

Analysis Factors Affecting Employees Job Performance in Libya

Hassan M. E. Aboazoum, Umar Nimran², Mochammad Al Musadieq²

¹*Master of Business Administration, Faculty of Administrative Science, University of Brawijaya, Malang, Indonesia)*

^{2,3}*(Faculty of Administrative Science, University of Brawijaya, Malang, Indonesia)*

Abstract: *The objectives of this study was (1) to identify the perception status of the factors that affect employee performance in Libya, (2) to identify the perception status of employee performance in Libya, (3) to identify the relationship between the factors that affect employee performance in Libya. The approach that this study was employee was a quantitative. The sample of this study was randomly selected by using purposive sampling technique. The population of the study was the entire Libya postgraduate students in Indonesia representation employee in libya. The data was collected using questionnaires and it was analyzed by using Statistical Package for the Social Sciences (SPSS) version 20.0. The results of the data analysis on the Statistical Package for the Social Sciences (SPSS) were: (1) employee performance and organizational culture is significant. (2) employee performance and job satisfaction is significant. (3) employee performance and training and development is satisfaction. (4) employee performance and stress is insignificant.*

Keywords: *organizational culture, job satisfaction, training and development, stress, employee performance*

I. Introduction

Nowadays, The importance of employee performance for the success of organizations cannot be overstated. Employees are the human capital of organizations and their performance is a key indicator for organization to achieve its goals. Employee performance is one of the most important constructs in both organizational psychology and human resource management (Campbell, McHenry, & Wise, 1990). It is a function that an individual can successfully perform within framework of normal constraints and available resources (Jamal, 2007). Companies today are forced to compete and to act professionally in those harsh times; therefore, it is very important to have capable employees who can account on them to create competitive advantage. The importance of having effective and hardworking employees in the company is vital for its survival. Employee performance is one of the most important dependent variables and has been studied for decades (Wall et al., 2004). Researchers such as Borman and Motowidlo (1997) mentioned that there are two types of employee behavior that are needed for organizational effectiveness first one is task performance that refers to behavior that is needed in producing services and goods or activities that provide support to the firms core technical processes and second one is contextual performance that refer to individual efforts that are not directly related to their main task functions. Thus, these behaviors have a critical importance because they shape the organizational, social, and psychological contexts serving as the critical catalyst for task activities and processes (Werner, 2000).

Reviewing the literature, it was found that there are many human resource management factors that can influence the firm performance includes performance of employees. Factors such as organizational culture, job satisfaction, training and development, and stress, have been studied and researchers have demonstrated evidence on the relationship between these factors and employee performance. Western studies have focused on employee performance to increase their country competitiveness and economic growth. It can be concluded that in a developing country like Libya, with rich natural resource and sufficient financial support can achieve economic success and increase its competitiveness by adopting the right tools to increase the employee performance. The purpose of this study is to identify the perception statuses of firm performance includes employee performance and the human resource management factors that are expected to influence the performance of employees in Libya. It aims also to find the relationship between human resource management factors and firm performance includes employee performance and other factors such as organizational culture, job satisfaction, training and development, and stress.

Extensive research provides greater understanding behind the significant variation in job performance among employees. Factors such as gender (Beck, Behr, & Güttler, 2009), age (Ng & Feldman, 2008), salary (Ittner, Larcker, & Pizzini, 2007), stress (Hourani, Williams, & Kress, 2006), motivation and job satisfaction (Wang, 2011) training and development (Sultana, 2013), and organizational culture (Alvesson, 2012) have been studied to determine the relationship of these variables to job performance. Libya is one of the richest countries in Middle East and it is the world largest producer of oil with a daily average of 10.5 barrel per day (FT.com, 2013). The current trend of the government is to reduce the dependency on oil. Therefore, the government is promoting other sectors such as industrial and services sectors. Libya is a home of six million foreign

employees. The government is trying to increase the competitiveness of the local employees to reduce the dependency on foreign employees. Therefore, Employees performance, precisely Libya employee performance is among the major agenda of the government. Despite that there are a lot of researches in the area of employee performance, the Libya employee performance must be studied (Almutairi, Moradi, Idrus, Emami, & Alanazi, 2013).

Organizational Culture: There are many terms used by different researchers to denote organizational culture. Similarly, there are many definitions of organizational culture. Organizational culture has been characterized by many authors as something to do with people and the unique quality and style of the organization (Kilman et al; 1985 as cited by S. K. J. Lee and Yu (2004), and the way things are done in the organizations (Deal & Kennedy, 1982 as cited by Abu-Jarad, Yusof, and Nikbin (2010). Sometimes, organization culture is also known as “corporate culture”. “Corporate Culture” is used to denote the more “commercialized” meaning of organizational culture. Organizational culture is generally seen as a set of key values, assumptions, understandings, and norms that is shared by members of an organization and taught to new members as correct (Alvesson, 2012). It is argued that organizational culture may be the critical key that managers can use to direct the course of their firms (Alvesson, 2012). Organizational culture has been defined as the “normative glue” that holds an organization together (Tichy, 1982). Forehand and von Gilmer (1964) suggest that culture is the set of characteristics that describe an organization and distinguish it from others. Schein (1990), in a more comprehensive fashion, defines culture as “values and behaviors that are believed to lead to success and are thus taught to new members”. Numerous authors in the organizational management field have tried to determine how an organizational culture can be identified in order to serve as an element of observation (Abu-Jarad et al., 2010). An organizational culture is understood as a characteristic of the day-to-day environment as seen and felt by those who work there (Choueke & Armstrong, 2000). The study on organizational culture can take on a multitude of aspects, including levels (visible, expressed values, and underlying assumptions), strength (strong or weak), and adaptiveness (adaptive or unadaptive). Organizational cultures can be assessed along many dimensions, resulting in conceptually different, but fundamentally similar, models and theories. For example, culture can be categorized as adaptability, achievement, clan, bureaucratic, adhocracy, hierarchy, market, communal, fragmented, networked, or mercenary (Daft, 2005; Cameron & Freeman, 1993; Goffee & Jones, 1998 as cited in Yiing and Ahmad (2009). According to Wallach (1983) an organization’s culture can be a combination of three categories bureaucratic, innovative, or supportive. A bureaucratic culture is hierarchical, compartmentalized, organized, systematic, and has clear lines of responsibility and authority. An innovative culture refers to a creative, results-oriented, challenging work environment. A supportive culture exhibits teamwork and a people-oriented, encouraging, trusting work environment. Organizational culture could be build up by two essentials factors of social group; structural stability of a group and integration of single item in superior standard (Schein, 2006). Culture may define as system of common values, which can be estimated that people describe the similar organization culture even with different background at different levels within the organization (Robbins, 2005). Stewart (2010) stated that organization’s norms and values have a strong affect on all of those who are attached with the organization. It is considered by him that norms are invisible but if the organizations want to improve the performance of the employees and profitability, norms are places first to look (Stewart, 2010 as cited by (Abu-Jarad et al., 2010).

Job Satisfaction: There are a number of definitions of job satisfaction found in the literature. Among the most cited definition of job satisfaction is the definition of Locke (1976) who defined it as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. The appraisal involves various elements related to the job such as salary, working conditions, colleagues and boss, career prospects and, of course, the intrinsic aspects of the job itself (Berghe & Hyung, 2011). Traditionally, job satisfaction has been defined “as the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives”(Balzer et al., 2000). Hulin and Judge (2003) have defined job satisfaction as “multidimensional psychological responses to one’s job”. As such, job satisfaction can be considered as both an affective and cognitive state. Hulin and Judge (2003) suggested that job satisfaction is an attitude and that attitudes are either emotions or judgments. In other words, affect is considered an emotion or feeling, whereas judgment comes from the cognitive realm. Saari and Judge (2004) utilized attitudes and satisfaction synonymously, reflecting one belief that job satisfaction could be an affective response. Consequently, job satisfaction can be seen as containing three components: an affective component, a cognitive component, and a behavioral component. While the affective component refers to a feeling about a job, the cognitive component represents a belief concerning a job. Often these two aspects are related. The behavioral component is an indicator for behavioral intentions towards a job such as getting to work in time and working hard (Saari & Judge, 2004). External environment affects on human sensations in work place. Thus, as job is a large part of life, job satisfaction can have its influence on total satisfaction of human (Berghe & Hyung, 2011).

Therefore, it can be concluded that there is a mutual effect between job satisfaction and life so managers should not only monitor the job situations but also check their employee life conditions (Poyrazli, Yesilyaprak, & Milliogullari, 2012). When employees are hired, they will have a set of needs, wishes, and previous experiences, which make totally the job expectations. Organization's reaction and response to these needs will produce negative or positive attitude among personnel toward their job. Job satisfaction shows the relation between human expectations and advantages taken from job (Dizgah, Chegini, & Bisokhan, 2012).

Training and Development: In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison, 2005). Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (De Cenzo & Robbins, 1998). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson, 1995). Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviors that can be transferred back to the workplace. (Montana & Charnov, 2000). The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors (Karlan & Valdivia, 2011).

These two processes, training and development are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem (Aguinis & Kraiger, 2009). Development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them" (Garavan, Costine, and Heraty 1995 as cited in AbuKhalifeh, Som, and AlBattat (2013). Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything wrong at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Beer, 2011). Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies (Beer, 2011).

For the most part, the terms training" and "development are used together to describe the overall improvement and education of an organization's employees. However, while closely related, there are important differences between the terms that center on the scope of the application. In general, training programmes have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programmes, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision-making, leadership skills, and goal setting. (Aguinis & Kraiger, 2009).

Stress: Stress at work is a major problem for both individuals within an organization and for the organization itself (Leong, Furnham, & Cooper, 1996). Since the pioneering research of Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) on organization role theory, many studies have inquired into the relationship between work role stressors and a variety of consequences. Work role stressors such as role conflict and role ambiguity are job-related source of organizational stress (Chang, 2008). The stress is seen as an undesirable phenomenon

which is brought about by inadequate coping with environmental sources of stressors associated with a particular job (e.g. work overload, role conflict/ambiguity, poor working conditions), and which results in negative mental and physical ill health consequences (Murphy, Cooper, & Payne, 1988). Stress at work is a well-known factor for low motivation and morale, decrease in performance, high turnover and sick leave, accidents, low job satisfaction, low quality products and services, poor internal communication and conflicts (Schabracq & Cooper, 2000). Chusmir and Franks (1988) argued that all the above problems are related, directly or indirectly, to stress and they have an effect on overall organizational efficiency and effectiveness. Montgomery, Blodgett, and Barnes (1996) see severe job stress as dysfunctional and decreasing commitment and productivity; while Williams et al. (2001) found out that short-term outcomes of job stress have both physiological and behavioral effects leading to poor job performance. In a study conducted by Siron and Tasripan (2012) the researchers suggested that in order to increase the performance of employees and managers, the Libyan industrial companies have to handle the issues of workplace stress effectively.

Employee Job Performance: Performance refers to the degree of achievement of the mission at work place that builds up an employee job (Cascio, 2006). Different researchers have different thoughts about performance. Most researchers have used the term performance to express the range of measurements of transactional efficiency and input & output efficiency (Stannack, 1996). Job performance has been defined as the value an organization can expect from discrete behaviors performed by an employee over time (Motowidlo & Van Scotter, 1994). (Motowidlo & Van Scotter, (1994) suggested several assumptions about job performance that lead to this definition including the idea that job performance is behavioral, episodic, evaluative, and multidimensional. There must be, however, a clarification of the difference between behavior and performance; behavior is what people do and performance is the anticipated organizational value of what people do. Borman and Motowidlo (1997) distinguished between two types of job performance; task performance and contextual performance. Task performance represents those things that are typically on a job description and involve the transformation of materials into goods and services such as sales or operating manufacturing equipment. Contextual performance refers to the “behavior that contributes to organizational effectiveness through its effects on the psychological, social, and organizational context of work” (Borman & Motowidlo, 1997).

Conceptual framework: Based on the literature review and the theoretical framework, the following hypotheses can be developed:

- H1: There is a relationship between organizational culture and employee performance in Libya.
- H2: There is a relationship between job satisfaction and employee performance in Libya.
- H3: There is a relationship between training and development, and employee performance in Libya.
- H4: There is a relationship between stress and employee performance in Libya.

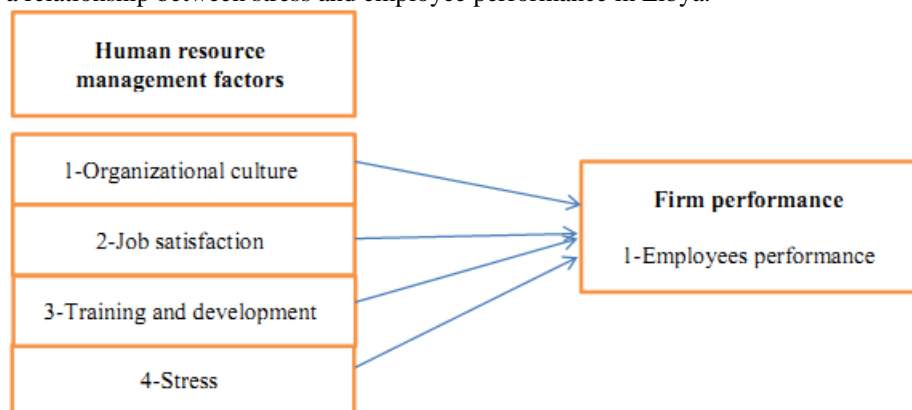


Figure 1. Conceptual Framework.

II. Methodology

2.1. Sample and Population: Sekaran (2006) defined population as the entire group of people, events or things of interest that the researcher wishes to investigate. The population of this study is the entire Libyan employees in national company for cement in Libya. The sample of this study were 550 of these employees. Sekaran (2006) defined the sample as the process of selecting a sufficient number of elements from the population, so that results from analyzing the sample are generalizable to the population. The sample of this study is randomly selected by using purposive sampling technique. Those who are postgraduate students and have no work experience are excluded from the study. According to Sekaran’s table (2006) the sample of this study is 217 respondents.

2.2. Instrumentation: This research is quantitative. The instrument that it is employed in this research is a questionnaire adopted from other researchers who measured the scale in different studies. The questionnaire consists of six sections. These sections are as follows:

Background Information : This section seeks to find the background information of the respondents such as their age, gender, marital status, and length of services.

Organizational Culture: This section aims to find the practice and the common value that affect the employees in organizations. Moreover, to find the perception status of the employees regarding the organizational culture.

Job Satisfaction : This section seeks to find the satisfaction of the employees on the workplace. It seeks to find the perception of satisfaction by employees.

Training and Development: This section gathers information about the training and development of employees that organizations provide. It seeks to find the perception status of training and development by employees of the company.

Stress: Stress can affect the work of employees. This section seeks to find the perception of stress and the degree to which the employees are affected by the stress in the workplace.

Employee Performance: This section seeks to assess the performance of employees. It seeks to find the perception status of performance

Table 1 Operationalization of Variables

Variable	Type of scale	Degree of scale	Source
Organizational Culture	Likert scale	1-Strongly Disagree 2- Disagree; 3-Neutral; 4- Agree; 5-Strongly Agree	Salaheldin (2009), Petchsawang and Duchon (2012)
Job satisfaction	Likert scale	1-Strongly Disagree 2- Disagree; 3-Neutral; 4- Agree; 5-Strongly Agree	Choo (2009),
Training and development	Likert scale	1-Strongly Disagree 2- Disagree; 3-Neutral; 4- Agree; 5-Strongly Agree	Choo (2009), Müller (2009)
Stress	Likert scale	1-Strongly Disagree 2- Disagree; 3-Neutral; 4- Agree; 5-Strongly Agree	Spielberger (2010)
Employee performance	Likert scale	1-Strongly Disagree 2- Disagree; 3-Neutral; 4- Agree; 5-Strongly Agree	Survey monkey website (2013).

2.3. Data Analysis: Data analysis technique is an attempt to find the answer of the research hypothesis. There are two methods of data analysis used in this research. Descriptive statistical analysis and Inferential Statistical Analysis. Descriptive statistical analysis in this research described the data for each indicator that used to measure latent variables. Inferential statistical analysis used two methods.

III. Findings And Discussion

3.1 Descriptive Statistics: This section presents the perception status of the respondents towards the variables of the study. The section presents the overall mean score values of the organizational culture, job satisfaction, training and development, stress, and employee performance.

Table 2 Mean Score Value of Employee Performance

Code	Items	Mean	Status
EP1	Employees in the company are effective	3.85	Agree
EP2	Employee always meet the deadlines	3.86	Agree
EP3	Employees cooperate with each other	3.77	Agree
EP4	Employees share tasks responsibility with each other	3.87	Agree
EP5	Employees follow requests quickly	3.88	Agree
EP6	Employees handle well criticism of work	3.84	Agree
EP7	Employee quickly adjust to changing priorities	3.83	Agree
EP8	Employees has sufficient knowledge about company's goals	3.89	Agree
EP9	The company always meets the customers demand	3.83	Agree
EP10	The performance of employees is high	3.90	Agree
Overall mean score value of Employee Performance		3.85	Agree

3.2 Reliability and Validity Variables:For testing consistency among multiple measurements Cronbach's alpha coefficient was calculated. Table 3 shows that these coefficients for all factors are greater than 0.8, which is good for scale reliability according to Nunnally and Bernstein.^[14]Nunally's (1978) "what a satisfactory level of reliability is depends on how a measure is being used. In the early stages of research . . . one saves time and energy by working with instruments that have only modest reliability, for which purpose reliabilities of .70 or higher will suffice. . For this study, the Cronbach's Alpha is used to test the reliability and consistency of the elements of variables. Table 9 shows that majority of the variables show

Cronbach's Alpha exceed 0.7. Since the Alpha value is high, therefore, the scale questions were considered to have internal consistency.

Table 3 Reliability Statistics of Variables

Scale	Number of items	Cronbach's Alpha	Status
Employee Performance	10	0.77	Acceptable
Organizational culture	10	0.84	Good
Job satisfaction	11	0.78	acceptable
Training and development	11	0.84	Good
Stress	9	0.80	Good

3.3 Correlation among variables: The Pearson correlation coefficient is a measure of the strength of the linear relationship between two variables. It is referred to as Pearson's correlation or simply as the correlation coefficient. If the relationship between the variables is not linear, then the correlation coefficient does not adequately represent the strength of the relationship between the variables. Pearson can range from -1 to 1. A value of -1 indicates a perfect negative linear relationship between variables, a value of 0 indicates no linear relationship between variables, and a value of 1 indicates a perfect positive linear relationship between variables. Table 3 shows the Pearson correlation between employee performance and other variables.

Table 4 Result of Validity Test among Items

		Employee Performance
Organizational Culture	Pearson Correlation	.385**
	Sig. (2-tailed)	.000
	N	104
Job Satisfaction	Pearson Correlation	.265**
	Sig. (2-tailed)	.000
	N	104
Training and Development	Pearson Correlation	.186**
	Sig. (2-tailed)	.000
	N	104
Stress	Pearson Correlation	-.073
	Sig. (2-tailed)	.060
	N	104

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

The table shows that the highest correlation is found between employee performance and organizational culture at correlation of 0.385 and followed by job satisfaction, training and development at correlations of 0.265 and 0.186 respectively. The relationship between employee performance and stress were found to be negative at correlation of -.073.

3.4 Results Hypotheses Testing: The relationship between the variables is examined based on the Pearson correlation and the value of the coefficient of the relationships.

3.4.1 Employee Performance and Organizational Culture: The sixth research question seeks to find the relationship between employee performance and organizational culture. This question reflects the first hypothesis of this research, which proposes a positive and significant relationship between employee performance and organizational culture. Table 4 show that the correlation between employee performance and organizational culture is positive because of the positive sign in front of the coefficient and it is significant because the correlation is significant at the level of 0.01. Therefore, the first hypothesis of the research is accepted. H1 is accepted.

3.4.2 Employee Performance and Job Satisfaction: The seventh research question seeks to find the relationship between employee performance and job satisfaction. Meanwhile, the second hypothesis of this research proposed a positive and direct relationship between the two variables. Table 4 shows that the correlation between employee performance and job satisfaction at 0.265 is positive because of the positive sign and significant because the correlation is significant at the 0.01 level. Therefore, the second hypothesis is accepted. H2 is accepted.

3.4.3 Employee Performance and Training and Development: The eighth research question seeks to find the relationship between employee performance and training and development. Meanwhile, the third hypothesis of this research proposes a positive and direct relationship between employee performance and training and development. Table 4 shows that the correlation between the two variables is positive at 0.186 because of the positive sign in front of the coefficient. The relationship is significant because the correlation is significant at the level 0.01. Therefore, the third hypothesis is accepted. H3 is accepted.

3.4.4 The ninth research question seeks to find the relationship between employee performance and stress. Meanwhile, the fourth hypothesis of this research proposes a positive and direct relationship between employee performance and stress. Table 4 shows that the relationship is negative because of the negative sign in front of the coefficient and it is statistically insignificant because the correlation is significant at the level of 0.01 while the 2-tail value of the relationship is 0.06. Therefore, the fourth hypothesis is rejected. H4 is rejected.

IV. Discussion

This research has proposed and tested four main hypotheses. The finding reveals that three of these hypotheses were accepted and only one was rejected. The first hypothesis proposed a relationship between employee performance and organizational culture and it was found that this relationship is positive and significant. Other researchers who conducted studies to find the relationship between the two variables have found similar results. Therefore, this finding is in agreement with Kandula (2006) who conducted a study in this regard and found that organizational culture is one of the indicators of outstanding performance of the employees. He found that the relationship is significant and direct between the performance and the culture. Similarly, Magee (2002) emphasizes the importance of culture for the employee performance and found similar results. Therefore, the result of the study is constant with results of other researchers and it can be explained as the increase in organizational culture activities will lead to increase in employee performance. The second hypothesis of this research proposed a relationship between employee performance and job satisfaction. The hypothesis confirmed to be accepted and the relationship between the two variables was found positive and significant. Similarly, other researchers have examined the relationship and found similar findings. For instance, the finding of this study is in agreement with the finding of Dizgah et al (2012) who referred to the relationship between employee performance and job satisfaction. They considered the job satisfaction is a tool that can lead to higher productivity of the organization. The authors found that the relationship between the two variables is significant and direct. Coomber et al (2007) found that individual would work better when they are satisfied and they pointed out that the relationship between the two variables is significant and positive. Thus, the findings of the study is supported by the findings of other researchers and it can be interpreted as the increase in job satisfaction will lead to the increase of employee performance i.e. the more satisfied the employees, the higher his or her performance. The third hypothesis of this research assumed that the relationship between employee performance and training and development activities is positive and significant. After testing the hypothesis, the assumption was accepted and the relationship was found as assumed. The finding of the study was supported by other researchers' findings. Singh and Mohanty (2012) refer to that training is an important tool to increase employee productivity. They found that relationship between training and development, and employee performance is significant. In similar approach, Sultana et al (2012) found training and development significant for the employee performance and they suggested that the organization must increase their investment in training and development to increase the performance of employees as well as their skills and capabilities. Therefore, training and development is important for increasing the employee performance. The result of the study can be explained as the increase in training, and development activities by the organizations lead to increase in employee performance. The fourth hypothesis of this study proposes a positive relationship between employee performance and stress at the workplace. Finding of the study shows that the relationship is negative and insignificant and the related hypothesis was rejected. Researchers has found mixed evidence about the relationship between employee performance and stress. Jamal (2007) proposed three kinds of relationships which are positive, negative and u-shaped relationship. Therefore, this finding is similar to the findings of this study, which found negative relationship between the two variables i.e. the findings of the study is in agreement with the findings of Jamal (2007). Moreover, Siron and Tasripan (2012) in their study on stress in Malaysia found that the managers and administrative have moderate level of stress and that affect their performance. The authors suggested that organization should reduce the level f stress to increase the performance. Therefore, the relationship between stress and employee performance is negative and this is in total agreement with the findings of our study. Thus, the finding of the study can be interpreted as the higher the stress level in the Libyan organizations, the lower the performance of the employee.

V. Conclusions

This study has been conducted to find the factors that influence the employee performance in Libya. An intensive literature review has been conducted to develop the model of this research. The model was tested using questionnaire. Therefore, the approach of this study is a quantitative. The findings of the study reveal that there is positive and direct relationship between employee performance and organizational culture, job satisfaction, and training and development. Likewise, the findings show that there is a negative relationship between employee performance and stress at the workplace. Based on the findings of the study, a set of recommendations have been developed. Decision makers in Libya have to be concerned about the employee

performance and create work environment that employees can enjoy and feel sense of belonging while they are working. Moreover, teamwork spirit must be emphasized in the workplace. Pay and benefits are essential for employees therefore; they must be based on performance and contribution of the employees. Continuous motivation along with fair and justice environment can lead to increase the performance of employees and encourage them to repeat the desired behavior. Decision makers also have to discuss with the employees the training and development plan that they need to do their job better and eliminate any barriers that can result in stressed work environment.

VI. Recommendations

Employees spend large portion of their time in the workplace. The practices in the workplace can affect their attitudes and ultimately their performance. Therefore, organizations have to create happy working environment where employees enjoy their time and like to spend as much as they can in the workplace. This practice can increase the employee retention and loyalty to the organization and reduce their absenteeism. One of the most important indicators of the job satisfaction of employees is the financial benefits that they gain from the organization. Basic salary, compensations, and rewards are all the financial benefits that the employees get from the organization. The amount of the financial benefits is compared by the employees with the efforts that they make to the organization and with market standard of pay and benefits in other organizations. Therefore, pay and benefits must be equal to the efforts that the employees make for the organization. Decision makers are advised to pay their employees based on their performance and contribution for the organization. However, the pay and benefits that the employees get must be at the same level of the market standard. There are many reasons that can lead to create stressful workplace. Employee can be stressed due to many factors such as work duties and responsibilities, week knowledge of the job, job security, and fear of the top management. Management has to encourage employees to express their feeling and discuss with the management about their job duties and responsibilities. Moreover, management must listen to the employees' suggestion regarding their work, training, pay, and future development

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