




## A multidimensional analysis of the determinants of job performance: A case study of civil servants in Mongolia

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### ABSTRACT

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The primary purpose of this study is to investigate the multidimensional factors influencing the job performance (JP) of civil servants in Mongolia. The data analysis is based on a questionnaire survey conducted among public administrative officers working in Mongolian government organizations. It was found that rules and regulations, off-the-job training, online training, public service motivation (PSM), and employee competency positively influence JP. In addition, strategic plans (SP) negatively impact JP, and on-the-job training (OJT) showed no direct or indirect effects. This study fills an important gap in the literature on public sector performance in under-researched regions by providing new insights into how local conditions influence the relationship between the work environment, training, individual attributes, and job performance. Furthermore, the research highlights actionable insights for policymakers to enhance civil servant productivity and efficiency, thereby improving public service delivery.

**Contribution/Originality:** This study uniquely investigates the multidimensional factors influencing the job performance of civil servants in Mongolia. Furthermore, it highlights actionable insights for policymakers to enhance civil servant productivity and efficiency, improving public service delivery.

## 1. INTRODUCTION

In an era of globalization, technological advancements, and political changes, public organizations must prioritize their most valuable human capital to achieve their desired outcomes (Ciobanu & Androniceanu, 2015). Organizational success is intrinsically linked to the effective management of human resources. Specifically, the productivity of public organizations directly depends on the job performance of civil servants.

Civil servants represent one of the most critical workforces in any nation, as they provide essential public services to citizens. The efficiency of government operations and the quality of life of its citizens are deeply intertwined with the job performance (JP) of civil servants. Over the past 30 years, improving the JP of civil servants has been a central focus of government policies in many countries. These efforts aim to enhance the performance and efficiency of civil servants in a manner that is both cost-effective and sustainable. JP refers to how effectively an employee fulfills their work-related responsibilities (Caillier, 2010). High performance is characterized by meeting standards of quality, quantity, creativity, dependability, and cooperation (Afzal, 2016). JP is crucial for both employers and employees because it influences decisions about bonuses, merit increases, promotions, and terminations (Caillier, 2010).

In Mongolia, despite the presence of policies and legal frameworks to identify the factors influencing the job performance (JP) of public servants, issues such as inadequate planning, unrealistic criteria, and ineffective monitoring and evaluation persist. Numerous initiatives by the government and the Civil Service Council to enhance civil servants' work environment, salaries, skills, productivity, and performance appraisal have yielded limited success. Complaints regarding inefficiency and ineffectiveness remain widespread (Tumendemberel, 2013). Additionally, the Mongolian public sector has been plagued by instability, corruption, bureaucracy, and incompetence. Public dissatisfaction with the quality and accessibility of services reflects the insufficient job performance of civil servants, often attributed to their limited competencies (World Bank, 2020). Given these challenges, understanding the factors that influence the job performance of civil servants is crucial for addressing these issues. However, while extensive research has been conducted globally on job performance, there is a scarcity of empirical studies specific to Mongolia. This study aims to bridge that gap by examining the causal relationships between the multidimensional factors affecting the job performance of Mongolian civil servants.

Furthermore, by analyzing the effects of the primary factors with different sub-dimensions from previous studies on JP, the current study will contribute to the existing knowledge of JP research. Moreover, this study builds on the strengths while mitigating the weaknesses of previous studies, filling an important gap in the literature regarding public sector performance in regions where limited research has been conducted.

## 2. LITERATURE REVIEW

Researchers have variously explained and defined the JP of civil servants in various ways. Armstrong (2006b) defined "performance management as a systematic process for improving organizational performance by enhancing the performance of individuals and teams." Similarly, Werner and DeSimone (2012) described "it as an ongoing process that emphasizes employee goal setting, coaching, rewards, and individual development." JP plays a crucial role for employees because it directly impacts their career trajectory through opportunities for promotions, bonuses, merit increases, and even continued employment (Caillier, 2010). Taylor's research suggested that monitoring employee performance is essential for boosting organizational productivity, as excellent JP is a significant factor in an organization's success. This study aims to identify the factors that influence the JP of civil servants. Key variables influencing JP include rules and regulations, SP, SS, OJT, off-the-job training, online training, PSM, and employee competency.

Many studies have highlighted these variables' effects on job performance (JP). For instance, research by Saidi et al. (2019); Jagero, Komba, and Mlingi (2012); Lim, Moon, and Christensen (2022); Malik, Ahmad, Gomez, and Ali (2011); Mboi (2014); Nargis, Ashiq, and Abbas (2020); Nurlita (2019); Pangaribuan and Sihombing (2021); Pham, Truong, Van Nguyen, and Nguyen (2023); Rayner, Reimers, and Chao (2018); Sektiaji and Sos (2022); Selase and Avenorgbo (2021) and Zeb et al. (2023) have determined that JP is influenced by several factors, including skills, competencies, education, job satisfaction, salary, working hours, training, rules, regulations, supervisor and co-worker support, work environment, and age. Similarly, studies by Alonso and Lewis (2001); Bright (2007); Enock and Thomas Katua Ngui (2019); Naff and Crum (1999); Peter and Wekesa (2019); Sabuhari, Sudiro, Irawanto, and Rahayu (2020) and Yuliantini, Lukertina, and Kurniawan (2020) have emphasized the importance of public service motivation (PSM) and employee competency in enhancing JP. The following section, therefore, elaborates on studies that have examined the influence of the work environment, training, and individual attribute factors on JP.

### 2.1. Relationship between Work Environment and Job Performance

Opperman (2002) defines the work environment as the set of significant factors that positively or negatively influence an individual's job performance. It encompasses factors such as culture, resources, regulations, rules, working relationships, and both internal and external environmental elements (Saidi et al., 2019). Borman (2004) also confirmed that work environment factors significantly impact employee performance. Numerous studies (Saidi et al.

(2019); Kamarulzaman, Saleh, Hashim, Hashim, and Abdul-Ghani (2011); Mwendwa, McAuliffe, Uduma, Masanja, and Mollel (2017) and Sharma and Dhar (2016) have highlighted the strong influence of the work environment on job performance (JP). This study focuses on three specific factors within the work environment, including rules and regulations, organizational (SP), and (SS).

### *2.1.1. Rules and Regulations and Job Performance*

Rules serve as guidelines or instructions for completing tasks systematically and efficiently. Scott (2001) defines "regulation as any process or set of processes by which norms are established, the behavior of those subject to the norms is monitored or fed back into the regime, and mechanisms are provided for keeping behavior within acceptable limits." Research by Hau and Chow (1998); Qureshi, Syed, Brohi, Soomro, and Mushtaque (2019) and Weber (1947) has shown that performance-related rules and regulations are crucial in shaping the job performance (JP) of civil servants.

### *2.1.2. Strategic Plan and Job Performance*

Dorjsuren (2005) defines "an SP as a formal, systematic document outlining an organization's goals and the measures required to achieve them." Previous studies examining the relationship between job performance and organizational strategic plans have yielded mixed results. Some research supports a positive relationship (Arasa, 2012; Boyne, 2001; Edwards, 2012), while others find no significant connection (Pearce, Freeman, & Robinson, 1987; Shrader, Taylor, & Dalton, 1984). However, there is no systematic empirical research on how SP affects JP within the context of Mongolia. This gap highlights the need for further investigation in this area.

### *2.1.3. Supervisory Support and Job Performance*

SS is defined as employees' perceptions of the extent to which their supervisors value their contributions and care about their well-being (Eisenberger & Sowa, 1986). Strong SS not only enhances the work environment but also reduces employee stress, ensuring improved JS and JP (Sloan, 2012; Yang et al., 2015). Numerous studies, e.g., Saidi et al. (2019) and Zeb et al. (2023), have demonstrated a strong correlation between SS and JP. For instance, Azman, Ajis, Dollah, and Boerhannoeddin (2009) discovered a statistically significant correlation between JP and supervisory support.

## *2.2. Relationship between Training and Job Performance*

Training is a structured process of learning and development aimed at improving organizational, team, and individual effectiveness (Kuvaas & Dysvik, 2010). The primary goal is to enhance employees' knowledge, education, and skills, thereby improving job performance (JP). Armstrong (2006a) argued that training enriches employees' capabilities and directly contributes to their job performance (JP). Evidence from previous studies supports a strong positive relationship between employee training and performance (e.g., Abbas, Ashiq, & Abbas, 2020; Afroz, 2018; Akbaba & Kipici, 2015; Ibrahim, Boerhannoeddin, & Bakare, 2017; Kim, 2020; Sandamali, Padmasiri, Mahalekamge, & Mendis, 2018; Sektiaji & Sos, 2022; Selase & Avenorgbo, 2021).

Training typically falls into three categories: OJT, off-the-job training, and online training, the latter gaining prominence due to advancements in technology (Jeffrey, 2011). This study examines the effects of these three training types on job performance (JP).

### *2.2.1. On-the-Job Training and Job Performance*

OJT is the most widely adopted training method. Noe (2008) defined OJT as a structured training program conducted primarily at the trainee's regular workstation. Several studies, e.g., Afroz (2018); Huang (2019); Peter and

Wekesa (2019) and Sandamali et al. (2018) have shown that OJT positively affects job performance (JP) by enabling employees to practice job-specific skills in a real work environment.

### *2.2.2. Off-the-Job Training and Job Performance*

Off-the-job training involves employees learning job-specific skills or knowledge away from their usual work environment (Ameeq-ul-Ameeq & Hanif, 2013). Researchers define this method as training conducted in external settings designed to focus solely on skill acquisition. Multiple studies, e.g., Abbas et al. (2020); Ameeq-ul-Ameeq and Hanif (2013); Mehta and Bhatt (2014) and Yuniar, Jasfar, and Anggiany (2020) have highlighted the positive and sometimes mixed effects of off-the-job training on JP. Interestingly, Black and Lynch (1996) concluded that off-the-job training often improves organizational performance more effectively than OJT (Akther, Javed, & Islam, 2019).

### *2.2.3. Online Training and Job Performance*

Online training, according to Ghirardini (2011), is the use of computer and internet technology to provide a wide range of solutions that facilitate learning and enhance job performance. According to previous research, online training encourages knowledge sharing in the workplace and helps to create an organizational learning culture (Chen & Hsiang, 2007; Thomas & Akdere, 2013). Numerous studies, for example, Akbaba and Kipici (2015); Kim (2020); Nwali and Adekunle (2021) and Titan (2014) confirmed that there is a strong correlation between online training and job performance.

## *2.3. Relationship between Individual Attributes and Job Performance*

Individual attributes are key factors that directly or indirectly affect the job performance (JP) of civil servants. In this context, 'attributes' refer to the qualities or features an individual possesses. These factors are closely related to JP. For example, Kim (2004) emphasized that individual-level factors play a crucial role in predicting organizational JP in the public sector. In this study, two key individual attributes are examined: public service motivation (PSM) and employee competency.

### *2.3.1. PSM and Job Performance*

PSM refers to an individual's drive to contribute to society, with a focus on public institutions and organizations (Perry & Hondeghem, 2008). Many scholars, including Hashem, Sfeir, Hejase, and Hejase (2022); Naff and Crum (1999) and Pham et al. (2023), have argued that PSM is directly related to the job performance (JP) of civil servants. However, some research has failed to fully confirm this relationship. Alonso and Lewis (2001) noted that the connection between PSM and JP remains underexplored. Given these mixed findings, this study investigates whether job satisfaction mediates the relationship between PSM and JP.

### *2.3.2. Employee Competency and Job Performance*

Boyatzis (1982) defined "competency" as an underlying characteristic of a person that results in effective and/or superior performance in a job. Similarly, Noe (2008) described competency as an individual's ability to perform work effectively, based on their skills, knowledge, attitude, and personality. Several studies (e.g., Nurlita (2019), Pangaribuan and Sihombing (2021) and Sabuhari et al. (2020)) have identified employee competency as a key determinant of job performance (JP). Additionally, Luna-Arocas and Morley (2015) explored the relationship between employees' mindset competency and JP through job satisfaction (JS). Their study concluded that employee competency positively affects JP through JS.

#### 2.4. Job Satisfaction as a Mediating Variable

JS has been defined as the emotional response or feelings individuals have towards their jobs and various aspects of their work (Spector, 1997). Many previous studies by Bakotić (2016); Lili (2018); Schultz and Schultz (2010) and Thompson and Phua (2012) have concluded that there is a strong relationship between JS and JP.

For instance, Khan et al. (2012), who examined the factors influencing job satisfaction (JS) and how they affect job performance (JP), concluded that the work environment, relationships with supervisors (SS) and colleagues, salary, and promotion have strong influences on both JS and JP. Similarly, Edwards (2012) found that the work environment plays a significant role in influencing JS and JP (Elarabi & Johari, 2014). Furthermore, Khan, Abbasi, Waseem, Ayaz, and Ijaz (2016) examined the influence of training on employees' JP through JS, and they concluded that training and development can lead to a higher level of JS among employees, and they will fulfill their duties with a great deal of responsibility and with the best performance. Additionally, Hussein Amzat and Abdul Rahman Idris (2012) analyzed the influence of individual qualities and leadership on job satisfaction and work motivation on employee performance and found that individual attributes do not significantly impact JS, but they do influence employee performance.

The findings from these studies suggest that factors related to the work environment, training, and individual attributes either directly or indirectly affect both job satisfaction (JS) and job performance (JP). Based on the above literature review, we propose the following research hypotheses (Figure 1):

- *Hypothesis 1 (H<sub>1</sub>): Rules and regulations, strategic plans, supervisory support, on-the-job training (OJT), off-the-job training, online training, performance management (PSM), and employee competency have a positive direct effect on both job satisfaction (JS) and job performance (JP).*
- *Hypothesis 2 (H<sub>2</sub>): JS has a positive direct effect on the job performance (JP) of civil servants.*
- *Hypothesis 3 (H<sub>3</sub>): Rules and regulations, strategic plans, supervisory support, on-the-job training, off-the-job training, online training, PSM, and employee competency have positive indirect effects on JP through JS.*

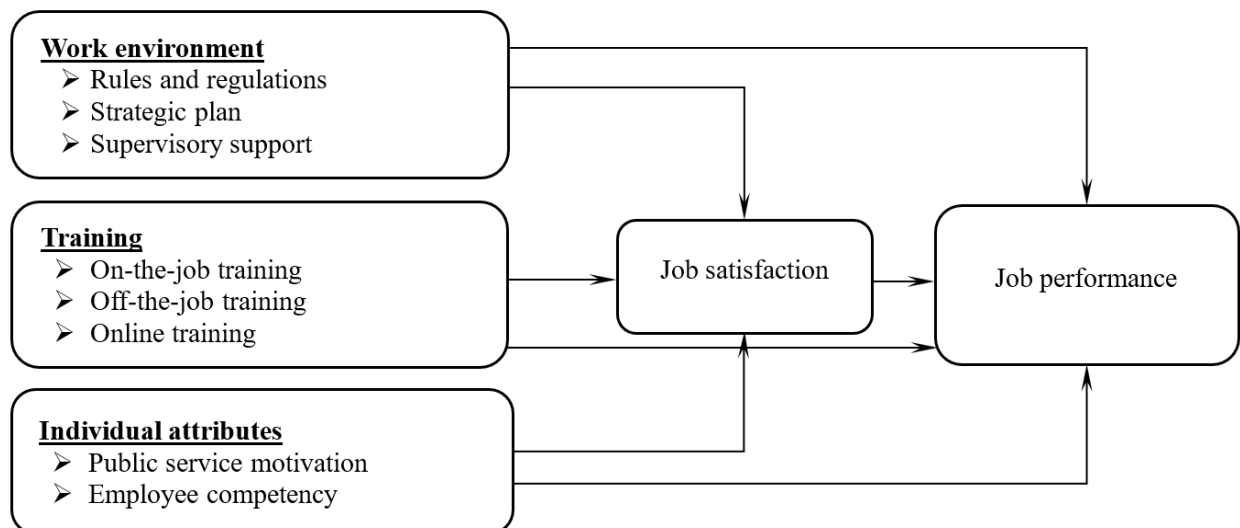


Figure 1. The conceptual model.

### 3. METHODOLOGY

The study used quantitative research methods; data were collected from 424 public administrative officers across various Mongolian government organizations. A survey questionnaire was designed using Google Forms and distributed via email to 500 civil servants in Mongolia. The researcher received 434 responses, yielding a response rate of 86%. After excluding incomplete responses, the final sample size consisted of 424 valid responses, resulting in a high response rate of 98.6%. According to Babbie (2010), a response rate of 50% is adequate, and a response rate of 70% is excellent.

The sample size was determined using Taro Yamane's formula, with a reliability level of 95% and a margin of error of  $\pm 5\%$ . The data analysis included descriptive statistics, reliability estimation, factor analysis, multiple regression analysis, and path analysis. Multiple regression was employed to examine the direct effects of hypothesized independent variables on dependent variables, following the guidelines of Hair, Black, Babin, Anderson, and Tatham (2009).

### 3.1. Measure

This study measures dependent, independent, and mediating variables using the indicators presented in Table 1. These indicators are designed to capture key dimensions of the work environment, training for civil servants, individual attributes, job satisfaction (JS), and job performance (JP), ensuring a comprehensive analysis of their interrelationships.

**Table 1.** Measurements of variables.

Variables	Measurements	Source
Rules and regulations	1) The clarity of the rules and regulations; 2) The coherence of the rules and regulations.	(Government of Mongolia, 2019)
SP	1) Quality of the strategic plan; 2) Clarity of the strategic plan; 3) Coherence of the strategic and performance plans.	Dorjsuren (2005)
SS	Employee satisfaction, job performance, well-being, consideration of employees' goals and opinions, and handling mistakes.	Eisenberger and Sowa (1986)
OJT	1) Reaction; 2) Learning; 3) Behavior; and 4) Results.	Kirkpatrick and Kirkpatrick (2016)
Off-the-job training		
Online training		
PSM	1) Attraction to policymaking; 2) Commitment to the public interest; 3) Compassion; 4) Civic duty; and 5) Self-sacrifice.	Perry (1996)
Employee competency	1) Knowledge; 2) Skills; and 3) Attitude.	Hanafi and Ibrahim (2018)
JS	1) Satisfaction with work; 2) Satisfaction with pay; 3) Satisfaction with promotions; 4) Satisfaction with supervision; and 5) Satisfaction with coworkers.	Smith (1969)
JP of civil servants	1) Results of work; 2) Knowledge and skills assessment; 3) Attitudes and behavioral evaluation.	(Government of Mongolia, 2019)

## 4. RESULTS

### 4.1. Survey Characteristics and Descriptive Statistics

A demographic analysis was conducted to examine the distribution of specific characteristics within the population sample. The results, as presented in Table 2, indicate that the majority of respondents were female, comprising 58.7% of the total, while 41.3% were male. This suggests that women made up a larger proportion of the surveyed group. The age distribution of respondents shows that 12.7% of respondents were over 51 years old, 35.6% were between 41 and 50 years old, 38.7% were between 31 and 40 years old, and 12.9% were under 30 years old. Regarding educational attainment, the majority of participants were highly educated, with 3.3% having a doctorate, 56.4% a master's degree, and 40.3% a bachelor's degree. Notably, master's degree holders constituted the largest group of respondents.

Work experience varied across the sample. A small percentage (4.5%) had less than one year of experience, while 26.7% reported 1 to 5 years of experience. The largest group (34%) had 6 to 10 years of experience, followed by 26.2% with 11 to 20 years of experience. Only 8.7% of respondents had worked for over 21 years. When considering tenure in their current roles, 9.2% of respondents had been working for less than one year, 45.3% for 1 to 5 years, 30.9% for



6 to 10 years, 12.5% for 11 to 20 years, and only 2.1% for more than 21 years. These findings provide a comprehensive overview of the demographic profile of the surveyed population, as detailed in Table 2.

**Table 2.** Demographic information of respondents.

Respondents	Number (N=424)	Percent
<b>Age</b>		
< 30	55	12.9%
31-40	164	38.7%
41-50	151	35.6%
> 51	54	12.7%
Total	424	100%
<b>Gender</b>		
Male	175	41.3%
Female	249	58.7%
Total	424	100%
<b>Education</b>		
Bachelor	171	40.3%
Master	239	56.4%
Doctor	14	3.3%
Total	424	100%
<b>Working experience</b>		
less than 1 year	19	4.5%
1-5 years	113	26.7%
6-10 years	144	34%
11-20 years	111	26.2%
21 years and over	37	8.7%
Total	424	100%
<b>Current position (Years of work)</b>		
> 1 year	39	9.2%
1-5 years	192	45.3%
6-10 years	131	30.9%
11-20 years	53	12.5%
21 years and over	9	2.1%
Total	424	100%

#### 4.2. Descriptive Analysis of Variables

The descriptive statistics of the dependent and independent variables, presented in Table 3, include the mean scores, standard deviations, skewness, and kurtosis. The mean scores for the variables JP (3.73), JS (3.19), SS (3.41), SP (3.70), rules and regulations (3.69), OJT (3.58), off-the-job training (3.76), online training (3.28), PSM (3.91), and employee competency (3.96) ranged between 3.19 and 3.96.

**Table 3.** Descriptive analysis of the variables.

Variables	Mean	Std. deviation	Skewness		Kurtosis	
			Statistic	Std. error	Statistic	Std. error
Rules and regulations	3.695	0.788	0.119	0.119	0.710	0.237
Strategic plans	3.705	0.847	0.119	0.119	1.100	0.237
Supervisory support	3.410	0.858	0.119	0.119	-0.009	0.237
On-the-job training	3.589	0.772	0.119	0.119	0.273	0.237
Off-the-job training	3.765	0.723	0.119	0.119	0.616	0.237
Online training	3.283	0.729	0.119	0.119	0.357	0.237
PSM	3.915	0.670	0.119	0.119	-0.178	0.237
Employee competency	3.965	0.650	0.119	0.119	0.693	0.237
Job satisfaction	3.194	0.813	0.119	0.119	-0.119	0.237
Job performance	3.739	0.687	0.119	0.119	0.616	0.237

The two factors with the highest mean scores, PSM and employee competency, were 3.91 and 3.96, respectively. These findings indicate that respondents demonstrated excellent competencies and high levels of PSM within their organizations. The mean scores for the other variables were as follows: off-the-job training (3.76), JP (3.73), SP (3.70), rules and regulations (3.69), OJT (3.58), SS (3.41), online training (3.28), and JS (3.19). These findings suggest that most participants agreed with the statements associated with these variables, reflecting generally positive perceptions of the factors measured in the survey.

The skewness and kurtosis statistics for all the independent variables were found to be within the range of (-2) to (+2), which is the liberal rule of thumb to check the normality of variables (Thapa, 2013). As shown in Table 3, the skewness and kurtosis statistics values are within the normal (between minus two and two) range.

#### 4.3. Reliability Test

Scientists and researchers believe that if a reliable indicator is at the cutoff value of 0.7, the data will satisfy the reliability test. For example, Bentler and Chou (1987) stated that social science should have a Cronbach's alpha value of at least 0.7 for an individual's behavior in social science. According to Table 4, the reliability of the scales was satisfactory. The reliability test results for each variable indicated Cronbach's alpha coefficient values, which ranged from 0.874 to 0.945.

#### 4.4. Factor Analysis

To evaluate the survey's validity, a factor analysis was conducted for each of the variables being studied. Table 4 provides the details of each variable's measurement. Cronbach's alpha values of (.918) for the JP showed that the scales of all nine variables had satisfactory reliability. Cronbach's alpha values of the work environment (.945), training (.925), individual attributes (.923), and JS (.874) demonstrated the highly satisfactory alpha reliability of the factors extracted for the determinants of JP. Therefore, the researchers considered this result of the factor analysis appropriate for further analysis.

**Table 4.** Results from the reliability test for each variable.

Construct	Variables	Cronbach alpha
Work environment		0.945
	Rules and regulations	0.894
	Strategic plans	0.943
	Supervisory support	0.933
Training		0.925
	On-the-job training	0.936
	Off-the-job training	0.929
	Online training	0.886
Individual attributes		0.923
	PSM	0.910
	Employee competency	0.886
	Job satisfaction	0.874
	Job performance	0.918

## 5. FINDINGS

The researchers conducted a correlation coefficient analysis between the dependent and independent variables to examine how each sub-indicator is related to the dependent variable, namely, the JP of civil servants. With all tolerance levels greater than or equal to 0.10 and all variable VIF values below or equal to 10, the analysis demonstrated that the multicollinearity assumption was not violated in this situation.



There were relationships for each sub-indicator affecting JP, which presented Pearson correlation values of (0.403), (0.304), (0.374), (0.302), (0.427), (0.379), (0.423), (0.472), and (0.378), respectively. These findings indicate that all of the variables have a positive relationship with JP and are significantly correlated with it (Table 5).

**Table 5.** Correlation matrix of variables.

Variables	JP	Rules and regulations	SP	SS	OJT	Off-the-Job training	Online training	PSM	Employee competency	JS
Job performance	-									
Rules and regulations	0.403									
SP	0.304	0.601	-							
SS	0.374	0.618	0.599	-						
OJT	0.302	0.439	0.468	0.528	-					
Off-the-job training	0.427	0.470	0.430	0.478	0.592	-				
Online training	0.379	0.336	0.377	0.382	0.436	0.383	-			
PSM	0.423	0.271	0.241	0.292	0.336	0.443	0.377	-		
Employee competency	0.472	0.369	0.414	0.355	0.407	0.522	0.436	0.615	-	
JS	0.378	0.471	0.465	0.639	0.432	0.411	0.382	0.276	0.361	-
Mean	3.74	3.69	3.70	3.41	3.59	3.77	3.28	3.91	3.96	3.19
Std. deviation	0.69	0.79	0.85	0.86	0.77	0.72	0.73	0.67	0.65	0.81
Minimum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00

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

Path analysis was used in this study to examine both the direct and indirect impacts of the independent variable on the dependent variable. According to the results of the path analysis, online training ( $p = 0.020^*$ ) and SS ( $p = 0.000^{***}$ ) have a direct impact on JS. The other six variables, such as PSM ( $p = 0.932$ ), employee competency ( $p = 0.145$ ), OJT ( $p = 0.428$ ), off-the-job training ( $p = 0.429$ ), SP ( $p = 0.410$ ), and rules and regulations ( $p = 0.287$ ), were not statistically significant for JS (Table 6).

**Table 6.** Results of the path analysis for job satisfaction.

Variables	B	Std. error	Beta	t	Sig.
(Constant)	0.251	0.219		1.146	0.252
Rules and regulations	---	0.053	0.054	1.067	0.287
SP	---	0.049	0.042	0.824	0.410
SS	---	0.050	0.476	9.054	0.000***
OJT	---	0.052	0.039	0.793	0.428
Off-the-job training	---	0.057	0.040	0.792	0.429
Online training	---	0.049	0.102	2.343	0.020*
PSM	---	0.058	-0.004	-0.086	0.932
Employee competency	---	0.065	0.075	1.458	0.145
Adjusted R square					0.448
Mediating variable: Job satisfaction					
Adjusted R square = 0.448 (44.8%)					

**Note:** Sig. value; \*\*\* $p < 0.001$ , \* $p < 0.05$

On the other hand, employee competency ( $p = 0.000^{***}$ ), rules and regulations ( $p = 0.001^{**}$ ), online training ( $p = 0.004^{**}$ ), PSM ( $p = 0.006^{**}$ ), and off-the-job training ( $p = 0.011^*$ ) all had positive direct effects on the job performance (JP) of civil servants. However, social participation (SP) ( $p = 0.244$ ), social support (SS) ( $p = 0.063$ ), and on-the-job training (OJT) ( $p = 0.144$ ) were not seen as directly affecting JP. Therefore, H1 was partially accepted in this study (Table 7).

**Table 7.** Results of the path analysis for job performance.

Variables	B	Std. error	Beta	t	Sig.
(Constant)	0.943	0.202		4.657	0.000***
Rules and regulations		0.049	0.184	3.305	0.001**
SP		0.045	-0.065	-1.165	0.244
SS		0.046	0.107	1.865	0.063
OJT		0.048	-0.080	-1.462	0.144
Off-the-job training		0.053	0.142	2.539	0.011*
Online training		0.045	0.138	2.890	0.004**
PSM		0.053	0.146	2.789	0.006**
Employee competency		0.060	0.201	3.558	0.000***
Dependent variable: Job performance					
Adjusted R square = 0.340 (34.0%)					

Note: Sig. value; \*\*\*p<0.001, \*\*p<0.01, \*P<0.05.

The results of the path analysis showed that JS, the mediating variable in this study, was significantly and positively related to the JP of civil servants ( $p = 0.000^{**}$ ). Thus, the current study accepted H2 (Table 8).

**Table 8.** Result of the path analysis for the mediating variable.

Variables	B	Beta	Sig.
(Constant)	2.718	---	---
Job Satisfaction	---	0.378	0.000**
Dependent variable: Job performance			
Adjusted R square = .143 (14.3%),			

Note: \*\*p<0.05.

The results of the regression analysis confirm the indirect effects of online learning (0.012) and SS (0.055) on the JP of civil servants. In contrast, online training (0.126), off-the-job training (0.137), PSM (0.146), rules and regulations (0.178), and employee competency (0.193) had positive direct effects on JP. On the other hand, there was no statistically significant indirect impact of these factors on JP. Therefore, H3 was partially confirmed in the current study (Table 9).

**Table 9.** Direct and indirect effect coefficients for the path model.

Dependent variable	Independent variables	Causal effect		
		Direct	Indirect	Total
Job performance	Rules and regulations	0.178	0.006	0.184
	SP	-0.070	0.005	-0.065
	SS	0.052	0.055	0.107
	OJT	-0.084	0.005	-0.080
	Off-the-job training	0.137	0.005	0.141
	Online training	0.126	0.012	0.138
	PSM	0.146	---	0.146
	Employee competency	0.193	---	0.201

Finally, the findings of the path analysis show that the factors of rules and regulations, SP, SS, OJT, off-the-job training, online training, PSM, and employee competency have direct and indirect effects on the job performance of civil servants. Therefore, according to the results of the quantitative research, out of the three hypotheses proposed by the researcher, one hypothesis (H2) was confirmed, and two hypotheses (H1 and H3) were partially confirmed.

## 6. DISCUSSION

The analysis findings revealed that two variables, SS and online training, had positive direct effects on JS. This result confirms the conclusions of studies by Saidi et al. (2019) and Akbaba and Kipici (2015), which indicate that

employees who have close relationships with their supervisors have higher JS (Gully, Payne, Kiechel, & Whiteman, 2002). These results suggest that SS can reduce stress, job pressure, workplace conflicts, and turnover, and increase JS in the workplace.

Furthermore, several researchers and survey results show that online training has a direct positive impact on the job satisfaction (JS) of civil servants. For instance, Kim (2020) discovered that online training enhances employees' job satisfaction while also promoting skill development, motivation, and improving their job performance. Additionally, online training increases flexibility, encourages knowledge retention, and stimulates creativity.

On the other hand, employee competency, public service motivation (PSM), rules and regulations, online training, and off-the-job training have a direct positive effect on the job performance (JP) of civil servants. These results are aligned with the findings of many researchers, for example, on employee competency (Enock & Thomas Katua Ngui, 2019; Pangaribuan & Sihombing, 2021), PSM (Brewer, Selden, & Facer Ii, 2000; Kim, 2004; Naff & Crum, 1999; Rayner et al., 2018), rules and regulations (Muhammad, Syaifuddin, & La Ode Bahana, 2019; Rodriguez, Johnstone, & Procter, 2017; Weber, 1947), online training (Kamal, Aghbari, & Atteia, 2016; Sektiaji & Sos, 2022), and off-the-job training (Nur Shafini, Jahya, Mazlan, Omar Ali, & Mohammed Yusof, 2016; Yang & Lin, 2011).

Second, the results of the link between JP and JS differ. While some researchers assert a direct link, others argue that there is no such direct positive relationship. However, the results of the current study confirm that JS has a positive direct effect on JP, and this result is consistent with the findings of some researchers (Bin & Shmailan, 2015; Chen & Silverthorne, 2008; Dizgah, Chegini, & Bisokhan, 2012; Han, 2008; Hidayah, 2018; Lee, Tan, & Javalgi, 2010; Qomariah, Friyanti, Budisatoto, Masram, & Mu'ah, 2020; Zimmerman & Darnold, 2009).

Finally, two sub-indicators SS and online training indirectly affected JP through JS. This finding aligns with the research of Uzun and Özdem (2017) who demonstrated a positive linear relationship between SS and JP, with JS playing a mediating role. Similarly, the findings are consistent with Yuniar et al. (2020) who argued that training positively affects JP through JS. The other sub-indicators employee competency, PSM, SP, rules and regulations, OJT, and off-the-job training had a direct positive effect on the JP of civil servants.

Interestingly, SP and OJT did not have any effect (direct or indirect) on JP. This result was unexpected and deviates from the findings of several other researchers (Afroz, 2018; Algharibeh, Almsafir, & Alias, 2014; Amos & Natamba, 2015; Arasa, 2012; Boyne, 2001; Jeffrey, 2011; Khan et al., 2016; Ocen, Francis, & Angundaru, 2017; Pearce et al., 1987; Peter & Wekesa, 2019; Qureshi et al., 2019; Sandamali et al., 2018). In other words, the model did not support the arguments and empirical findings of scholars like Alipour, Salehi, and Shahnavaz (2009); Aosa (1992) and Kariuki, Maiyo, and Ndiku (2016), who confirmed that organizational SP has a strong direct impact on JP. However, this result strengthens the current study's contribution. Therefore, hypothesis 3 was only partially confirmed.

## 7. PRACTICAL AND THEORETICAL IMPLICATIONS

This study offers valuable insights into both practical applications and theoretical advancements in the field of JP among civil servants. From a practical standpoint, the findings emphasize the importance of creating a supportive work environment and investing in both OJT and off-the-job training. These factors play a crucial role in improving civil servants' JP, as they contribute directly or indirectly to their overall effectiveness. Organizations should focus on fostering a work culture that enhances employee competencies and motivation to optimize performance outcomes. The study also highlights the varying impact of different sub-dimensions of the work environment, training, and individual attributes on JP. For public sector organizations, this highlights the need for targeted actions to address the specific factors that have the greatest impact on employee performance. The researchers recommend that future researchers should re-examine these three types of factors.

This study offers three theoretical contributions. First, it provides empirical evidence to support the conceptual framework of the job performance (JP) of civil servants. Second, it extends the existing literature by investigating the effects of underlying factors with subscales that differ from previous studies. Particularly, sub-dimensions were added,

which allow HR managers to have a better understanding of vital factors necessary for improved employee performance. Lastly, some of this study's results do not align with the existing theoretical literature or the researchers' conclusions. Therefore, further research should explore this direction across diverse regions, countries, and industries to provide more comprehensive and generalizable insights.

## 8. LIMITATIONS AND FURTHER RESEARCH

This study has several limitations. The first limitation is that it is the first to examine the factors affecting the job performance (JP) of public administration officers in the Mongolian context. As a result, there was no context-specific theoretical foundation for this study, which may have influenced the interpretation of the findings.

Second, the researchers used only quantitative methods in this study. This may have prevented a comprehensive understanding of the factors influencing the job performance (JP) of civil servants. Therefore, for this type of study, future researchers should use a mixed-method approach, integrating both quantitative and qualitative methods. Third, the causation problem cannot be adequately addressed by the findings of this study. The researcher selected certain factors as independent variables, tailored to the specifics of his country. Therefore, future research should examine other factors that influence the job performance of civil servants in a more detailed and comprehensive manner. Fourth, the study included only public administration officers. Therefore, future studies ought to include a wider sample size. Fifth, the proposed model included, for the first time, public service motivation (PSM), (SP), and rules and regulations as predictor factors for the job performance (JP) of civil servants. Thus, many public administration officers in Mongolia had limited knowledge and understanding of these factors, which may have influenced the study findings.

Lastly, this study collected survey data from civil servants in Mongolia; the generalization of this study to other countries may not be appropriate. Cultural diversity among countries, civil service structures, government policies, traditional cultures, and implementation practices across countries may influence the applicability of the study results. Future studies could examine similar factors in cultural diversity and political contexts to expand the findings.

## 9. CONCLUSION

This study draws several key conclusions regarding the multidimensional factors that affect the job performance (JP) of civil servants. First, to improve the JP of civil servants, it is necessary to create a conducive and positive work environment for them. This can be achieved by enhancing employees' job satisfaction and motivation, and regularly increasing education, knowledge, and soft skills through training. A key point in maintaining high levels of JP among civil servants is ensuring smooth and welcoming relationships between employees and supervisors. Furthermore, the rules and regulations for evaluating the performance of civil servants should be clear and understandable. This is crucial for creating fairness, transparency, and openness in the workplace. Moreover, many studies confirm that training plays a critical role in increasing employee motivation and improving JP. In other words, the continuous development of civil servants should be encouraged through effective training programs. Training enhances employee performance, boosts employee productivity, reduces employee turnover, and improves organizational culture.

Finally, the study emphasizes the significance of individual attributes such as employee competency, PSM, and JS. The public employees who reported higher levels of competency, PSM, and JS tend to exhibit stronger JP. Consequently, HR managers should also know how to better manage and promote employees' satisfaction and attitudes, such as JS, employee competency, and PSM, to improve the JP of civil servants. In summary, this study emphasizes the need for a holistic approach that includes a supportive, pleasant work environment, effective long- and short-term training, and attention to individual employee attributes to improve JP in the public sector.

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