EFFECTS OF WORKPLACE BULLYING ON EMPLOYEE PERFORMANCE IN THE CIVIL SEVICE IN KENYA: A CASE OF THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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Abstract

Performance at the work place is one of the most important areas of concern in human resource management. Based on this understanding, working conditions and psychosocial environments are regarded as being equally important in determining both the individual and organizational performance. It has been established that employees report that work environment is a significant source of employee stress and they typically feel tense or stressed out during the workday. Workplace bullying has become a problem that is too costly to ignore and is a serious problem causing substantial damage to the employees and the organization. The purpose of the study was to establish the effect of workplace bullying on employee performance in the civil service in Kenya. The target populations of the study was 450 employees of Ministry of Education, Science and Technology, State department of Education, headquarters. A sample of 82 respondents was used for the study. Stratified sampling method was used to collect primary data through the use of questionnaires. The secondary data was obtained from published documents such as journals, periodicals, magazines and reports to supplement the primary data. A pilot study was conducted for data collection instruments. The data was analyzed with help of SPSS version 21 and Excel. The study adopted regression analysis at 5% level of significance to determine the strength and direction of the relationship of the variables under study. The analysis showed that leadership style had the strongest positive (Pearson correlation coefficient =.001) influence on employee performance. In addition, work environment, supervisor support and job design are positively correlated to employee performance (Pearson correlation coefficient =.661, .653 and .732).The study recommends that there is need to create a conducive working environment and effective leadership style so as to enhance employee performance in a work environment devoid of bullying. The researcher calls for further studies to be undertaken in Kenya on workplace bullying for generalization of the findings of this study.

Key Words: *Workplace Bullying, Employee Performance, Civil Service, Work Environment, Supervisor Support, Job Design, Leadership Style*

INTRODUCTION

The chapter provides the background information, statement of the problem and research objectives that underpin the study.

Background of the Study

Workplace bullying is a pattern of persistent, offensive, abusive, intimidating or insulting behavior, abuse of power or unfair punishment which upsets, threatens and humiliates the recipient(s), undermining their self-confidence, reputation and ability to perform (Oghojafor *et al.*, 2012). It manifests in a wide variety of behaviors such as, public humiliation and criticism, verbal abuse, social exclusion, intimidation, inaccurate accusations, spreading rumours, ignoring people for long periods and undermining victims' professional status (Markovits *et al.*, 2010). It is characterized by frequency of incidence, duration and reaction on the side of both the perpetrator and victim, ultimately caused by power struggles in ineffective working environments (Owoyemi and Oyelere, 2010).

According to Owoyemi and Sheenam (2011), the negative effects of bullying behavior on an organization include loss of employee morale; a high level of absence from work, depression, anxiety, and physical ailments; decreased productivity and profit; a high level of attrition; loss of customers; a poor reputation in the industry; negative media attention; legal action; and workplace violence. The study will examine the effects of workplace bullying behavior and employee performance.

Employees working in markedly bureaucratic organizations in the civil service with time-consuming policies and procedures, a lack of flexibility, and limited attention toward employee satisfaction are at greatest risk of workplace violence. This study on workplace bullying is significant because workplace bullying is costing employers money and costing employees their health and usually their jobs (Bockerman and Ilmakunnas, 2012). Workplace bullying affects the direct and indirect costs to the organization. Direct costs are easier to identify employee absence, increased turnover, increased legal fees, and increased security expenses (Owoyemi and Oyelere, 2010). Turnover costs an organization dearly, not only through the loss of industry knowledge, but also in the time and money spent recruiting and training new employees.

Global perspective of Workplace Bullying

Globally, workplace bullying is a growing phenomenon which affects millions of employees. Employers should be motivated to reduce bullying as employee engagement is associated with higher profits, higher self-rated performance, and greater organizational citizenship (Medlin & Green, 2009, Barbara, & Martin, 2009). Research into workplace bullying has progressed from academic research on the phenomenon as a workplace problem into the realm of a micro-societal problem that government, employers, human resource practitioners, non-governmental bodies; voluntary or non-profit-making organizations all ought to be concerned (Bockerman and Ilmakunnas, 2012). Thus, the social problem has moved beyond the organizational level to a societal level and should be of concern to employers and government at large.

Local Perspective of Workplace Bullying

Quite often, most Human Resource representatives in Africa including Kenya fail to respond appropriately to allegations of workplace bullying and sexual harassment (Oluwakemi and Oyelere, 2010). The consequences of workplace bullying and harassment could result in increased absenteeism,

decreased productivity, staff depression and a negative overall impact on bottom-line.

Bullying and general harassment are far more prevalent than other destructive behaviors covered by legislation, such as sexual harassment and racial discrimination (Bockerman and Ilmakunnas, 2012). Unlike sexual harassment, which names a specific problem and is now recognized in law of many countries (including Kenya), workplace bullying is still being established as a relevant social problem .Employers struggle with early recognition of employees who are at risk of bullying through the inappropriate application of performance management strategies from those difficult employees who do not comply with reasonable requests or meet performance measures. Hence this study aimed at establishing the relationship between workplace bullying and performance management.

Statement of the Problem

Research has shown that bullying affects people all over the world. Results of a study carried out by Ikyanyon and Ucho (2013) on workplace bullying, Job Satisfaction and Job Performance among employees in a federal hospital in Nigeria indicated that employees who perceived low level of bullying performed higher than those who experienced higher levels of bullying at the workplace. Obicci (2015) in his study, on workplace bullying and employee performance in the public service sector in Uganda found a significant existence of workplace bullying in Uganda. At the organizational level, workplace bullying adversely affects employee commitment, job satisfaction, absenteeism and turnover (Oghojafor et al., 2012).

According to a study carried out by Judith Lynn (2008) on Workplace Bullying: Aggressive Behavior and its Effect on Job Satisfaction and Productivity,

75% of participants reported witnessing mistreatment of coworkers sometime throughout their careers, 47% have been bullied during their career, and 27% admitted to being a target of a bully in the last 12 months. McCarthy et al. (2003) reported the overt cost of workplace bullying to be between Australian dollars $6 and $13 billion.

This study therefore, established the influence of work place bullying on employee performance in the civil service in Kenya. The researcher examined the effect of top supervisors on performance and how the work environment, job design, and leadership style contribute to workplace bullying and impact on employee performance. The study identified recommendations on employee performance strategies that will guide Kenyan civil service to maintain high employee performance standards without incidents of workplace bullying and become the employer of choice.

Objectives of the study

General objective

The purpose of the study was to establish the effects of workplace bullying on employee performance in the civil service in Kenya.

Specific objectives

The specific objectives of the study were to:

I. Establish the effects of workplace environment on employee performance in the civil service in Kenya.
II. Examine the effects of leadership style on workplace bullying and on employee performance in the civil service in Kenya.
III. Explore the effects of job design on workplace bullying and on employee performance in the civil service in Kenya.

IV. Determine the impacts of supervisor support on workplace bullying and on employee performance in the civil service in Kenya

LITERATURE REVIEW

Introduction

Workplace bullying is a highly complex and poorly understood phenomenon (Adams & Crawford, 1992). It is important that the question of what is to be done about bullying is asked and examined with increasing vigor. This chapter reviews relevant literature guiding the study.

Theoretical Review

Theoretical frameworks are explanations about a phenomenon (Marriam, 2001) and provide the researcher with the lens to view the world.

Theory of Work Adjustment

This is referred to as the Person–Environment Correspondence Theory. It was originally developed by René Davis, George England and Lloyd Lofquist from the University of Minnesota in 1964. The more closely a person's abilities (skills, knowledge, experience, attitude, behaviour) correspond with the requirements of the role or the organization, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer. Similarly, the more closely the rein-forcers (rewards) of the role or organisation correspond to the values that a person seeks to satisfy through their work, the more likely it is that the person will perceive the job as satisfying. The six key values that individuals seek to satisfy are achievement, conditions that encourage accomplishment and progress, comfort, the conditions that encourage lack of stress status, conditions that provide recognition and prestige, and conditions that foster harmony and service to others, safety conditions that establish predictability and stability and autonomy the conditions that increase personal control and initiative.

The degrees of satisfaction are seen as predictors of the likelihood that someone will stay in a job, be successful at it and receive advancement. The theory further acknowledges that the correspondence between person and environment may not be perfect because the person chose the wrong career or the employer chose the wrong candidate. Even a good correspondence may change over time. The person's skills might develop so that they outgrow their role or their priorities may change because of non-work commitments. The nature of the job or the nature of the rewards an employer is able to offer may also change (René, George & Lloyd, 1964).

The flexibility of a person or an environment will determine the extent to which they can tolerate any lack of correspondence between abilities and requirements and values rein-forcers. Flexibility will vary from individual to individual and from environment to environment. Internal factors, such as personality or organizational culture, will influence the level of flexibility, as will external factors, such as the availability of alternative options. When the lack of correspondence is so great that flexibility is no longer viable, some form of adjustment often takes place (René et al., 1964).

Active adjustment by the individual involves them trying to change their working environment. They may seek to change the content of the job, and therefore its behaviour requirements, to better reflect their abilities. Alternatively, they may try to alter the reinforcements of the job by seeking to gain different rewards, e.g. better working conditions or greater variety or responsibility. Active adjustment by the environment may involve trying to change the person's abilities through training or trying to change

their values or expectations in some way. (René *et al.* 1964). The theory relates to work environment on employee performance.

Two-Factor Theory

The Two-Factor Theory advanced by Frederick Herzberg (1959) addresses the issue of workplace motivation. The theory introduces two elements or "factors" to account for overall job satisfaction: motivators and hygiene factors. While the presence of motivators in a job can contribute to the increase in the level of satisfaction, the absence of hygiene factors in the workplace can be the cause of dissatisfaction. Hygiene factors allude to the environment and the context of the work. This can include salary, and safe working conditions. Motivators are related to the characteristics of the job itself. According to the theory motivators and hygiene factors are non-exclusive.

According to Davies (2008), satisfaction and dissatisfaction cannot be considered as the opposite ends of one continuum. Therefore an increase in the level of job satisfaction does not necessarily imply a decrease in job dissatisfaction, since the elements affecting satisfaction and dissatisfaction are different. The Two-Factor is also often referred to as the Motivation-Hygiene Theory. Herzberg (1986) adds that motivation comes from the job itself. Therefore, it is important for managers to look into the nature of the jobs they ask their employees to do.

The Two Factor Theory has had a considerable amount of practical as well as theoretical influences. In fact, from a practical perspective, the influence of Herzberg's motivation theory can be seen at every organizational level as well as within every department. From a theoretical perspective, Herzberg's motivation theory can be perceived as having similarities to Maslow's Theory of Need with

the exception that for Herzberg's theory, the needs aren't placed in a progressive continuum, rather they are divided into two independent factors. In fact, Herzberg would argue that the opposite of satisfaction is not dissatisfaction since different stimuli are involved in generating each of those emotional states, reinforcing the fact that they are not on the same continuum. As a result, these states must be measured on different scales (Herzberg, 1959).

According to Herzberg (1959) the states were categorized as "Motivators" and "Hygiene" factors, the latter also being referred to as Maintenance Factors. Motivators actually motivate an individual they find their root within the job itself examples of Motivators are Achievement, Recognition, Growth Possibilities, Career Advancement, Level of Responsibility and The Job Itself. Hygiene Factors do not have any motivational value when present, but do have a de-motivational value if not present.

The Theory of Leadership Style

Over time, a number of theories of leadership have been proposed. Most leadership theories focus on three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or as leadership skills (Northouse, 2004). Since 1980s, the transformational leadership approach has grown in public and researchers study more about it. Also, transformation means a process that change and transforms thus transformational leadership transforms individuals through emotions, values, ethics, standards and long term goals (Northouse, 2004). Transformational leadership theory was introduced by Burns (1978) and further expanded and refined by Bernard Bass (1985). Bass (1994) introduced Full Range of Leadership (FRL) Model including transformational, transactional and laissez-faire leadership (Northouse, 2004).

Apaydın (2012) argued that leadership plays an important role in allowing bullying to emerge in the work environment. Indeed, leaders have the power to influence followers to be vulnerable to being bullied by signaling what is (in) appropriate conduct (Aquino 2009). He argues that leaders who encourage a positive work environment, and more specifically, by communicating what is appropriate and ethical behavior, should be able to reduce bullying. Ethical leaders have a positive influence on employees' pro-social behavior and ethical conduct (Brown et al., 2005). Such ethical behavior has been shown to enhance moral reasoning which, in turn, affects the extent that employees are a target of morally questionable work situations.

Since workplace bullying is a morally questionable work situation, it is expected that ethical leadership negatively relates to bullying. Trevino, Brown, and Pincus -Hartman (2003) argued that in order to be perceived as an ethical leader, a leader needs to be characterized as a moral person –as being honest, trustworthy, fair, principled in decision making and ethical in one's personal life. A second important trait of ethical leadership is that he/she has to be perceived as a moral manager; one who makes proactive efforts to influence followers' ethical and unethical behavior and valuates ethics an explicit part of his/her agenda (Brown et al., 2005). Thus, ethical leaders stress ethical values both in their personal and professional lives, encourage fair behavior in the workplace, and serve as role models for their followers in the organization (Brown et al., 2005). The above theory instigated understanding of leadership style at workplace on employee performance.

The Theory of Management and Bureaucracy

One of the most important thinkers in modern organizational theory is Max Weber (1864-1920). He is the father of the bureaucratic management theory. It has two essential elements. The first one entails structuring an organization into a hierarchy. The second one involves the members of an organization being governed by clearly defined rational, legal decision making rules. Weber believed this informal organization of supervisors and employees inhibited the potential success of a company because power was misplaced.
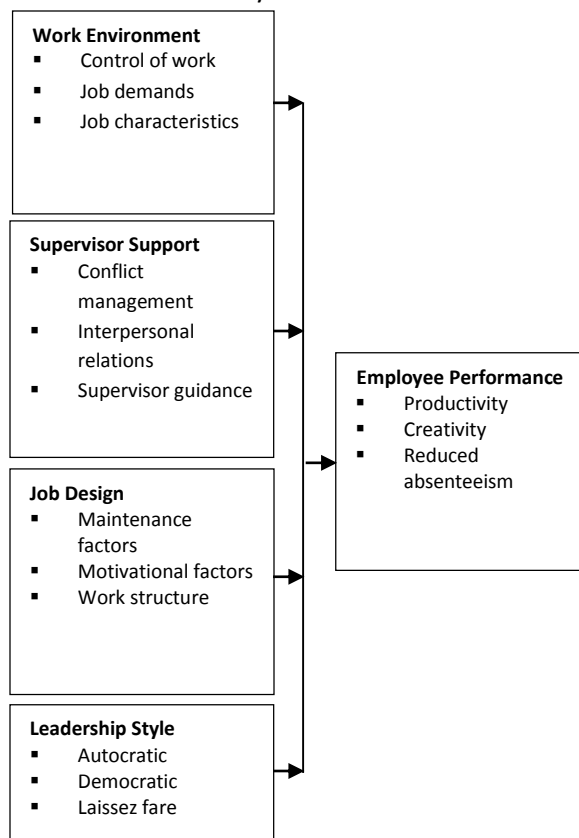
According to Breeze (2002), the foundations of Henry Fayol's administrative theory, positional authority is the right to give order and power to exact (get) obedience. He also explained control as control of an undertaking consists of seeing that everything is being carried out in accordance with the plan which has been adopted, the orders which have been given, and the principles which have been laid down. Its object is to point out mistakes in order that they may be rectified and prevented from recurring. From the aforementioned, power imbalance, is often supported with the fact that the targets or victims of bullying cannot defend themselves on an equal basis (Salin, 2003). Here, workplace bullying is seen from a 'victim-perpetrator' dimension (Salin, 2003), especially when the victim or target is subjected to these behaviors on the basis that he or she feels inferior and powerless in defending him or herself in the actual situation (Salin, 2003,).

The imbalance of power, according to Zapf and Einarsen (2005), often mirrors the formal power structures of the organization in which someone is on the receiving end of negative acts from a person in a superior organizational position. Although it has been said that conflicts between parties perceived to have equal strengths are thus not considered as bullying (Einarsen & Skogstad, 1996), it should be noted that an alternative source of power may be

informal and based on knowledge and experience, or even access to the support of powerful others through the established rules and regulations (Einarsen, 1999; Hoel& Cooper, 2000; Zapf &Einarsen, 2005). The above theory relates to the government policy and regulations on workplace bullying and employee performance.

Conceptual Framework

Kaplan, (2002) defines conceptual framework as a researcher's own position on the problem and gives direction to the study.

Work Environment
- Control of work
- Job demands
- Job characteristics

Supervisor Support
- Conflict management
- Interpersonal relations
- Supervisor guidance

Employee Performance
- Productivity
- Creativity
- Reduced absenteeism

Job Design
- Maintenance factors
- Motivational factors
- Work structure

Leadership Style
- Autocratic
- Democratic
- Laissez fare

Independent Variables   **Dependent Variable**

Conceptual Framework

Work Environment

Characteristics of work environment include apparent and open communication which in essence

addresses the employees feel that they are appropriate in the organization (Jain & Kaur, 2004). However it is necessary for staff to deliberate the organization's philosophy, mission, values and stability of Work-Life as there has to be some sort of balance between work and personal life. In general having the sense of balance will improve job satisfaction among employees (Jain & Kaur, 2004). Employees need to identify that they are being impartially rewarded and established on their performance. Impartiality means that the consequences of performance are resolute by the quantity and quality of the performance, Consistency means predictability. Subordinates want to know how their supervisor will react in a given situation. According to management studies consistency is a single most effective standard to establish with your own leadership (Jain & Kaur, 2004).

A job aid is called a repository to gain information about the work processes by the employee. According to the article written by Moore (2005), a job aid means a written tool which provides guidance to the employees in an organization. The example of job aid is such as the steps of the instruction on how to complete the appraisal form. It will help the employees get it done efficiently. The purpose of this job aid is to support the work activity (Combs, & Falletta, 2000). According to John Wiley & Sons, (2012) a job aid does not offer information until a person who gets the job aid has gained knowledge or understanding from the job aid itself. A job aid can represent a company with a self-service workplace which employees will learn on their job by themselves (Van Dam, 2005).

Job Design

The theory of job design is an important concept in business management and has been well known in

the private sector for over thirty (30) years. According to (Darrah, 2002), workers are motivated by jobs in which they feel they can make a difference and jobs can be designed with that in mind. An employee may take on a whole position involving many tasks, or a reduced number of tasks, depending on ability, time allotment and other constraints (Darrah, 2002).The nature and characteristics of employees' work have a great impact on worker engagement. Well-designed jobs have a positive influence on employee commitment, leading to improved individual and group organizational performance outcomes such as their membership (joining/leaving an organization), reliable role behavior (how well the worker does their job), and innovative/spontaneous action (going above and beyond the normal job) (Ugboro, 2006).

Using job design principles results in clear job descriptions, engaged workforce and successful completion of tasks. People are assigned to a job because they are perceived to be able to fill its requirements (Darrah, 2002). From an employer's perspective, the employee knows exactly what to do and is accountable. From the employee's perspective, the job requirements and responsibilities are clear (Darrah, 2002).

Job design theory has a basis in the work of a number of key researchers. Psychologist A. H. Maslow identified a hierarchical scheme of five basic needs that motivate people: to stay alive, to be safe, to be with others, to be respected and to do work that corresponds to our gifts and abilities (Bittel & Newstrom, 2004).

Frederick Herzberg, a noted behavioral scientist, distinguished between what he called the maintenance and the motivational factors that affect job satisfaction (Herzberg's Two-Factor Theory). Maintenance factors include salary, administrative policies and working conditions. On their own,

maintenance factors cannot provide job satisfaction, although they can be reasons for job dissatisfaction. On the other hand, motivational factors include a sense of achievement, the perceived importance of the work, job autonomy and skill development. Workers respond positively to the importance of the work they are doing and an opportunity for living up to their potential (Bittel & Newstrom, 2004).

Hackman & Oldham's (2003) posited that Job Characteristic Model (JCM) is also the basis for many work design theories and extends the notion of meeting employees' human/mental needs to improve performance processes (Hackman & Oldham, 2003). They depicted positive work structure in the form of five job characteristics (skill variety, task identity, task significance, autonomy, feedback) which promoted higher intrinsic psychological factors (meaningfulness, responsibility, knowledge of results) without employee bullying and thus improve employee motivation. Based on these theoretical underpinnings, job design methodology has been developed for and by larger organizations to handle the challenges associated with employing a large number of people in a wide variety of capacities. Among features of the modern workplace that come out of the job design model are flextime, job-sharing, job rotation and the compressed workweek. All of these can lead to more autonomy for the worker and thereby tend to increase employee engagement (Day & Devlin, 2010).

Morgeson & Humphrey (2006) observed in their studies that there is persistent problem of poor services which have consistently characterized organizations, making them ineffective in meeting clientele demands. This is due to the fact that most public organizations jobs are characterized by heavy workloads, adverse environment, poor process design and unpleasant working conditions. These

decrease employee concentration towards tasks which lead to low employee motivation resulting in employee disengagement, low performance, poor quality, physical and emotional stress causing high cost to the organizations (Darrah, 2002)..

Job design remains a topic that receives much less attention from employers and policy makers, compared with other aspects of management such as leadership management style (Truss, 2012). This is a cause for concern particularly in the light of findings such as those from Cerus Consultancy (2003) who in their recent survey found that 68% said that the single most important factor for high levels of engagement was doing a job that is challenging and varied and which makes a meaningful contribution.

Morgeson& Humphrey (2006) also noted that job design is a topic that continues to fascinate and sometimes frustrate both scholars and practitioners. The aim of this project is to outline the role of job design at workplace to avoid employee bullying thus affecting employee performance.

Supervisor Support

A supervisor is the force behind the relationship of employees which they need to be attached together (Mayer &Herscovitch, 2001). The purpose of having the framework is to see the commitment of the supervisor toward the employees. Mentoring needs to be done by the supervisors in order to create a mutual understanding and relationship in between the supervisor and the employees. By having this mutual understanding, it will create a mutual satisfaction between them (Allen et al., 2000).

A supervisor is also known as a person with experience, , a person who can solve problems and also the role model in the first level of organizational management (Nijman, 2004). According to Rabey (2007) a supervisor should be a trainer to the employees as the trainer will assist the employees in getting their job done by guiding the employees on the operational process especially when it comes to a new operational procedure. The absence of supervisor support results to work related bullying. According to Tumbur and Vardi (2009), work related bullying includes giving unachievable tasks, impossible deadlines, unmanageable workloads, meaningless tasks, withholding information, deliberately or supplying unclear information, threats about job security and scapegoating.

Leadership Styles

Leadership is commonly seen as an important variable affecting organizational performance (Northouse, 2004). There are different kinds of leadership styles: autocratic, democratic and laissez faire. These types of leadership influence the leadership style of the management in an organization and the level of employee performance (Nwagbara, 2011). The quality of leadership also influences the employee performance and can result in workplace bullying Thus poor or good leadership will influence the level of employee performance of an organization and will determine the extent to which employees will be exposed to workplace bullying (Tumbur and Vardi, 2009).

According to Nwagbara (2011) without shared leadership organizations will not experience high level of employee involvement. According to Gill (2006), shared leadership is characterized by the quality of interactions rather than hierarchical levels, team problem solving, conversation rather than instruction, shared values and beliefs and honesty and a desire for the common good. Shared leadership is about collaborative, participatory leadership that takes employees' views and interests on board in decision-making and leadership process (Kotter, 1990). Employee involvement is a workplace

approach designed to ensure that employees are committed to their organization's goals and values, motivated to contribute to organizational success and are able at the same time to enhance their own sense of well-being (Kotter, 1990). Thus, he argues that if the interests and opinions of employees are not considered in organizational decision-making process and leadership, they will feel disenchanted as well as alienated from the organization's leadership which will eventually lead to low employee involvement.

Ineffective leadership paves the way for workplace bullying (Namie, 2003). Frequently workplace bullies are ineffective in their own jobs and survive by stealing the ideas of another (Middleton, 2002) and taking credit for coworkers' contributions. Research by Needham, (2003) shows that workplace bullies are best able to develop and reinforce their behavior in organizations that use hierarchy for power and status, use length of service as opposed to performance as a success marker, or use reverse upward positional attainment as opposed to goal achievement. Einarsen and Raknes (1997) showed the occurrence of bullying correlated significantly with several aspects of the organizational and social work environment, particularly leadership, role conflict, and work control.

Employee performance

Burke (2005) defines employee performance as the ability to handle its internal and external functioning and relationships. This includes improved interpersonal and group processes, more effective communication, and enhanced ability to cope with organizational problems of all kinds. It also involves more effective decision processes, more appropriate, efficiency and effectiveness, economic use of resources, transparency, productivity, improved skill in dealing with destructive conflict, as well as developing improved levels of trust and cooperation among organizational members (Burke, 2005). These objectives stem from a value system based on an optimistic view of the nature of man that man in a supportive environment is capable of achieving higher levels of development and accomplishment. Essential to organization development and effectiveness is the scientific method inquiry, a rigorous search for causes, experimental testing of hypotheses, and review of results.

Chong (2008) posits that performance management is about improving performance at the individual, group, and organization levels. It is about improving the organization's ability to effectively respond to changes in its external environment, and it's about increasing internal capabilities by ensuring the organizational structures, human resources systems, job designs, communication systems, and leadership and managerial processes fully harness human motivation and help people function to their full potential.

Employee performance is the most important dependent variables in an industrial and organizational psychology. Some main application need to be applied as to improve the work environment (Borman, 2004). Employee performance according to Sinha (2001) is dependent on the willingness and also the openness of the employees themselves in doing their job in a conducive work environment. Sinha (2001) stated that by having employee willingness and openness in doing their job, it could increase the employees' productivity and minimize incidents of workplace bullying which in turn leads to improved organizational performance.

Empirical Review

Work Environment

Empirical evidence has shown that bullying behavior is correlated with many features of the work environment, including organizational problems, role and functional conflicts, workloads, high stress, organizational restructuring, low satisfaction with leadership, conflicts in general in the work unit, and difficulties in discussing problems within the working group (Väänänen, 2003). Environmental factors and characteristics of the target and the bully are assumed to contribute to the onset of a bullying situation (Väänänen, 2003).

Existing research has demonstrated strong links between the work environment and the prevalence of workplace bullying. For example, leadership style, job design, organizational norms and values, and communication climate have been found to have significant effects on the prevalence of bullying (Hoel& Cooper, 2000, Zapf et al., 1996). Still, bullying is typically seen as an 'irrational' behavior, due for example to unwanted personality traits or dissatisfaction in the workplace.

A study on workplace bullying by the Business Research Lab (2003) showed that 40% of 418 respondents reported that they had experienced bullying and 59% observed someone else being bullied in the workplace. There was also strong evidence that those identified as targets of workplace bullying were less psychologically well than others, showing significantly higher levels of anxiety and depression. Many more of those targeted by a bully appeared to be alienated from their environment and showed a greater propensity to leave their jobs (Rigby, 2002).

Some places and situations are more conducive to bullying than others. A harsh, malicious, or harmful

worker would not survive in a healthy organization. "People, for social, environmental, and biological reasons, need to dominate others and the workplace provides them with a location that, if not properly managed, allows them to exercise their need to control" (Harvey, *et al.,* 2006). A concern is that bullying appears to be tolerated and, is therefore, becoming embedded in many organizational cultures. Yandrick (1999) noted bullying "is a problem that knows no geographic boundaries and is not confined to a particular industry".

The work group itself may play a role in the bully environment. Coworkers may stand by as silent witnesses. The more coworkers are divided into informal cliques and gangs, the more they are likely to ignore bullying and may even unconsciously support it (Furnham, 2004). Previous studies indicate adult bullying is a more common event than thought and can have serious consequences for organizations (Namie & Namie, 2003; Needham, 2003). One in six American workers will experience some sort of bullying on the job (Massingill, 2002). Thus, bullying remains one of the workplace's most overlooked scandals, lowering morale, job satisfaction, and productivity while driving health-care-related costs up and making employers vulnerable to lawsuits or disability claims (Holt, 2004).

Supervisor Support

Reports on workplace bullying have clearly shown the key players in the bullying process to be colleagues and supervisors or managers as well as subordinates (Chartered Institute of Personnel Development, CIPD, 2004; Rayner, *et al.*, (2002). The Chartered Institute of Personnel Development (2004) reported that there are two main positions most likely to be accused of bullying across different sectors, the line managers and the peer colleagues. That is, there is a general belief that bullies are more

likely to be supervisors or managers or colleagues. However in some cases, there are instances of junior employees bullying their superiors.

Research evidence has also proved that women are more bullied than men. Such report according to Hoel and Cooper (2000) is perhaps because women are more likely to report being bullied than are men, and especially if it comes from someone below them. There is always the resistance to women leaders within an organization, especially from men who are their subordinates (Sheehan, 2006). Thus, it is important to take into consideration the role that gender plays in workplace bullying, in particular because men are less likely to report being bullied than are women (Hoel *et al.,* 2002).

Job Design

Work redesign first got its start in the 1960s. Up until then the prevailing attitude was that jobs should be simplified in order to maximize employee performance (Darrah, 2002). However it was found that when subjected to highly routinized and repetitive tasks the benefits of simplification sometimes disappeared due to worker dissatisfaction in response to employee bullying due to unfriendly job design (Darrah, 2002). It was proposed that jobs should be enriched in ways that boosted motivation and engagement instead of just simplified to a string of repetitive tasks.

A study conducted by Adam M. Grant, Yitzhak Fried, and Tina and Juliet (2006) showed that a job design has sufficient role in employee engagement and performance in Fast Moving Consumer Goods (FMCG) industry of Pakistan. In a collectivist society like Pakistan people do prefer jobs with significance and autonomy. Job autonomy referring to the degree any worker has liberty to plan his or her tasks, take decisions according to the situation and find out all those means to achieve their work objectives. In

2005, a survey conducted in Thailand revealed only 12 per cent of Thailand's employee population are 'engaged', 82 per cent are 'actively disengaged' and 6 per cent disengaged. Similar Gallup studies have found the levels of engagement in Australia, China, Japan, New Zealand and Singapore to be 18 per cent, 12 per cent, 9 per cent, 17 per cent and 9 per cent respectively (Gallup 2004).

Pinder (2008), in his studies done in United states noted that , the design of jobs with appropriate job characteristics has been hampered by non-compliance with the effective human resource practices and procedures in the organizations. This has accounted for the failure of most organizations in meeting up to their expected targets following employee's disengagement. Kahya (2007), in his study in Turkey, argued that Environmental conditions in an organization range from ordinary to extreme conditions in terms of the factors such as heat, humidity, noise, smell, light and dust. Unpleasant environmental conditions have both direct and indirect effects on employee job performance which results in organizations outcomes. The concentration to tasks of an employee who exposes to these impacts decreases, which leads to low employee performance including productivity, quality, emotional stress, and in turn causes high cost.

Grant, (2008) in his study in United Kingdom (UK) noted that public service employees often lack opportunities to see the impact of their jobs, how their efforts make a difference in others people's lives. He said employees in public service jobs perform tasks that are critical to protecting and promoting the welfare of individuals, groups, communities and societies. However their commitment and engagement is often limited by a lack of connection to the difference that their work makes in other people's lives.

Depending on how managers make decisions about job design on workplace bullying, it can be a liability or a potential source of competitive advantage for organizations (Pfeffer, 1994). Job design is receiving a resurgence of attention as dramatic changes in domestic and international landscapes of work have created new types of jobs, particularly in service and knowledge/creative sectors (Elsbach and Hargadon, 2006; Grant &: Parker, 2009). These changes have spawned rapid increases in autonomy, professionalization, and service customization, providing employees with growing amounts of latitude and discretion to alter their own job designs and thus increasing their performance.

Leadership Style

Leadership is the art of creating a working atmosphere to achieve high performance levels and organizational goals (Manase, 1985). In fact creating such an atmosphere depends on whether the organization has a healthy structure or not. The creation of healthy organizations relates to its managers (Sergiovanni, 2006). In the other words, leaders who have a deeper awareness about workplace bullying will provide healthy working environment for their employees (Georgakopoulos *et al.,* 2011).

Transformational leadership style is characterized in the Full Range of Leadership (FRL) model by four dimensions. Which include idealized influence, inspirational motivation, intellectual simulation and individualized consideration and they are referred to as the 'four I's' (Northouse, 2004). Idealized influence (charisma) is a behavior that arouses strong follower emotions and identification with the leader. Through such behavior, leaders become role models for their followers and are admired, respected and trusted (Northouse, 2004).

Inspirational motivation includes behaviors that motivates and inspires followers by communicating high expectations and expressing purposes in simple ways which provides meaning and challenge to their followers work (Northouse, 2004).

Transactional leadership emerging from this model include management-by-exception and contingent reward. In fact Management by Exception (MBE) takes two forms: active and passive. Active MBE occurs when the leader monitors followers' performance, deviation from standards and rules and taking corrective action in anticipation of irregularities. Passive MBE occurs when a leader waits passively for mistakes to occur, intervening only if standards are not met. On the other hand contingent reward involves an interaction between the leader and the follower in which the leader uses rewards, promises and praise to motivate followers to achieve performance levels agreed by both parties (Northouse, 2004).

Rigid hierarchies can encourage autocratic behavior. Autocratic executives might encourage similar behavior in middle managers (Joyce, 2005). Furthermore, bullied workers are usually reluctant to report the problem. Bullying behavior is a performance issue that calls for discipline (Brenner, 2006). Many incidents are witnessed by coworkers who remain passive, supporting the bullies with their silence. Others walk away feeling the bullying behavior is none of their business (Middleton-Moz & Zadawski, 2002). Most targets say nothing for fear of retribution (Furnham, 2004). Negative effects of bullying and harassment at work may be observed on an organizational level.

Laissez-faire or "hands-off" was identified by Bass and Avolio (1994) in the FRL model as a non-transactional factor. Laissez-fair also describes leaders who delay decision-making, give no feedback and make little effort to help followers satisfy their

needs or to help them grow (Northouse, 2004). Such leaders avoid accepting responsibilities; they are absent when they are needed and take no action even when problems become chronic. Laissez-faire leaders are inactive and indicate the absence of leadership and are on the contrary to the active forms of transformational leadership. These leaders make negative effects on subordinate performance (Bass, 1999).

Employee Performance

The evidence has revealed that workplace bullying has negative consequences; that is, it impacts negatively on the organization (Hoel& Cooper, 2000; Lewis, 2002), the individual (Rayner and McIvor, 2007), and on the psychological or physical well-being of those who have experienced it (Sheehan, 2006). The negative effects of workplace bullying on an individual include psychological illness, could further lead to the intention to commit suicide and/or loss of self-image and respect (Leymann, 1996 *et al*.). In addition to the effects on the recipients, studies have shown that those who have observed or witnessed workplace bullying are also likely to experience some of the negative consequences highlighted above (Hoel& Cooper, 2000; Vartia, 2003).

As for the effects on the organization, research has indicated consistently that bullying may lead to lower employee commitment to work and higher levels of labour turnover in organizations (Djurkovic, McCormack & Casmir, 2004). That is why researchers such as Hoel and Cooper (2000), Kivimaki*et al.* (2003) and Sheehan (2006) have all emphasized that organizations that do not pay much attention to these negative acts are at the risk of reporting reduced productivity and performance, and increased labour turnover and absenteeism within the workforce, all of which can have a negative effect

on the financial base of any organization (Hoel *et al.,* 2000).

Although some German researchers have described bullying as 'foul game' in organizations (Neuberger, 1999), as 'personnel work with other means' (Zapf &Warth, 1997) or as a 'rent seeking strategy' (Kräkel, 1997), this perspective has gained little attention in the current bullying debate (Zapf &Einarsen, 2003). However, there are situations where it might be individually 'rational' or rewarding to bully somebody. For example, if the potential victim is considered either as a burden for the department or as a personal rival (Kräkel, 1997).

Furthermore, studies have shown a correlation between performance-based reward systems and workplace bullying (Sutela & Lehto, 1998). It is thus possible to argue that bullying may be closely related to the phenomenon of organizational politics, that is, the phenomenon when individuals or groups deliberately act in a way that will protect or enhance their own self-interests, when their actions may or may not be in the best interest of other individuals, groups or the organizations to which the actor belongs (Kacmarand Ferris, 1991).

Although some studies have assessed the cost of workplace bullying on individuals, most of them have limited the cost to the overt consequences, such as the cost of absenteeism and staff turnover (Einarsen *et al*., 2003; Hoel *et al.,* 2001; Kivimaki*et al*., 2003). Most of these studies did not explore other hidden of workplace determinants such as supervisor support, leadership style, and work environment on employee performance. While particular events, conditions, and causes of bullying may vary greatly between occupational sectors, the organizational environment and structure, supervisor support, policies, job designs, and task demands are major determining factors in the level of stress and negative behavior exposure faced by employees

(Giga, Cooper, &Faragher, 2003). Workplace bullies can create havoc for many years, suffering few, if any, consequences.

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter explains and outlines the methodology that was used in achieving the objectives of the study which were to establish the effects of workplace bullying on employee performance in Kenya.

Research Design

A research design is the plan, structure of investigation conceived to obtain answers to research questions that includes an outline of the research work from hypothesis, methods and procedures for collecting and analyzing data and presenting the results in a form that can be understood by all (Mugenda and Mugenda, 2003). This study was a descriptive research that employed a descriptive research design. This is because the study intended to obtain an in depth understanding on the effects of workplace bullying on employee performance in Kenya.

Target Population

A population is the aggregate of all cases that conform to some designated set of specifications (Paton, 2002). Population in this study is the larger group from which the sample is taken. The population of the study comprised of all the employees in various Ministries in Kenya. For this study, the target population comprised of all the 450 employees from all cadres in the Ministry of Education, Science and Technology, State Department of Science and Technology, at Jogoo House, headquarters.

Sample and Sampling Technique

Bryman & Bell (2003), define a sample size as a representation of a total population enumerated for analysis. Owing to practical difficulties with responses from large survey groups, a meaningful survey sample size had to be determined. An appropriate sample size was calculated. A representative sample size with known confidence and risk levels was selected, based on the work of Yamane (1967) formula. The formula used by Yamane (1967) is shown below;

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

Where n= sample size

N=Target population

e= Proportion of the study

According to Sekaran, (2003), a sample size of 10% of the target population is large enough so long as it allows for reliable data analysis and allows testing for significance of differences between estimates. There are 450 employees in MoEST, State Department of Science and Technology. Therefore, the targeted population of the study was 450 (N = 450). A 95% confidence level is deemed acceptable and thus statistically z = 2. Placing information in the above formula at a 95% confidence level and an error limit of 10% results in:

n = $\underline{\quad 450 \quad}$

$1 + 450(0.10)^2$

= 82 respondents

Eighty two respondents were therefore the lowest acceptable number of responses to maintain a 95% confidence level and a 10% error level.

Research instrument& Data Collection Techniques

The study used questionnaires to collect primary data from the respondents as research tools. (Kothari, 2004) points out that, questionnaires are appropriate for studies since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. They further observe that questionnaires have the added advantage of being less costly and using less time as instruments of data collection. The questionnaire, which is semi-structured, was administered through drop and pick-later method to the sampled population.

Data Analysis

According to Kothari, (2004), data analysis is the process of bringing order, structure and meaning to the mass of information collected. The data was collected by use of the questionnaire, thoroughly edited and checked for completeness and comprehensibility. Both qualitative and quantitative data analysis methods were used. Qualitative research provides insights and understanding while quantitative research tries to generalize those insights to a population pattern. Quantitative data was edited, summarized and coded for easy classification in order to facilitate interpretation of the data. The tabulated data was analyzed using simple regression analysis. A simple regression model was used to assess the collective effect of the four independent variables (Work environment, job design, supervisor support and leadership style on one dependent variable (Employee performance). The study was guided by the following regression model:

$$Yi = \alpha + \beta_1(WE) + \beta_2(SP) + \beta_3(JD) + \beta_4(LS) + \acute{\epsilon}$$

Where; Yi=Employee performance; SP = Supervisor support; WE=Work Environment; JD=Job design; LS =Leadership Style; $\acute{\epsilon}$ = is the error term. Advantages associated with simple regression analysis are that this process offers a more accurate explanation of the dependent variable in that more variables are included in the analysis, and that the effect of a particular independent variable is made more certain, since the possibility of distorting influences from other independent variables is removed (Sharp and Howard 2006).

RESULTS AND DISCUSSIONS

Introduction

This chapter discusses the findings obtained from the field.

Response Rate

The study targeted a sample size of 82 respondents out of which fifty (50) of them filled and returned the questionnaires, making a response rate of 60.98%. This response rate was satisfactory to make conclusions for the study. Mugenda & Mugenda (2003) states that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the findings of this study, the response rate was good. This high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants and applied the drop and pick method where the questionnaires were picked at a later date to allow the respondents ample time to fill the questionnaires. The response rate was therefore adequate for the study to make relevant conclusions based on the responses.

Gender of the respondents

From the findings, it was established that majority of the respondents 59% were males whereas 41% of the respondent were females. This is an indication that both genders were well represented in this

study and thus the finding of the study did not suffer from gender bias all through the study. This implies there were more male than female respondents though with less disparity meaning that there is gender balance among the employees involved in the implementation of the projects. Carter and Shaw (2007) found that organizations with gender balance were motivated to perform better towards organization goal as women and men compete favorably to deliver on their assignments.

Work Environment

The first objective of the study was to establish the effects of the workplace environment on employee performance in the civil service in Kenya. The study requested the respondents to indicate whether they were willing to improve work processes or not. From the findings, it was established that majority of the respondents (56%) were willing to improve work processes, whereas 44% of the respondents indicated that they were not willing improve work processes. This implies that there is no open communication in the organization which in essence addresses how employees' views are incorporated and how relevant the employees are made to feel. This is in line with the findings of a study carried out by Bryson et al (2013) on worker wellbeing and workplace performance that indicated that an individual's levels of creativity and problem solving encourages greater level of engagement at work.

Leadership Style

The second objective of the study was to examine the effects of leadership style on workplace bullying and on employee performance in the civil service in Kenya. From the findings, it was established that majority of the respondents 47% indicated autocratic leadership style was the common leadership style used in the organization, 31% of the respondents stated that democratic was used,

whereas 22% of the respondents indicated that laisez-faire was used as a leadership style in MOEST.

Job Design

The third objective of the study was to explore the effects of job design on workplace bullying and on employee performance in the civil service in Kenya. The respondents were requested to indicate whether they were satisfied with the kind of work they performed in the Ministry. From the findings, it was established that majority of the respondents (54%) indicated that they were satisfied with the duties they performed in the Ministry; while 46% of the respondents indicated that they were no satisfied with the kind of duties they performed in the Ministry. The study findings are in agreement with Adam, Fried & Tina (2006) who proposed that jobs should be enriched in ways that boosted motivation and engagement instead of just simplified to a string of repetitive tasks as the job design has sufficient role on employee performance.

Supervisor Support

The fourth objective of the study was to determine the impacts of supervisor support on workplace bullying and employee performance in the civil service in Kenya. The study requested the respondent to identify the kind of support the supervisor gave them in the course of their performance of duties to enhance their performance. The study established that the supervisor provided employees with the resources they needed to perform their duties effectively by 35%, the respondents indicated by 30% that supervisor provide an equal opportunities for all employees without favoritism., 44% of the respondents stated that supervisor ensure that all employees follow the laid down rules and regulations; 30% cited that supervisor manages

conflicts effectively and 45% of the respondents indicated that supervisor provide training and development opportunities. This implies that supervisor support was lacking for employees to perform their duties effectively. The findings of the study are in tandem with findings of Rayner, *et al.*, (2002) who reported that workplace bullying have clearly shown the key players in the bullying process to be colleagues and supervisors or managers to their subordinates.

Employee Performance

The study requested the respondent to indicate whether in the last two (2) months prior to the study, they had experienced any form of mistreatment at the work place.

From the findings, it was established that majority of the respondents 55% indicated that they experienced mistreatment whereas 45% of the respondents indicated that at workplace no any mistreatment they experienced. This implies that employees experience mistreatment frequently thus affecting their performance. Borman (2004) stated that in many organizations, the employee performance is low because there is frequent workplace mistreatment. This has also been corroborated by Obicci (2015) who in his study on Workplace bullying in Uganda indicated that 62.5% of the respondents had experienced workplace bullying.

The study sought to establish the extent to which respondents agreed with the statements relating to Employee performance in MOEST. A scale of 1-5 was used. The scores "Always" and "Often" were represented by mean score, equivalent to 1 to 2.5 on the continuous Likert scale ($1 \leq$ Often≤ 2.5). The scores of 'sometimes' were represented by a score equivalent to 2.6 to 3.5 on the Likert scale ($2.6 \leq$ Sometimes ≤ 3.5). The score of "Seldom and "Never"

were represented by a mean score equivalent to 3.6 to 5.0 on the Likert Scale ($3.6 \leq$ Seldom ≤ 5.0). From the research findings the study established that majority of the respondents indicated seldom did they feel encouraged to come up with new and better ways of doing things. The work gives them a feeling of personal accomplishment, they have the tools and resources to do their job well and the employee jobs have clearly defined quality goals. The respondents (mean of 2.76) indicated that the organization kept employees informed about matters affecting them, that they were responsible for the decisions on how and when the work is done and their job provides them with significant independence in making decisions as shown by a mean of 2.34. The study findings indicated that the employees get a chance to their personal initiative in carrying out their duties and that employees understand why it is so important for the Ministry to value diversity (to recognize and respect the value of differences in ethnicity, gender, age, etc.)

The study findings are in tandem with the study carried out by Borman (2004) which states employee performance is the most important dependent variables in an industrial and organizational psychology. Sinha (2001) indicated that employee performance is dependent on the willingness and also the openness of the employees themselves in doing their job in a conducive work environment. He also stated that by having this willingness and openness of the employees in doing their job, it could increase the employees' productivity which also leads to increased performance. An organization performance can also be determined as an organization's ability to perform including the opportunity and willingness to perform as well. Greenberg and Baron (2011) had stated that it gives a positive impact on the relationship in between of the organization performance and also the vocation.

Multiple Regression Analysis

According to Kothari (2004) regression analysis is a statistics process of estimating the relationship between variables. Regression analysis helps in generating equation that describes the statistics relationship between one or more predictor variables and the response variable. The results are shown below.

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822[a]	.676	.613	.163

    a.   Predictors: (Constant), Work environment, supervisor support, leadership styles and job design

According to the model summary Table 4.9, R is the correlation coefficient which shows the relationship between the indepedent variables and depedent variable. It is notable that there extists strong positive relationship between the indepedent variables and depedent variable as shown by R value (0.822). The coefficient of determination (Adjusted R^2) explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Employee performance) that is explained by all four independent variables (Work environment, supervisor support, leadership styles and job design).According to the four independent variables studied, they account for 61.30% of the employee performance in MOEST as represented by adjusted R^2. This therefore means that other factors not studied in this research contribute 38.70% of employee performance in MOEST. Therefore, a further study should be conducted to establish the other factors that contribute 38.70% which influence employee performance in MOEST. This implies that these variables are very significant therefore need to be considered in any effort to boost employee performance in MOEST. The study therefore identifies variables as critical determinants of employee performance.

Analysis of Variance (ANOVA)

Analysis of Variance[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	86.880	4	21.720	40.311	.0002[b]
	Residual	24.247	45	.5388		
	Total	111.127	49			

  a. Dependent Variable: Employee performance in MOEST

    b.   Predictors: (Constant), Work environment, supervisor support, leadership styles and job design

    c.   Critical value = 14.390

Further, the study revealed that the significance value is 0.0002 which is less that 0.05 thus the model is statistically significance in predicting how Work environment, supervisor support, leadership styles and job design influence the employee performance in MOEST. The F-critical at 5% level of significance was 14.390. Since F calculated (40.311) is greater than the F critical (value = 14.390), this shows that the overall model was significant.

Regression Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.453	2.065		2.309	.001
	Work environment	.661	.585	.602	2.455	.004
	Leadership style	.793	.556	.655	3.266	.001
	Job design	.653	.487	.505	2.011	.005
	Supervisor support	.732	.356	609	2.969	.002

a. Dependent Variable: Employee performance in MOEST
The general form of the equation to predict Employee performance in MOEST from Work environment, supervisor support, leadership styles and job design is:

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ Where

Y= Employee performance in MOEST; β0 = Constant Term; β_1, β_2, and β_3 = Beta coefficients; X_1= Work environment; X_2= Supervisor support; X_3= Leadership style; X_4 = Job design and ε = Error term. The model equation would be; Y=66.453 + 0.661X_1 + 0.93X_2 + 0.653X_3 + 0.32X_4. Employee performance in MOEST = 66.453 + (0.661 x Work Environment) + (0.793 x leadership style) + (0.653 x Job design) + (0.732 x Supervisor support). From above regression equation; the study found out that when all independent variables (Work environment, supervisor support, leadership styles and job design) are kept constant at zero the Employee performance in MOEST will be at 66.453. A one unit change in work environment will lead to 0.661 increases in Employee performance in MOEST. Also a one unit change in leadership style will lead to 0.653 increases in the Employee performance in MOEST. Further, a one unit change in job design will lead to 0.653 increases in the new Employee performance in MOEST and one unit change in supervisor support will lead to 0.732 increases Employee performance in MOEST. This concludes that leadership style contributes more to Employee performance in MOEST.

To test for the statistical significance of each of the independent variables, it was necessary to test at 5% level of significance and 95% level of confidence of the p-values and from the Table 4.11 the work environment had a 0.004; leadership style showed a 0.001 level of significance, Jo design showed a 0.005 level of significance and supervisor support had a 0.002 level of significance. Therefore, the most significant factor was leadership style.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study sought to establish effects of workplace bullying on employee performance in the civil service in Kenya. The study examined theoretically and empirically how various variables contributed to employee performance and workplace bullying in the civil service in Kenya. In assessing the workplace bullying, the study focused on how select factors (work environment, supervisor support, job design and leadership style) led to workplace bullying in MOEST.

Summary of the Findings

What are the effects of workplace environment on employee performance in the civil service in Kenya?

The study sought to establish whether workplace environment affect employee performance at MOEST. From the descriptive analysis, the study results revealed that majority of the respondents were willing to improve work processes and to a large extent withholding important information affects having employees' opinions and views ignored; being given tasks with unreasonable or impossible targets or deadlines and excessive monitoring of work may lead to frustration thus affecting employee performance. The respondents agreed to a large extent that pressure not to claim something which by right employees are entitled to (such as sick leave, annual leave, study leave, holiday entitlement, travel expenses) contributes to a negative working environment. Further, the study revealed that the variable(Pearson correlation coefficient =.661) and p-value (0.004 < 0.05) statistically, strongly and significantly correlated to employee performance at 5% level of significance as it had a positive relationship with the dependent

variable. This reveals that work environment is an important factor that affects employee performance at MOEST. This also reveals that the more work environment becomes the more the employee performance at MOEST Therefore, from these quantitative results it can be deduced that the study which sought to establish the effects of work environment on employee performance was achieved because it established that work environment affects employee performance.

Does leadership affect employee performance in the civil service in Kenya?

From the study results, it was established that majority of the respondents indicated autocratic leadership style was the common leadership style used in the organization, in MOEST and it contributed to workplace bullying thus affected employee performance to a high extent. The study findings also indicated that leadership traits such as not setting specific organizational goals, poor coordination of work activities, lack of clarity on expected results, not monitoring operations and performance, leaders not expressing confidence that an employee can perform a difficult task and inability of leaders to keep employees informed and give feed- back, results to workplace bullying hence affecting employee performance. Further, the study revealed that the variable(Pearson correlation coefficient =.793) and p-value (0.001 < 0.05) statistically, strongly and significantly correlated to employee performance at 5% level of significance as it had a positive relationship with the dependent variable. This reveals that leadership is an important factor that affects employee performance at MOEST. This also reveals that the more leadership becomes the more the employee performance at MOEST Therefore, from these quantitative results it can be deduced that the study which sought to establish the effects of leadership on employee performance was

achieved because it established that leadership affects employee performance.

To what extent does job design affect employee performance in Kenya?

The study sought to establish whether job design affect employee performance at MOEST. From the descriptive statistics, it was established that majority of the respondents indicated that they were satisfied with the duties they performed in the Ministry and disagreed that employee job requires doing many different tasks at work that use variety of skills. The respondents agreed that their work job required a number of complex or sophisticated skills which they did not have, there was no delegation of duties according to their skills, the job hardly provided them with the chance to completely define it and to plan how to do his or her work and are not completely responsible for the decisions on how and when the work is done and the job does not provides them with significant independence in making decisions. Further, the study revealed that the variable(Pearson correlation coefficient =.653) and p-value (0.005 < 0.05) statistically, strongly and significantly correlated to employee performance at 5% level of significance as it had a positive relationship with the dependent variable. This reveals that job design is an important factor that affects employee performance at MOEST. This also reveals that the more job design becomes the more the employee performance at MOEST Therefore, from these quantitative results it can be deduced that the study which sought to establish the effects of job design on employee performance was achieved because it established that job design affects employee performance.

How does supervisor support affect employee performance in the civil service in Kenya?

The study sought to establish whether supervisor support affect employee performance at MOEST. From the descriptive statistics, the study established that the supervisor provided employees with the resources they needed to perform their duties effectively and supervisor did not provide equal opportunities for all employees without favoritism. The majority of the respondents stated that the supervisor ensure that all employees follow the laid down rules and regulations; supervisor manages conflicts effectively and provided training and development opportunities. From the results, majority of the respondents indicated that they were humiliated or ridiculed in connection with their work, they were ordered to do work below their level of competence, having key areas of responsibility removed or replaced with more trivial or unpleasant tasks, there was spreading of gossip and rumours about employee, were being ignored, or excluded; that insulting or offensive remarks were made about, employees were being shouted and being the targets of spontaneous anger, were intimidated by behavior such as finger-pointing, invasion of personal space, there was repeated reminders of employee errors or mistakes; persistent criticism of employee work and effort and being the subject of excessive teasing and sarcasm. Some respondents indicated there was interference with work performance, for example sabotage, undermining, ensuring failure, overwork, and setting impossible deadlines and abuse of authority for example undeserved evaluations, denial of promotion, stealing credit, tarnished reputation, arbitrary instructions, and unsafe Isolation, for example withholding necessary information, ignoring, or excluding some employees, unreasonable refusal of applications for leave, training, or promotion.

Finally, the study revealed that the variable(Pearson correlation coefficient =.732) and p-value (0.005 < 0.05) statistically, strongly and significantly correlated to employee performance at 5% level of significance as it had a positive relationship with the dependent variable. This reveals that supervisor support is an important factor that affects employee performance at MOEST. This also reveals that the more supervisor support becomes the more the employee performance at MOEST Therefore, from these quantitative results it can be concluded that the study which sought to establish the effects of supervisor support on employee performance was achieved because it established that supervisor support affects employee performance.

Conclusions

The study established that work environment affect employee performance as employees were willing to improve work processes, their opinions and views ignored; being given tasks with unreasonable or impossible targets or deadlines and excessive monitoring of work may lead to frustration thus affecting employee performance. The pressure not to claim something which by right they are entitled to (such as sick leave, annual leave, study leave, holiday entitlement, travel expenses) contributes to a negative working environment.

It was established that employees indicated autocratic leadership style was the common leadership style used in MOEST and it contributed to workplace bullying thus affected their performance to a high extent. The study findings also indicated that leadership traits such as not setting specific organizational goals, poor coordination of work activities, lack of clarity on expected results, not monitoring operations and performance, leaders not expressing confidence that an employee can perform a difficult task and inability of leaders to

keep employees informed and give feed- back, results to workplace bullying also affect their performance

The leadership style commonly used in the civil service is the autocratic style of leadership. Autocratic leadership commonly used in the civil service contributes to workplace bullying to a large extent, thus affecting employee performance. Leadership traits such as not setting specific organizational goals, poor coordination of work activities, lack of clarification on expected results and inability of leaders to give timely and constructive feedback contributes to the occurrence of workplace bullying, hence affecting employee performance.

The study established that the supervisor provided employees with the resources they needed to perform their duties effectively and supervisor did not provide equal opportunities for all employees without favoritism. The employees felt humiliated or ridiculed in connection with their work, they were ordered to do work below their level of competence, having key areas of responsibility removed or replaced with more trivial or unpleasant tasks, employees were being shouted and being the targets of spontaneous anger, were intimidated by behavior such as finger-pointing, invasion of personal space, there was repeated reminders of employee errors or mistakes; persistent criticism of employee work and effort and being the subject of excessive teasing and sarcasm from their supervisors.

Recommendations

The study recommends the need to create a conducive working environment for employees through adopting a systematic approach and policy in order to make organizations that form the civil service in Kenya free from work place bullying. This should include developing effective communication

skills, effective communication channels, good interpersonal skills and a supportive organizational culture.

Managers must do their best to ensure that the work environment is free of hostile bullying behaviors by ensuring that adequate and fair HR systems are in place and working. For example, the use of anti-bullying policies is a recommended practice but must be accompanied with strict sanctions against perpetrators. Organizations and practitioners can benefit from the implementation of a variety of formal support systems and educational programs on the dire consequences of workplace bullying for individuals and organizations.

There is need to develop appropriate work and standard operating procedures for all employees in the civil service and to ensure that they are strictly adhered to by all the employees. Finally, supervisor support is necessary to ensure employees are informed well in advance concerning important decisions, changes, or plans for the future.

Recommendations for further studies

Since this study sought to establish the effects of workplace bullying on employee performance in Ministry of Education, Science and Technology, there is need for further research to be carried out in other ministries in Kenya for the generalization of the findings of this study. There is also need for further research to establish the relationship between workplace bullying, work related depression and employee performance. Researchers can examine the effects of a wider range of job stressors, outside of bullying, including role and home-based stressors and their effects on work performance.

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