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The Effects of Competence, Work Experience, and the Work Environment on Employee Performance

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Abstract
Purpose: This study examines the individual and combined effects of competence, work experience, and work environment on employee performance, particularly in public sector institutions where service quality and accountability are crucial.
Method: This study utilized a quantitative research design, collecting primary data from all employees of the Way Tenong District Office in West Lampung Regency. A census (saturation sampling) approach was employed, in which the entire population was included in the study sample. The hypotheses were tested using multiple linear regression analysis to assess both the partial and simultaneous relationships between the variables.
Results: The results indicate that competence, work experience, and the work environment significantly positively affect employee performance. Additionally, the three variables explained a substantial portion of the variance in employee performance.
Conclusions: The study concludes that strengthening employee competencies, leveraging work experience, and creating a supportive work environment are key to enhancing employee performance in public-sector organizations.
Limitations: The study may have limitations in terms of its focus on a single district office, which may affect the generalizability of the findings to other regions or sectors.
Contributions: This study contributes to the understanding of the factors influencing employee performance in the public sector, providing valuable insights for improving the effectiveness of public sector institutions through targeted interventions in competence development, work experience, and work environment improvements.

Keywords: *Competence, Employee Performance, Work Environment, Work Experience*

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1. Introduction

The effectiveness of these institutions largely depends on their ability to manage and develop human resources in a manner that is both efficient and responsive to evolving public needs. In government institutions, employees constitute the primary organizational asset, and institutional sustainability is fundamentally shaped by the quality of employee performance (Liang, Li, & Han, 2025). Consequently, improving employee performance has become a strategic priority for public administration. Human resource management in the public sector is increasingly expected to move beyond administrative routines toward a strategic function that enhances service quality, accountability, and organizational effectiveness (Omollo & Juma, 2025).

Prior research emphasizes that public institutions can achieve optimal performance only when employees possess adequate competence and relevant work experience and operate within a supportive work environment. These factors are particularly critical in government organizations, where rigid bureaucratic structures and standardized procedures often constrain flexibility and innovation. Competence is widely recognized as a key determinant of employee performance. Performance competence refers to an individual's knowledge, skills, and behavioural attributes that enable effective task execution within a specific role (Ravi & Sumathi, 2023). From a human capital perspective, competence development allows organizations to align employee capabilities with institutional objectives and service demands.

Recent studies suggest that competency-based HR practices enhance employee effectiveness by clarifying performance expectations and supporting continuous skill development (Anggiani, Widayat, & Fatonah, 2024; Rahmayuna & Sandakila, 2026). In public sector settings, competence is particularly important because employees are required to balance regulatory compliance with service responsiveness. In addition to competence, work experience is a crucial source of performance enhancement. Work experience reflects the accumulation of task-related knowledge, problem-solving abilities, and contextual understanding gained through prolonged exposure to an organization's processes.

Experienced employees tend to demonstrate superior judgment, adaptability, and decision-making capacity, which are essential for handling complex administrative and service-related tasks (Alsobaey & Alkhateeb, 2025). Empirical findings generally support a positive relationship between work experience and employee performance Dewi (2021); Munawaroh, Nurhasanah, and Malik (2023), although some studies report inconsistent results, indicating the need for further empirical examination across different organizational contexts (Choiri, Pramudito, Sutisna, & Sean, 2025). The work environment also plays a critical role in shaping employee performance, particularly in service-oriented institutions.

A conducive work environment encompasses both physical conditions (e.g., workspace design, facilities, and safety) and psychosocial factors (e.g., interpersonal relationships, leadership support, and climate). Employees who perceive their work environment as comfortable and supportive are more likely to exhibit higher motivation, engagement, and productivity (Pertiwi, Awaliyah, Nuradilah, & Ramdania, 2025). Conversely, unfavourable environmental conditions may hinder performance, even among competent and experienced workers. Despite a growing body of research examining competence, work experience, and work environment as determinants of employee performance, empirical evidence from local government institutions in developing countries remains limited.

Moreover, prior studies often examine these factors in isolation, providing limited insight into their combined influence on employee performance in bureaucratic public-sector settings. To address this gap, the present study investigates the influence of competence, work experience, and work environment on employee performance at the Way Tenong District Office, West Lampung Regency. By focusing on the governmental context, this study contributes to the public sector HRM literature and provides practical insights for policymakers seeking to enhance performance and service quality in local government institutions.

2. Literature Review and Hypothesis Development

2.1 Work Experience Theory

Work experience is widely recognized as a core element of human capital that contributes to individual learning, skill accumulation, and performance improvement. Through repeated exposure to job-related tasks, employees develop technical expertise, problem-solving abilities, adaptability, and decision-making skills. Experience further shapes work-related attitudes, such as responsibility, discipline, and independence, which are critical to effective job performance. Contemporary human capital theory views work experience as more than just tenure; it encompasses task variety, job complexity, and depth of knowledge and skills acquired over time. Employees with relevant and diverse experiences are better equipped to manage uncertainty, apply tacit knowledge, and respond effectively to situational demands.

Empirical studies have consistently shown that work experience enhances employees' confidence and capability, leading to superior performance outcomes (Alsobaey & Alkhateeb, 2025; Dewi, 2021). Recent studies have defined work experience as the cumulative period during which individuals acquire job-related knowledge and competencies through direct involvement in organizational activities (Alam, Shariat Ullah, Islam, & Chowdhury, 2024; Başar, 2024; Kim, Harold, & Holtz, 2022). This perspective emphasizes that longer and more relevant experience strengthens employees' professional judgment and productivity, thereby positively contributing to the organization's performance.

2.2 Work Experience in Human Resource Management

Within human resource management, work experience is conceptualized as a developmental process that shapes employees' skills, attitudes, and behavioural patterns in response to job demands. Experience is acquired through continuous engagement in work activities that expose employees to challenges requiring learning and adaptation. Work experience contributes to the development of technical competence, situational awareness, and behavioural maturity (Alsobaey & Alkhateeb, 2025). Employees with substantial work experience generally demonstrate higher task proficiency, greater efficiency, and improved problem-solving capacity than their less experienced counterparts do.

Experience also supports personal development by enhancing resilience and readiness to face organizational changes. Moreover, accumulated experience serves as an important resource for career advancement and organizational knowledge retention (Dewi, 2021). Consistent with earlier conceptualizations, work experience is not measured solely by tenure but also by task diversity and job difficulty. Employees exposed to varied and complex tasks tend to develop higher levels of expertise, accuracy, and autonomy in task execution, ultimately improving their performance.

2.3 Work Environment

The work environment encompasses the physical, social, and psychological conditions under which employees perform their jobs. These include workspace design, equipment, safety conditions, interpersonal relationships, leadership support, and organizational climate. A conducive work environment enables employees to perform their tasks comfortably and efficiently, thereby enhancing motivation and productivity. Both the physical and psychosocial aspects of the work environment play critical roles in shaping employees' behaviour and performance.

A supportive environment fosters collaboration, communication, and a sense of security, which encourages employees to focus on task accomplishment rather than coping with environmental stressors (Alfarissy & Suwaji, 2025). Research has consistently demonstrated that employees who perceive their work environment as favourable, exhibit higher levels of engagement and performance. Conversely, poor environmental conditions may undermine productivity, even among competent and experienced workers. Therefore, organizations must actively design and manage work environments that promote comfort, cooperation, and effective communication (Zhao, Ma, Yuan, & Ding, 2025).

2.4 Employee Performance

Employee performance refers to the quality and quantity of work outcomes achieved by individuals while carrying out their assigned responsibilities according to established standards. Performance is a multidimensional construct encompassing task completion, efficiency, accuracy, and compliance with organizational expectations. From a management perspective, employee performance is a critical determinant of organizational success, particularly in public sector institutions where accountability and service quality are essential. Individual performance contributes directly to organizational performance because institutional goals are achieved through employees' collective efforts (Vuong & Nguyen, 2022).

Performance management literature defines performance as what employees do or fail to do in fulfilling job requirements (Garengo, Sardi, & Nudurupati, 2022). High performance is achieved when employees possess adequate competence and relevant experience and operate in a supportive work environment. Thus, employee performance reflects the interaction between individual capabilities and organizational conditions.

2.5 Hypotheses Development

Based on the theoretical framework and empirical evidence discussed above, the following hypotheses are proposed:

H_1: Competence has a positive and significant effect on employee performance.
H_2: Work experience positively and significantly affects employee performance.
H_3: The work environment has a positive and significant effect on employee performance.
H_4: Competence, work experience, and the work environment simultaneously have positive and significant effects on employee performance.

3. Methodology

3.1 Research Design

This study adopts a quantitative explanatory research design that aims to examine the causal relationships between independent and dependent variables using statistical analysis. A quantitative approach is appropriate for testing hypotheses and estimating the magnitude of the relationships among variables using numerical data (Hair Jr, Howard, & Nitzl, 2020; Rahi, 2017). Consistent with the research objective of examining the influence of competence, work experience, and the work environment on employee performance, the conceptual framework comprises three independent variables and one dependent variable. This design enables the assessment of both partial and simultaneous effects within a single model.

3.2 Time and Research Setting

The study was conducted between June and August 2025 at the Way Tenong District Office in West Lampung Regency, Lampung Province, Indonesia. This research site was selected for three reasons. First, the district office plays a strategic role in delivering essential public services at the sub-district level. Second, the organization employs a sufficient number of staff members who meet the study criteria, enabling comprehensive data collection. Third, institutional access and formal research permissions were granted, ensuring the feasibility and integrity of data collection. Conducting the study in this setting allows the findings to reflect actual organizational conditions and enhances the practical relevance of the results for public-sector human resource management.

3.3 Data Types and Sources

This study utilized quantitative data supplemented by descriptive organizational information to support the contextual interpretation. Quantitative data were obtained through structured questionnaires and expressed in numerical form to enable statistical analysis (Ragab & Arisha, 2018). Descriptive data, such as organizational profiles and institutional documents, were used to provide contextual background. The data sources were classified into primary and secondary. Primary data were collected directly from the respondents, and secondary data were obtained from institutional records and the relevant literature. The combination of these data sources strengthens the robustness and completeness of our analyses.

3.4 Primary Data Collection Methods

Primary data were collected using the following techniques:

3.4.1 Questionnaire Survey

The main research instrument was a structured, closed-ended questionnaire developed based on established measurement scales from prior studies. Responses were measured using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), capturing respondents' perceptions of competence, work experience, work environment, and employee performance.

3.4.2 Interviews

To complement the survey data, semi-structured interviews were conducted with selected key informants (e.g., district heads and section supervisors). These interviews provided deeper insights into the organizational practices, work environment, and HR policies.

3.4.3 Observation

Non-participant observation was used to assess the physical working conditions, interpersonal interactions and daily work routines. Observational data helped validate the survey responses and enhance contextual understanding.

3.5 Population and Sample

The study population consisted of all employees of the Way Tenong District Office. Given the relatively small population size, a census (saturated sampling) technique was applied, whereby all employees were included as respondents. This approach minimizes sampling bias and enhances the representativeness of the findings (Makwana, Engineer, Dabhi, & Chudasama, 2023).

3.6 Operational Definition of Variables

Each variable was operationalized based on the established theoretical and empirical literature review. Measurements were conducted using validated indicators adapted to the public sector context. All variables were measured on a five-point Likert scale.

Table 1. Definition of variables

Variable	Conceptual Definition	Indicators	Scale
Competence (X1)	Knowledge, skills, and behaviours enabling effective task performance (Awan, Habib, Shoaib Akhtar, & Naveed, 2020)	Knowledge, skills, behaviour	Likert 1–5
Work Experience (X2)	Accumulated job-related knowledge and skills over time (Rahmanda & Rino, 2025)	Tenure, task variety, job complexity, skill mastery, autonomy	Likert 1–5
Work Environment (X3)	Physical and psychosocial conditions surrounding employees (Ouabi, Douayri, Barboucha, & Boubker, 2024)	Interpersonal relations, work atmosphere, facilities	Likert 1–5
Employee Performance (Y)	Quality and quantity of work outcomes achieved by employees (Vuong & Nguyen, 2022)	Quality, quantity, timeliness, cooperation, attendance	Likert 1–5

3.7 Data Analysis Techniques

3.7.1 Multiple Linear Regression Analysis

Data were analysed using multiple linear regression analysis to examine the effects of competence, work experience, and work environment on employee performance. This technique is appropriate for estimating the influence of multiple independent variables on a single dependent variable (Baum & Lewbel, 2019).

The regression model is expressed as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \quad (1)$$

where Y denotes employee performance, X_1competence, X_2work experience, X_3work environment, $\alpha$the constant, β the regression coefficients, and $\varepsilon$the error term.

3.8 Validity and Reliability Testing

3.8.1 Validity Test

Instrument validity was assessed using item–total correlation analysis. Items with significance values below 0.05 were considered valid and retained for analysis (Hair Jr et al., 2020).

3.8.2 Reliability Test

Reliability was evaluated using Cronbach's alpha coefficient, with values above 0.70 indicating acceptable internal consistency (Shirali, Shekari, & Angali, 2018).

3.9 Hypothesis Testing

3.9.1 Coefficient of Determination (R^2)
The coefficient of determination (R^2) was used to assess the proportion of variance in employee performance explained by the independent variables. Higher R^2 values indicate stronger explanatory power (Baum & Lewbel, 2019).

3.9.2 Simultaneous Significance Test (F-test)
The F-test was employed to examine whether competence, work experience, and work environment jointly influenced the employee performance.

3.9.3 Partial Significance Test (t-test)
A t-test was conducted to evaluate the individual effects of each independent variable on employee performance. A significance level of $\alpha = 0.05$ was used for all statistical tests.

4. Results and Discussion

4.1 Respondent Profile

Table 2. Characteristics of respondents based on gender

No	Gender	Total	Percentage (%)
1	Male	55	85.94
2	Female	9	14.06
Total		64	100
No	**Age (Years)**	**Total**	**Percentage (%)**
1	< 25	0	0
2	25-30	14	21.88
3	31-40	6	9.38
4	41-50	43	67.19
5	>50	1	1.56
Total		64	100
No	**Education Level**	**Total**	**Percentage (%)**
1	High school	11	17.19
2	Diploma	18	28.13
3	Bachelor's degree	29	45.31
4	Master's degree	6	9.38
5	Doctorate degree	0	0
Total		64	100

Based on Table 2, this study used a census approach involving all employees of the Way Tenong District Office (N = 64). Respondents were predominantly male (85.94%), with the largest age group being 41–50 years old (67.19%). In terms of education, most respondents held a bachelor's degree (45.31%), followed by a diploma (D3) (28.13%) and senior high school (17.19%) degrees. Overall, the sample reflected a mature workforce with substantial educational attainment, which is an important context for interpreting the relationships between competence, experience, and performance.

4.2 Measurement Quality (Validity and Reliability)

4.2.1 Item Validity

Table 3 Results of validity test

Statement	r count	r table	Description
X1.1	0.933	0.361	Valid
X1.2	0.759	0.361	Valid
X1.3	0.803	0.361	Valid
X2.1	0.675	0.361	Valid
X2.2	0.761	0.361	Valid
X2.3	0.835	0.361	Valid
X2.4	0.831	0.361	Valid

X2.5	0.399	0.361	Valid
X3.1	0.872	0.361	Valid
X3.2	0.885	0.361	Valid
X3.3	0.821	0.361	Valid
Y1.1	0.782	0.361	Valid
Y1.2	0.677	0.361	Valid
Y1.3	0.862	0.361	Valid
Y1.4	0.880	0.361	Valid
Y1.5	0.731	0.361	Valid

Based on Table 3, item validity was assessed using Pearson product–moment correlations. Using the criterion r-count > r-table (0.361; α = 0.05, two-tailed), *all questionnaire items met the validity threshold*, indicating that each item adequately captured its intended construct (I. Ghozali, 2018; Sugiyono, 2017).

4.2.2 Reliability

Table 4. Results of reliability test

Variable	Cronbach's Alpha	Criterion	Conclusion
Competence (X_1)	0.768	0.600	Highly Reliable
Experience (X_2)	0.704	0.600	Highly Reliable
Environment (X_3)	0.810	0.600	Very Highly Reliable
Performance (Y)	0.836	0.600	Very Highly Reliable

As shown in Table 4, internal consistency was assessed using Cronbach's alpha, which showed acceptable-to-excellent reliability.

- Competence (α = 0.768)
- Work experience (α = 0.704)
- Work environment (α = 0.810)
- Employee performance (α = 0.836)

These values exceed the common minimum thresholds (≥0.70), indicating a stable measurement quality for further inferential analysis (Hair Jr et al., 2020).

4.3 Classical Assumption Tests

Table 5. Normality test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
		64
Normal Parameters[a,b]	Mean	.000
	Std. Deviation	2.080
Most Extreme Differences	Absolute	.176
	Positive	.110
	Negative	-.176
Kolmogorov-Smirnov Z		.409
Asymp. Sig. (2-tailed)		.400

a. The test distribution was normal in all cases.
b. Calculated from data.

Based on Table 7, the Kolmogorov–Smirnov test indicated residual normality (p = 0.400 > 0.05), supporting parametric regression inference (Ghozali, 2018).

Table 8. Multicollinearity test results

Variable	Cronbach's Alpha	Criterion	Conclusion
Competence *(X1)*	0.690	2.011	No Multicollinearity
Experience *(X2)*	0.493	3.414	No Multicollinearity
Environment *(X3)*	0.295	3.394	No Multicollinearity

As shown in Table 8, the tolerance values were >0.10 and the VIF values were <10, indicating no multicollinearity concerns (Hair Jr et al., 2020).

Table 9. Autocorrelation test results

Model Summaryb				
Model	**R**	**R Square**	**Std. Error of the Estimate**	**Durbin-Watson**
1	.883[a]	.795	2.132	2.131

a. Predictors: (constant), work environment, work competence, work experience
b. Dependent variable: performance

Based on Table 9, the Durbin–Watson statistic was 2.131, suggesting no autocorrelation in the residuals under the usual criterion range. Heteroscedasticity: The scatterplot showed random dispersion around zero, suggesting homoscedastic residual variance (Romeo, Buonaccorsi, & Thoresen, 2024).

4.4 Multiple Regression Results

Table 10. Multiple linear regression test

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	5.496	4.228		3.300	.001
	Competence	.253	.231	.124	3.095	.008
	Experience	.488	.247	.412	5.973	.000
	Environment	.285	.341	.052	3.149	.004

a. Dependent variable: performance

The following regression model was estimated.

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e \quad (2)$$

where Y= employee performance, X_1= competence, X_2= work experience, and X_3= work environment. Based on the reported coefficients, all three predictors were positive and statistically significant, indicating that increases in competence, work experience, and work environment quality were associated with higher employee performance.

4.5 Hypothesis Testing and Discussion

4.5.1 Coefficient of determination (R^2)

Table 11. Coefficient of Determination (R^2) Test Results

Model Summaryb				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.883[a]	.33	.795	2.132

Based on Table 11, the correlation coefficient (R) of 0.883 indicates that the relationship between work competency (X1), work experience (X2), work environment (X3), and employee performance (Y) is very strong and positive.

4.5.2 F Test

Table 12. F test results

ANOVA[b]					
Model	**Sum of Squares**	**df**	**Mean Square**	**f**	**Sig.**
Regression	83.048	3	27.683	6.091	.001[a]
Residual	272.686	60	4.545		
Total	355.734	63			

Table 12 shows that the calculated F value (6.091) is greater than the F table value (2.76), and the significance (Sig) is less than 0.05 (0.001 < 0.05).

4.5.3 t-Test

Table 13. t-test results

Variable	t count	t table	Significance
Competence (X1)	3,095	1,998	0,008
Experience (X2)	3,973	1,998	0,000
Environment (X3)	3,149	1,998	0,004

Based on Table 13, for the work competency (X1) variable, the t-count is 3.095, while the t-table value with degrees of freedom (df = 64 – 2 = 62) is 1.998. Therefore, t count (3.095) > t table (1.998), and the significance value (0.008) was less than 0.05. For the work environment (X3), the t count is 3.149, while the t table value with degrees of freedom (df = 64 – 2 = 62) is 1.998. Therefore, t count (3.149) > t table (1.998), and the significance value (0.004) was less than 0.05.

The partial test (t-test) shows that competence has a positive and significant effect on employee performance ($p < 0.05$). This supports the argument that competence, typically reflected in knowledge, skills, and work behaviour, improves task execution quality and adherence to service standards. In public organizations, competence strengthens accuracy, responsiveness, and procedural compliance, which are key performance dimensions in bureaucratic-service settings (Awan et al., 2020).

H_1: Competence → Employee Performance

Work experience demonstrated the strongest positive effect among the predictors (as indicated by its higher test statistic/significance). Experience likely improves performance through accumulated tacit knowledge, faster problem diagnosis, and better judgment in handling non-routine cases, which are highly relevant in public service operations, where cases vary and require administrative precision (Alsobaey & Alkhateeb, 2025). This finding aligns with HRM evidence that experience strengthens role clarity and reduces errors, thereby improving performance (Aguinis & Glavas, 2019).

H_2: Work Experience → Employee Performance

The work environment also had a positive and significant effect on performance ($P < 0.05$). A supportive work environment covering physical conditions, adequate facilities, and healthy interpersonal relationships improves concentration, reduces friction, and increases coordination speed. This resonates with organizational behaviour research emphasizing that job resources and supportive climates foster higher performance, especially in service-oriented public institutions (Ouabi et al., 2024; Rahmanda & Rino, 2025).

H_3: Work Environment → Employee Performance

The F-test indicates that competence, work experience, and work environment jointly have a significant effect on performance ($p = 0.001 < 0.05$). Conceptually, this suggests that performance is not driven by a single factor; rather, it emerges from the interaction of capability (competence), learned mastery (experience), and enabling conditions (the environment). This integrative view is consistent with performance theory that places performance as a function of individual capability and contextual support (Jinga, Hussen, Negash, & Estifanos, 2024).

H_4: Competence, Work Experience, and Work Environment → Employee Performance (Simultaneous)

4.6 Practical Interpretation

From a managerial standpoint, the findings imply that improving performance in a subdistrict public office should prioritize the following:

1. targeted competency development (training aligned with job requirements),
2. experience-based learning (mentoring, job rotation, knowledge sharing), and
3. Strengthening the work environment (facilities + psychosocial climate).

This triad aligns with contemporary public-sector HR guidance, emphasizing capability building and supportive organizational systems to improve service performance (Đorđević, Milanović Zbiljić, & Radosavljević, 2025).

5. Conclusions

5.1 Conclusion

This study examined the effects of work competence, work experience, and work environment on employee performance at the Way Tenong District Office in West Lampung Regency, Indonesia. Based on the empirical results and discussion, several conclusions were drawn. First, work competence positively and statistically significantly affected employee performance. Employees with adequate knowledge, skills, and work-related abilities can complete tasks effectively, efficiently, and in accordance with organizational targets. This finding confirms that competence is a critical foundation for improving individual performance in public sector organizations.

Second, work experience significantly and positively influences employee performance. Employees with greater work experience tend to demonstrate higher levels of job mastery, problem-solving abilities and confidence in task execution. However, the findings indicate that longer tenure alone does not guarantee superior performance. Experience must be continuously managed and supported through learning and development initiatives to ensure sustained performance improvement. Third, the work environment has a positive and significant effect on employee performance.

A supportive work environment, both physical and non-physical, enhances employees focus, motivation, and productivity. Comfortable facilities, harmonious interpersonal relationships, and a positive organizational climate contribute to improved performance. Finally, the results demonstrate that work competence, experience, and environment simultaneously exert significant influences on employee performance. This indicates that employee performance is shaped by an integrated combination of individual capabilities, accumulated experience, and supportive organizational conditions rather than by a single factor in isolation.

5.2 Research Limitations

Despite these contributions, this study has several limitations. First, the scope of this study was limited to a single subdistrict government office, which may restrict the generalizability of the findings to other public institutions or regions with different organizational characteristics. Second, this study focused only on three explanatory variables: work competence, experience, and environment. Other important determinants of employee performance, such as motivation, leadership style, organizational culture, and job satisfaction, were not included in this study. Third, data were collected using self-reported questionnaires, which may be subject to response bias and may not fully capture objective performance conditions. Although validity and reliability tests were conducted, subjective perceptions may have influenced the respondents' answers.

5.3 Suggestions and Directions for Future Research

Based on the findings and acknowledged limitations of this study, several practical and academic recommendations are made. From a practical standpoint, public sector organizations should strengthen employee competence through continuous and structured training initiatives, workshops, and skills development programs closely aligned with evolving job demands and organizational objectives. Simultaneously, work experience should be optimized by introducing mentoring schemes, job rotation

mechanisms, and developmental performance evaluations that emphasize learning, adaptability, and innovation rather than routine-driven task execution.

Organizations are advised to improve the work environment by ensuring adequate and supportive facilities, fostering positive interpersonal relationships, and cultivating a collaborative and psychologically safe work culture that enhances motivation and productivity. From an academic perspective, future research should incorporate additional explanatory variables, such as work motivation, leadership style, organizational culture, and job satisfaction, to achieve a more comprehensive understanding of the determinants of employee performance. Subsequent studies may broaden the empirical setting by involving multiple institutions or regions, thereby enhancing external validity and enabling comparative analysis across organizational contexts.

Furthermore, the application of mixed methods or longitudinal research designs is recommended to capture deeper behavioural dynamics and observe changes in employee performance over time. By pursuing these directions future studies are expected to generate stronger theoretical contributions and provide more robust practical insights for the development of effective human resource management practices in the public sector.

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