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Factors affecting employee performance: a systematic literature review

Factors
affecting
employee
performance

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Abstract

Purpose – The purpose of this paper is to synthesize the fragmented literature on organizational citizenship behavior (OCB), leader–member exchange (LMX), learning, innovative work behavior (IWB) and employee performance across different countries, disciplines and organizations, thereby broadening the literature breath and making gap identification comprehensive. Second, it provides information on how much studies have been concentrated on Africa with the goal of provoking scholarly work in a unique cultural setting on the interrelatedness of these concepts.

Design/methodology/approach – Relevant literature search was undertaken using key search terms, “employee performance,” “OCB,” “LMX,” “IWB,” “individual learning” and “team learning.”

Findings – The findings show positive relationships between the behaviors and employee performance. They also reveal an interesting diversity in the study across multidisciplinary fields holding both cultural and contextual significance for academia and practitioners.

Research limitations/implications – The limitation of literature to peer-reviewed journals from the authors’ university library might have missed important information not in this domain. Further studies must make use of additional search terms and engines excluded from this study to provide a more comprehensive analysis.

Practical implications – The paper has important managerial implications for practitioners. The analysis can support the understanding of employee performance from a broader and more diverse view points; and help in providing insight into real-life opportunities, constraints and solutions in enhancing performance management.

Originality/value – This systematic literature review highlights important knowledge gaps which need to be explored especially in the African and Ghanaian contexts.

Keywords Innovative work behaviour, Leader-member exchange, Organizational citizenship behaviour, Employee performance, Individual learning, Team learning

Paper type Literature review

Introduction

The notion of positive organization behaviors is believed, can create a positive psychology in the working environment to enhance performance (Avey *et al.*, 2010; Luthans, 2002). Research in management studies continues to attract and deepen understanding of behaviors such as leader–member exchange (LMX), organization citizenship behavior, learning, innovative work behavior (IWB) and their positive effects on performance in organizations (Organ, 2018; Sun *et al.*, 2017; Wang *et al.*, 2008). Globalization, a knowledge society and changes in the work environments have brought into sharp focus the need for organizations to sustain competitive advantage. To achieve this, the intangible internal human element reflected in knowledge, skills and attitudes (Kamoche, 1996; Mueller, 1996; Barney and Wright, 1998); and the conscious effort of applying positive measurable human resource strengths and psychological capacities that can be developed and managed for performance improvement in organizations



are necessary (Luthans, 2002). This has been further aggravated in research on positive organizational behavior paradigms that spur performance (Bolino and Grant, 2016).

In the bid to understand and explore the phenomenon of individual or employee performance, many empirical studies have been conducted on the subject in relation to different antecedents and other outcome variables. For instance, leadership, customer satisfaction and performance (Ahearne *et al.*, 2005); leadership, resistance, empowerment, satisfaction and performance (Vecchio *et al.*, 2010); empowering leadership, goal orientation and performance (Wong Humborstad *et al.*, 2014); turnover and performance (Wong *et al.*, 2015); commitment, engagement and performance (Nazir and Ul Islam, 2017); learning and performance (Van Der Veegt and Bunderson, 2005); and organizational commitment, citizenship behavior and performance (Asiedu *et al.*, 2014). Similarly, different employee/job models have been developed and used in empirical studies either as stand-alone models; models for specific occupations such as the military and managers; and models that can be used across different occupations (Viswesvaran and Ones, 2000).

Organizations continue to design training activities and look out for behaviors in employees that could be tapped into with the aim of improving their performance (Stoffers *et al.*, 2014). Employee job performance information becomes useful in organizations in issues relating to performance appraisal, feedback, promotions and merit pay systems (Viswesvaran and Ones, 2000). Employee performance, a focal theory in industrial/organizational psychology is arduous to define or measure due to different or multiple aspects of job-role behavior assessments. In some contexts, it is referred to as task or in-role performance relating exclusively to the completion of tasks specified in job descriptions (Austin and Villanova, 1992; Campbell, 1990; Pawar, 2013). Others like Mathias and Jackson (2000) and Bohlander *et al.* (2001), conceptualize employee performance as the employee's acumen to accomplish work goals, fulfill expectations in addition to meeting job targets. Though many definitions have been proposed for employee performance, the study adopts Viswesvaran and Ones (2000, p.216) definition of performance as scalable actions, behavior and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals.

Employee performance has been researched in diverse contexts, across different disciplines and cultures over decades, with the aim of understanding behaviors, concepts and resources that promote performance (Bono and Judge, 2003; Piccolo and Colquitt, 2006). Discovering and blending literature on behaviors and factors that improve performance will enable organizations take advantage of, exploit and invest in employees' physical, cognitive and emotional capabilities (Habbershon *et al.*, 2003; Pham-Thai *et al.*, 2018). Innovative behaviors like (IWB) (Janssen, 2000; Van Hootegem, 2012; Garg and Dhar, 2017), individual and team learning work role involvement (Murphy and Jackson, 1999; Harms, 2015; Yang *et al.*, 2016; Sun *et al.*, 2017), organizational citizenship behaviors (OCB) (Bolino and Turnley, 2005; Hakim and Fernandes, 2017; Hermawati and Nasharuddin Mas, 2017), and LMX (Tierney, 2008; Gu *et al.*, 2015) are amongst key explanatory, moderating and mediating variables that are attracting scholarly attention with regards to promoting organizational efficiency, performance and growth.

A number of systematic literature reviews (SLRs) have been conducted on employee performance and the explanatory variables within the management literature. The reviews focus on job demands, resources and stressors (Pandey, 2018); m-banking and performance (Tam and Tiago, 2017); leadership and performance in nursing (German and Cummings, 2010); performance management (Claus and Briscoe, 2009); burnout and objective performance (Taris, 2006); and management and performance (Michie and West, 2004). There appears to have been none which focused on OCB, LMX, team learning, individual learning and IWB, and their effects on employee performance either as a collective or single concept. This study aims to contribute theoretical knowledge to the growing field of human resource management. First, it adds to the literature on employee performance in relation to

OCB, LMX, learning and IWB. Second, unlike prior reviews, this research provides information on how much studies have been concentrated on Africa with the goal of provoking scholarly work in a unique cultural setting on the interrelatedness of these concepts. Third, the SLR seeks to synthesize the fragmented literature on OCB, LMX, learning, IWB and employee performance across different countries, disciplines and organizations, thereby broadening the literature breath and making gap identification comprehensive. Fourth, these findings, coupled with the changing dynamics of the workplace environment, may inform practitioners and scholars to develop interests, revise and redefine theoretical areas of research regarding these concepts. Fifth, presents a conceptual framework which links the concepts in the employee performance relationship and offers a better understanding of the different performance outcomes.

This current review identified and synthesized the main manifest, mediating, moderating, outcome and any other relevant information of studies on relationship among OCB, IWB, team and individual learning, LMX and employee performance. The study integrated the vast scholarly knowledge of all the concepts in the papers reviewed. This was combined in a conceptual framework with an overview which has practical implications for performance management and also highlighted existing gaps in the literature with a specific focus on the African context. These behaviors could be transformative agents of change for organizations in Africa to efficiently harmonize tasks, greater employee interaction and commitment in promoting performance (Jaatinen and Lavikka, 2008; Yang and Mallabo, 2003).

Literature review

Organizational citizenship behavior (OCB)

Organ (1988, p. 4) originally defined OCB as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate, promotes the effective functioning of the organization.” OCB consists of five constructs: altruism, conscientiousness, sportsmanship, courtesy and civic virtue. These behaviors are voluntary, in that, they are not an inclusive part of the employee’s job specifications and duties – yet they have a positive effect on performance. Research on OCB has grown since Organ’s conceptualization. Scholars of organizational and employee behavior have critically milled this definition of OCB through empirical scrutiny leading Organ in 1997 to redefine OCB to delineate the discretionary aspect and to encompass and reflect psychological changes in the workplace, social structures, and environments that create opportunities and needs within organizations to continually refine and reassess even the most established theoretical dictums (Rose, 2016). He therefore, redefined OCB as “performance that supports the social and psychological environment in which task performance takes place” (Organ, 1997, p. 95). Employees who exhibit OCBs, are likely to engage in other sensitive behaviors such as, learning, innovations, high-quality relationships with supervisors and subordinates in promoting performance.

Individual learning

Individual learning in the workplace is defined as the way “in which individuals or groups acquire, interpret, reorganize, change or assimilate a related cluster of information, skills and feelings. It is also primary to the way in which people construct meaning in their personal and shared organizational lives” (Marsick and Watkins, 1990, p. 4). Individual learning, an important component for organizational learning (Senge, 1990) is acquired through self-study, observation and technology based instruction, reflected in a person through the exhibition of skills, perceptions, knowledge, attitudes and values (Marquardt, 2002). Lyons and Bandura (2017) study on managers stimulation of employee self-regulated learning revealed that, individual learning has a positive impact on employee performance.

Team learning

In recent times, organizations are dependent on teams for leverage (De Dreu, 2007) and learning-oriented teams are capable of setting high standards and take up challenging responsibilities in order to develop more competencies and innovative solutions (Russo, 2012). Savelsbergh *et al.* (2009, p. 582), summarized Edmondson's (1999, p. 353) conception of team learning as a continual process of collective reflection and action distinguished by exploring; reflecting; discussion of errors and unexpected results of actions; soliciting feedback; and experimenting/verifying within the team and as a team. Team learning enables teams grow and affords the individual members of the team, the opportunity to possess team skills, experimentations, communication and knowledge codifications (Kayes *et al.*, 2005; Koohang and Paliszkiwicz, 2013; Stevens and Champion, 1994). Empirical evidence shows that team learning is positively related to performance (Sun *et al.*, 2017; Van der Vegt and Bunderson, 2005; Zellmer-Bruhn and Gibson, 2006).

Innovative work behavior (IWB)

Individual's continual innovative actions are of critical importance to improvement in organizations (De Jong and Den Hartog, 2010). In line with West and Farr (1989) and West (1989), Janssen (2000, p. 288) defines IWB as the intentional creation, introduction and application of ideas within a work role, group or organization in order to promote role performance, the group or the organization. IWB is a three stage behavioral process comprising idea generation, idea promotion and idea realization. At the idea generation stage, individuals are expected to create and find unconventional solutions to problems identified (Kanter, 1988). At the idea promotion stage, the employee seeks the support of co-workers to sponsor, promote and give the necessary authority behind that idea (Janssen, 2000; Kanter, 1988). Finally, at the idea realization stage, there must be the ability to create a team that is able to transform the innovative idea into a prototype or model that could be applied or experienced within the work role, group or organization (Kanter, 1988). Empirical studies by Stoffers *et al.* (2018) and Stoffers and Van der Heijden (2018) suggest that IWB will be enabled by employees' skills, knowledge and competencies, and that IWB positively affects employee performance (Yuan and Woodman, 2010; Yang *et al.*, 2016).

Leader-member exchange (LMX)

LMX focuses on the quality of exchange between the employee and the manager and this is based on the degree of emotional support and exchange of valued resources (Wayne *et al.*, 2002, p. 590). According to Harris *et al.* (2013), LMX connects the supervisor and employee in a relationship that promotes employee performance, pliancy, devotion and responsibilities. However, these connections are based on either high quality LMX (in group) which is defined by trust, open communication and sharing or low quality (out group) which limits the relationship to prescribed job responsibilities (Walumbwa *et al.*, 2011). Tariq *et al.* (2014) in a research on manufacturing and service organizations in Gujrawala, found out that, the relation between LMX and performance was significant.

The behaviors identified and explained above are utilized to create a high level employees' organizational attachment thereby, increasing performance and the abilities to create, acquire, disseminate, implement and store knowledge for the transformation of the organization. In addition, employees exhibiting these behaviors can protect the organization, provide motivation and better resources (Atuahene-Gima, 2005; De Jong and Den Hartog, 2010; Stoffers and Van der Heijden, 2009; Walumbwa *et al.*, 2009).

We examined broader international literature using a systematic review approach to determine future research agenda for the African context within an environment of inadequate scholarship. The review sought to answer the following:

- How has research contributed to understanding the relationship between employee performance, OCB, LMX, team learning, individual learning and IWB? (Organ, 1988; Walumbwa *et al.*, 2011; Yang *et al.*, 2016).
- What are the research gaps that exist in the extant literature with specific reference to Africa? (Addai *et al.*, 2017; Organ, 2018; Pham-Thai *et al.*, 2018).
- What are the possible future research directions with specific reference to the African context that could be proposed? (Asiedu *et al.*, 2014; Obiora and Okpu, 2014; Addai *et al.*, 2017; Organ, 2018).

Methodology

SLR provide an objective, comprehensive, replicable, scientific and transparent process of empirical research through an exhaustive search of published literature on key subjects (Cook *et al.*, 1997; Tranfield *et al.*, 2003). Similarly, this approach has been employed to build up a database of evaluated articles so as to give an insight into research questions. Also, to clarify and provide an impartial coverage on particular subjects in order to inform on cognitive, social and political demands on the skills and knowledge of management researchers and practitioners (Klassen *et al.*, 1998; Thorpe *et al.*, 2006).

Search strategy

The search period covers June 2016 to December 2016. Taylor & Francis, Sage, Wiley Online, EBSCO HOST, Emerald, Google Scholar, JSTOR, Business Premier, Cambridge, Springer Link, PsycArticles, psycINFO, Science Direct(Elsevier), Academic Search Elite and Oxford Journals were the online search engines used for the study. To help identify articles that meet the reference criteria, a list of relevant articles was reviewed.

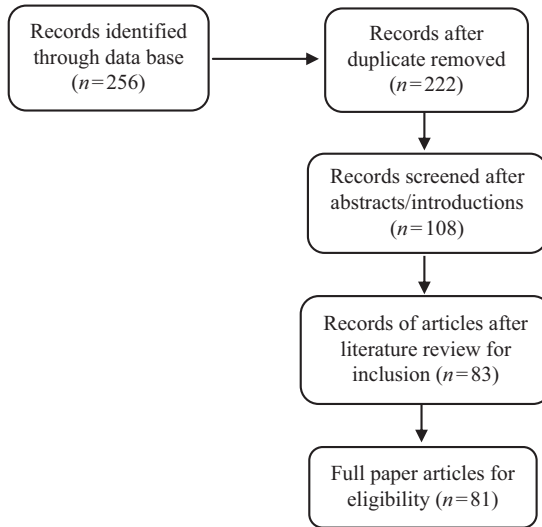
The key search terms used included employee performance, organizational citizenship behavior, leader-member exchange, innovative work behavior, individual learning and team learning. The Boolean logic (i.e. AND or OR) was used to express relations between search terms and extract relevant articles.

Empirical articles written in English, peer-reviewed articles and studies that examined the relationships between the concepts under investigation were included in the study. The search yielded 256 articles out of which 81 empirical articles were found suitable for this review. Topics, abstracts, key words, introductions, results and discussion sections were scrutinized to find information on search terms. Articles which had no bearing on employee performance were excluded from the data. Similarly, concept papers, reviews and unpublished work were also excluded. The information on the screening process is illustrated in Figure 1, using the preferred reporting items for systematic reviews and meta-analysis (Moher *et al.*, 2009).

Results and discussions

Publication year and source

No restriction was placed on the year of publication. The graph below depicts the sequence of data collated, and the number of articles found from 1991 to 2016. Between 1991 and 2002 only one or two articles were recorded; however, nine articles were published in 2011, followed by eight articles for 2014. *The Academy of Management Journal* published seven (8.64 percent) articles; *Journal of Applied Psychology*, five (6.17 percent); *Journal of Organizational Behavior*, four (4.94 percent); *Journal of Workplace Learning*,



Source: Adapted from Moher *et al.* (2009)

Figure 1. PRISMA flow chart

three (3.70 percent); nine journals have two articles each signifying 2.47%, respectively; and the others with one article each (1.23 percent). Notably, while employee performance holds absolute significance for all, there appears to be no single journal dedicated to it (Figure 2).

Definitions of employee performance

The review unveils the different approaches used by authors to measure employee performance. The first grouping conceived performance as a totality of the output by the individual (Şehitoğlu and Zehir, 2010). The second grouping perceived it as in-role behavior or expected fulfillment of responsibilities in completing assigned tasks in job descriptions (Chan and Mak, 2012; Darsana, 2014). The third grouping discussed it as in-role behavior/performance and extra-role performance which holds significant implications for organizational performance (Borman and Motowidlo, 1993). Employee performance was therefore, presented as a consequence of OCB or the total amount of quantitative and qualitative contributions of an individual or a group (e.g. Chin *et al.*, 2011;

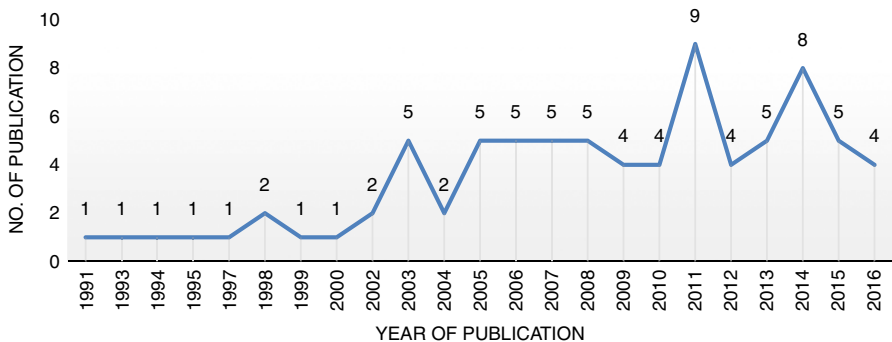


Figure 2. Year and frequency of publication

Carter *et al.*, 2013; Matula and Uon, 2016). These varying definitions of employee performance might be due to the changing nature and expansion of the job performance domain which are tailored toward flexible definitions of jobs, where jobs are viewed as dynamic and more interchangeable (Schmidt, 1993).

Co-authorship, collaboration and citation

Author collaboration was viewed as a necessary and desirable component of most scientific endeavors within academic writing. Exactly 34.57 percent of the articles reviewed had been co-authored by two authors. Followed by three co-authorships (32.10 percent), and four co-authorships (13.58 percent). This finding supports the view of Wuchty *et al.* (2007) that present day social science papers are co-authored by two, although there appears to be a gradual movement toward larger teams. Additionally, the review revealed that collaboration also extends to countries, institutions and industries. This is an approach that is attracting a growing interest from a research policy perspective, as well as in terms of a deeper understanding of the social and cognitive mechanisms that shape the scientific practice of today. For example, 29.63 percent of articles reviewed were collaborations from same country/different institutions, 37.04 percent were collaborations within the same country/same institution and 16.05 percent were collaborations from different countries/different institutions. Collaborative research allows researchers of varied multidisciplinary backgrounds to share knowledge, skills and techniques; enables intellectual companionship; and broadens researchers' network in the scientific community (Onyanha and Ocholla, 2007, p. 239). Second, the effective sharing, transference and combination of knowledge on a given subject from different perspectives, yield significant research outcomes (Cheruvilil *et al.*, 2014).

The review also showed high self-citation among authors who teamed up to co-author an article (e.g. Yang *et al.*, 2016, Walumbwa *et al.*, 2010; Restubog *et al.*, 2010). However, the review noted less self-citation with single authored articles. For example, Parker (2007) cited herself once, yet cited three articles she had co-authored with others. This buttresses Wuchty *et al.* (2007) assertion that, teams have the advantage of self-citing their works more frequently than sole authors. Of the four articles on Africa, only Walumbwa *et al.* (2010) included a self -citation.

Location of publication

The review shows employee performance holds an international appeal as the studies were spread across different countries as depicted in Table I. Africa's low research on the behaviors and employee performance is represented by Chelagat *et al.* (2015), Asiedu *et al.* (2014), Obiora and Okpu (2014), Walumbwa *et al.* (2010). These were on OCB, LMX, learning and employee performance studies in Kenya, Ghana and Nigeria. This paucity in literature on Africa may be due to the lack of focus on the concepts under review. According to Adams *et al.* (2010), many of Africa's best students undertake their higher degrees at universities in Europe, Asia and North America with only a few returning to provide powerful intellectual input to the research achievements of other countries. Zoogah *et al.* (2015), recognized the vast scientific knowledge gap between the industrialized countries and developing world and cite report by World Bank (2014, p. 3), which suggest that, scientific papers produced by Africans only account for 2.4 percent of the world's total and the quality, although rising, is usually not sufficient. Within this, Sub-Saharan Africa accounts for less than 1 percent of the world's research output, a far cry from its share of global population at 12 percent.

Type of organization and theories used

Exactly 45.68 percent of the articles reviewed used service organizations, and 26.93 percent studied manufacturing firms. Of those studies based on service organizations, 7.41 percent

Continent	Country	No of papers	% of world	% within continent
Asia	Indonesia	3	3.70	12.00
	Hong Kong	1	1.23	4.00
	Malaysia	3	3.70	12.00
	China	8	9.88	32.00
	India	1	1.23	4.00
	Pakistan	2	2.47	8.00
	Turkey	4	4.94	16.00
	Philippines	1	1.23	4.00
	Brunei	1	1.23	4.00
	South Korea	1	1.23	4.00
	Total	25	30.86	100.00
Oceania	New Zealand	1	1.23	33.33
	Australia	2	2.47	66.67
	Total	3	3.70	100.00
North America	USA	23	28.40	85.19
	Canada	4	4.94	14.81
	Total	27	33.33	100
Europe	UK	1	1.23	6.67
	The Netherlands	6	7.41	40.00
	Germany	2	2.47	13.33
	Switzerland	1	1.23	6.67
	Spain	5	6.17	33.33
	Total	15	18.52	100.00
Middle East	Israel	2	2.47	33.33
	Jordan	1	1.23	16.67
	Iran	3	3.70	50.00
	Total	6	7.41	100.00
Africa	Kenya	2	2.47	50
	Ghana	1	1.23	25
	Nigeria	1	1.23	25
	Total	4	4.94	100
Trans Continental	USA, UK Sweden	1	1.23	
	Total	81	100.00	

Table I.
Distribution of articles
by location

concentrated on public sector institutions (e.g. Asiedu *et al.*, 2014; Obiora and Okpu, 2014; Taamneh, 2015) and 4.93 percent were in the educational sector (e.g. Asgari *et al.*, 2008; Mohammad *et al.*, 2011).

Precisely 46.91 percent articles used theories to support their research. In total, 32.10 percent used single theories, 8.64 percent combined two theories and 6.17 percent, utilized three theories. The most theory used was the Social Exchange Theory (e.g. Paillé, 2013; Chan and Mak, 2012). This frequency of use might be related to the fact that, it is among the most influential conceptual paradigms for understanding workplace behavior, relationships and reciprocity that go beyond contractual agreement behaviors, and ultimately resulting in positive exchanges (Cropanzano and Mitchell, 2005).

Research design and data analysis techniques

Exactly 86.42 percent of the reviewed articles used a quantitative approach, 4.94 percent used a mixed approach, 12.35 percent employed longitudinal studies and 3.70 percent used secondary data. Additionally, 28.40 percent reviewed articles used multi-source response with the aim of preventing common method bias as well as providing good response validity (Mabe and West, 1982; Podsakoff *et al.*, 2003). A number of regression analysis (50.27 percent) dominated data analysis techniques, including hierarchical

regression (e.g. Carter *et al.*, 2013; Walumbwa *et al.*, 2011; Avey *et al.*, 2008); OLS (Zellmer-Bruhn and Gibson, 2006); and stepwise regression (Deluga, 1994). Others were factor analysis (e.g. Asiedu *et al.*, 2014; Chaurasia and Shukla, 2013); and structural equation modeling (e.g. Darsana, 2014; Ritz *et al.*, 2014). About 39.51 percent of the articles reviewed used a single data analysis method, 37.03 percent used two data analysis technique methods and 23.46 percent had three or more methods.

Measurement scales

Regarding employee performance, 14.81 percent of the articles utilized Williams and Anderson's (1991) scale (Bruque *et al.*, 2016; Dehghani and Dehghani, 2013); 3.70 percent used Farh and Cheng's (1999) performance scale (Carter *et al.*, 2013; Turnipseed and Rassuli, 2005); 2.47 percent of the articles used Podsakoff and MacKenzie's (1989) scale (Sue-Chan *et al.*, 2011); 1.23 percent used Tsui *et al.* (1997) performance scale (Wang *et al.*, 2005) and 1.23 percent used the Borman and Motowidlo (1993) scale (Wei Tian *et al.*, 2016).

To measure OCB, some scales used were: Lee and Allen's (2002) scale (Walumbwa *et al.*, 2010); Organ's (1988) scale by, e.g. Asiedu *et al.* (2014), Obiora and Okpu (2014); Williams and Anderson's (1991) scale (Dehghani and Dehghani, 2013; Mohammad *et al.*, 2011); Sardjono *et al.*'s (2014) mixed scale used by Organ and Konovsky (1989) and Smith *et al.* (1983).

The notable LMX scales used in the review were: Graen and Uhl-bien's (1995) scale (Carter *et al.*, 2013; Sardjono *et al.*, 2014); Scandura and Graen's (1984) scale used by Tariq *et al.* (2014), Chaurasia and Shukla (2013); Liden and Maslyn's (1998) scale by Wang *et al.* (2005).

Some of the team and learning scales used included: Edmondson's (1999, 1996) scale (e.g. Hirst *et al.*, 2009); Vande Walle's (1997) scale (Yang *et al.*, 2016); Edmondson (1999) utilized a self-developed scale; Obiora and Okpu (2014) used Watkins and Marsick's (1997) scale; and Han *et al.* (2016) used Lankau and Scandura's (2002) scale.

Innovative behavior was measured by: Scott and Bruce's (1994) scale (Yang *et al.*, 2016); Janssen's (2001) scale (e.g. Van der Vegt and Janssen, 2003); West and Wallace's (1991) scale (e.g. Somech, 2006).

Conceptual relations and outcomes

Notably, no article related all concepts together in a single study. Out of the 81 articles reviewed, 34.57 percent examined OCB and employee performance; 20.99 percent studied OCB, LMX, leadership and employee performance; 2.47 percent focused on LMX, leadership and employee performance; and LMX and employee performance; 1.23 percent studied LMX, organizational culture, organizational commitment and organizational performance. Additionally, 7.41 percent dwelt on team learning, innovation and employee performance; 12.35 percent on learning, individual learning and employee performance; 4.94 percent examined innovation and employee performance; 6.17 percent dwelt on innovation, learning, employee performance; and 7.41 percent focused on the OCB, personal learning, learning and performance relationships. Studies done within the African context examined the relation between OCB, LMX, learning and employee performance.

Generally, outcomes of OCB, LMX, individual and team learning, IWB and employee performance relationships were found to be positive (Carter *et al.*, 2013; Yang *et al.*, 2016; Chelagat *et al.*, 2015; van Woerkom and Croon, 2009). However, there were a few exceptions. On the OCB, employee performance relationships, Deluga (1994) and Podsakoff *et al.* (1997) have commented on the lack of a positive relationship between civic virtue and member performance.

On LMX employee performance relationships, it was noted that leaders who exhibit withdrawing behaviors create aggressive climates within the organization that disrupt the co-operation and teamwork. Aside these, such withdrawal behaviors may not only

negatively affect employee performance but also the quality of the leader-member dyad which has implications for employee performance (Carter *et al.*, 2013; Dehghani and Dehghani, 2013; Walumbwa *et al.*, 2011). Although individual learning has positive effects on performance, Chan *et al.* (2003) found that, the relation between individual learning and organizational learning was not significant due to the collectivist nature of Brunei.

Moderating, mediating and control variables

Precisely 18.52 percent of the reviewed articles used moderating variables, 29.63 percent used mediating variables 28.40 percent used control variables. For example, Cho and Johanson (2008) found a positive moderating effect of work status on organizational commitment, OCB, and employee performance. Walumbwa *et al.* (2011), found that, when self-efficacy and means efficacy, partially mediated the impact of LMX on job performance, it provided a more positive, thorough understanding of how high quality supervisor-subordinate relationships translate into a superior workforce. Vigoda-Gadot and Angert (2007) noted that age as a controlling variable had a positive relationship with altruistic OCB which may imply that, such behaviors are more prevalent among older employees.

Figure 4 shows the conceptual model of key manifest, mediators, moderators variables and outcome of relationship between key concepts derived from the information of systematic review. The model does not propose a comprehensive review of the concepts, but we offer an integrative framework which showcases the varied body of literature covering the relationship between the concepts.

Column 1 shows key five independent variables OCB, LMX, individual and team learning and IWB and their manifest variables. Column 2 depicts mediating and moderating variables used and column 3 shows the outcome of the relationship between the variables. The outcome for relationship between the variables are both positive and negative. There are 15 mediating variables and 14 moderating variables used (Figure 3).

Knowledge gap, future research directions

The review, through the evaluation of empirical data, sought to examine how employee performance in relation to OCB, LMX, individual learning, team learning and IWB has been researched. The research demonstrated that, though employee performance has been studied extensively, the findings also throw up notable research gaps worth investigating.

There is no consensus as to a single definition of employee performance (Mensah, 2015; Mensah *et al.*, 2016). A robust definition that takes into account personal competencies needed in the performance of work roles and the dynamism in the nature of work instead of the skewed focus on specific tasks and assignments inherent in fixed jobs, is recommended in an era of job rotation and team work (Hedge and Borman, 1995). Second, the paucity in research in the education and public sectors is (Pham-Thai *et al.*, 2018; Selmer *et al.*, 2013) worth exploring as only a small percentage of the articles focused on these. From the review, other researchable organizational settings are the hospitality industry, non-profit organizations and small and medium sized enterprises because they have also received less attention. Regarding research design, there is a strong preference toward quantitative measure over qualitative. This points to the fact that there is currently no standard measurement instrument for evaluating employee performance. This review may point researchers toward the measurement tools available, their usage, and the context in which they can be employed. Second, research using qualitative study methods should be encouraged as researchers are able to interpret phenomena in terms of the meanings that people bring to it and use innovative methods to gain an insight into the participants' world (Halcomb, 2016).

Factors affecting employee performance

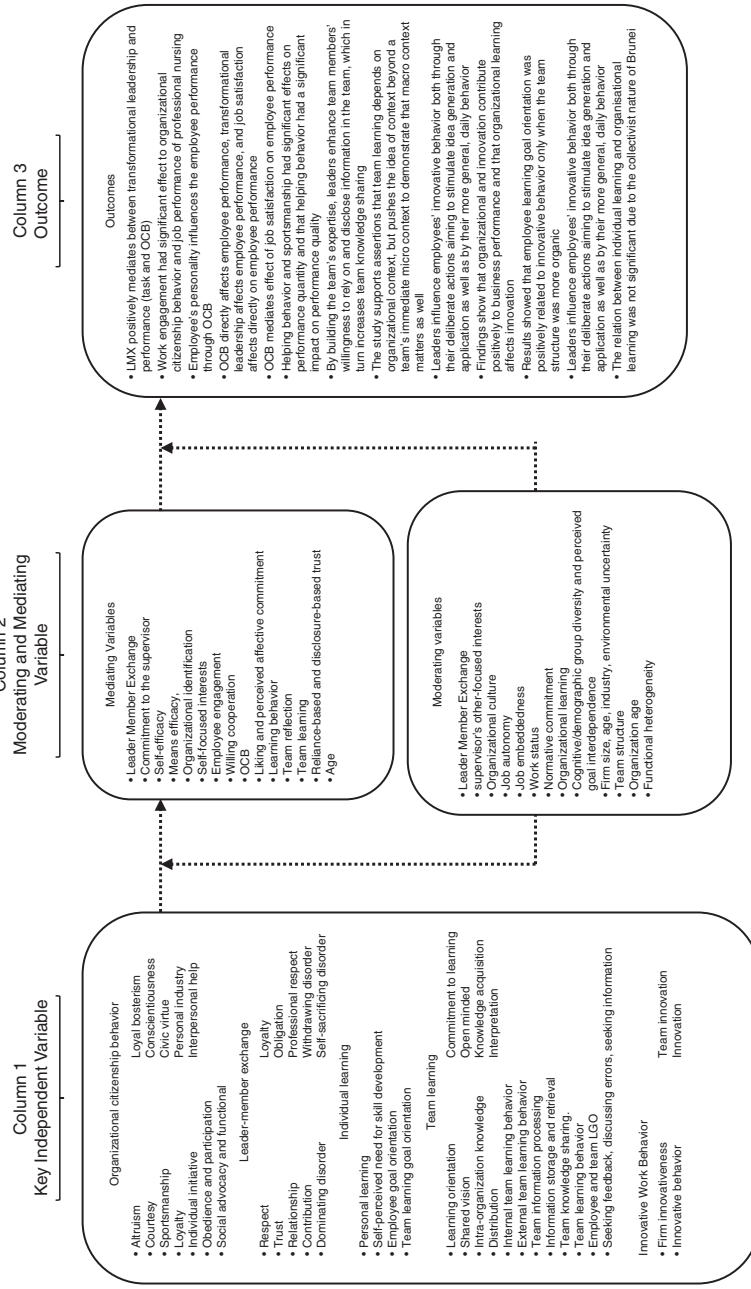


Figure 3. Employee performance model in relation to OCB, LMX, individual learning, team learning and innovative work behavior

Practical implications of variable relationships

The peculiarity of only 4.94 percent articles to Africa, not only places her and especially Ghana, at a disadvantage with regards to research on the understudied behaviors, but also highlights avenues for further studies. Theoretically well-grounded empirical research must be undertaken on a combination of these behaviors in enhancing knowledge and performance within organizations. Of the four articles on Africa, only Walumbwa *et al.* (2010) grounded research on servant leadership theory. African researchers must exploit the use of theories that are unique in explaining Africa's peculiar context.

With 34.57 percent, the SLR confirms Organ (2018) assertion that, a lot of empirical work has been done, especially in the developed countries, on the OCB employee performance relationships.

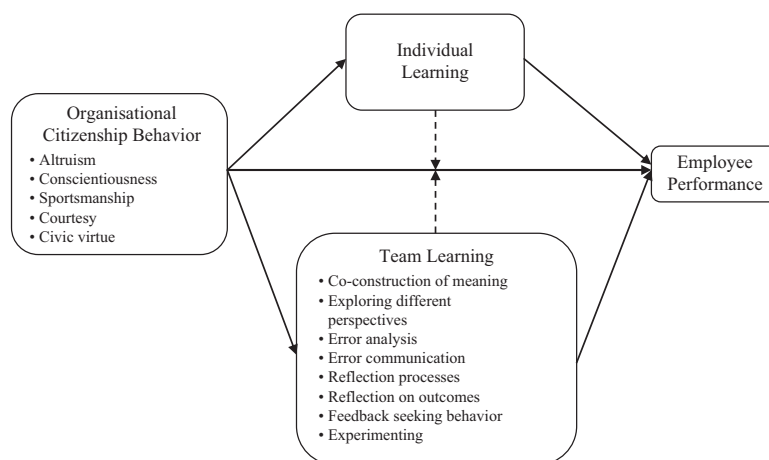
Aside Walumbwa *et al.* (2010), who used mediating variables such as service climate, procedural justice climate and commitment to integrate the literature on relationships, other authors within the African bracket only modeled research on direct relationships. The integration of variables in research can generate new and better meanings, synthesis and conceptualizations of domains being studied (Torraco, 2005).

On co-authorship relating to Kenya (Walumbwa *et al.*, 2010); and Ghana (Asiedu *et al.*, 2014) the authors were within the same country and institution and same country but different institutions (Chelagat *et al.*, 2015; Obiora and Okpu, 2014). For African researchers, extension of author collaborations beyond intuitions and borders appears necessary as this will facilitate production of collaborative knowledge amongst individuals, institutions and countries (Onyanacha and Maluleka, 2011).

Again, the use of measurement scales which are adaptive to Africa's socio-cultural and political issues is necessary in order to avoid the application of western solutions to African-related challenges. There appears to be a reliance on instruments designed from developed countries' perspective as reflected in the four articles on Africa. Also, there appears to be no single article that looks at all the related concepts together. Further research on the team and individual learning and employee performance within the African continent must be encouraged in order to tap into the African or Ghanaian experience. For instance, Chan *et al.* (2003) reveal that, the relationship between individual learning and organizational learning was not as significant because of the collectivism of Brunei. The review highlighted that OCB, team learning, individual learning and employee performance relationship were under-researched. The benefits of these behaviors as necessary tools in developing employees that continuously learn and adapt to rapid changes cannot be over-emphasized. They change and help organizations mature in turbulent environment. (Yang *et al.*, 2004; Yahaya *et al.*, 2011). Similarly, looking at the conceptual relations and outcomes skewed toward OCB, LMX and employee performance, research that add on other variables must be undertaken because results from such studies will have a lot of significance for practitioners and the world of work. We therefore propose below, a model for individual learning and team learning as mediating and moderating variables for the OCB and employee performance relationships (Figure 4).

Conclusions

This SLR pooled together empirical literature on OCB, LMX, individual learning, team learning and innovative behavior, in order to synthesize these in exploring the concept of employee performance. This SLR enhances our understanding of the definitions of employee performance (Darsana, 2014; Matula Uon, 2016) demonstrates the diversity of cultures (Yang *et al.*, 2016), organizational settings (Kiliç and Ulusoy, 2014), research foci (Bruque *et al.*, 2016), measurement instruments used (Şehitoğlu and Zehir, 2010) and results. The SLR draws attention to the inadequate research on these behaviors in the African context. It shows that, employee performance could be enhanced in organizations,



Factors
affecting
employee
performance

Figure 4.
Proposed conceptual
framework

with the careful and systematic promotion of these behaviors and theories (Sun *et al.*, 2017; Pham-Thai *et al.*, 2018; Walumbwa *et al.*, 2011). Finally, this SLR has important managerial implications for practitioners. Our sequential analysis can support the understanding of employee performance from broader and more diverse view points; and help gain insight into real-life opportunities, constraints and solutions in enhancing performance management.

Limitations

Even though a robust methodology was used for the review, the confinement of search terms and search items to authors' University library might have caused authors to overlook some key information from other search engines. Additional studies must make use of additional search terms and engines excluded from this study.

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