3.247	0.001*
Monthly Income	7.50E-07	0	0.014	0.184	0.854
Educational Qualification	0.074	0.029	0.248	2.591	0.01*
Trainings and Seminars Attended	0.026	0.008	0.272	3.152	0.002*
Research Outputs	0.058	0.06	0.061	0.966	0.335
R-squared = .257					
F-value = 8.942					
p-value = .000					
alpha = 0.05					

Results of the regression analysis in Table 13 reveal that the four variables, namely Job Classification, Job Status, Educational Qualifications, and Training/Seminars Attended, influence personnel's work performance to a varying extent. This was shown by the obtained non-zero B coefficients, Job Classification (0.153), Job Status (0.204), Educational Qualifications (0.074), and Trainings/Seminars Attended (0.026). It may be gleaned from the results that Job Status of the respondents registered the highest effect with work performance.

The obtained F-value of 8.942, which was found significant at .05 alpha indicates that the personal and professional characteristics combined or singly had an effect on work performance. The other indicators showed an impact but not to a significant level. The null hypothesis tested at 0.05 level of significance resulted in a p- the value of .000; therefore, the hypothesis which stated that personal and professional characteristics do not have an effect on work performance was rejected.

The Psychological Implications Drawn Based from the Findings of the Study

A number of useful implications were drawn based from the findings of the study such as:

1. Demographic and professional profiles are intertwined to work performance; therefore, poor work performance is influenced by the characteristics: personal or professional, of personnel.
2. Training and seminars as part of continuing professional development contributes to the employees' general conduct and skills.
3. Findings suggest that work values, a more general personal and professional orientation, may influence work performance.

Conclusions:-

In light of the findings of the study, the following conclusions were drawn:

1. That the greatest number of employees (83%) earn a monthly income of Php 10,000.00 to Php 20,000.00 classified under the low-income class.
2. The majority of the employees do not produce any research output.
3. That the level of work performance of non-teaching and academic personnel was very satisfactory on all indicators.
4. That the level of work performance of teaching personnel was very satisfactory on all indicators.
5. That the null hypothesis, which stated that the personal and professional characteristics of the non-teaching and academic support personnel and teaching personnel singly or in combination do not exert a significant effect on their work performances, was rejected.
6. That the psychological implications drawn from the findings of the study are essential insights that can be considered in further developing the work performance of the personnel.

Recommendations:-

Based on the findings and conclusions of the study, the following recommendations are hereby submitted:

1. There is a need to conduct further study on the salary scheme of employees to allow sustenance of a minimum standard of living.
2. Motivation and encouragement should be heightened to enthuse the personnel to be actively engaged and accomplish a research output.
3. The Human Resource and Development Office should develop the quality of work of the non-teaching and academic support personnel, as well as the result focus of the teaching personnel through various personnel development programs.
4. The implications are drawn from this study be considered to enhance the work performance of the personnel further.

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