

Training and Performance of Public Procurement Professionals in Tanzania: The Mediating Role of Career Development

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Abstract:

Training and career development have been considered to improve employee performance because better-quality human capital is vital in enhancing employee performance. This study analysed the influence of training on the performance of public procurement professionals when mediated by career development in Tanzania. The study used a cross-sectional research design involving 204 public procurement professionals from Dodoma city in Tanzania. The study applied Confirmatory Factor Analysis (CFA) as a part of Covariance Based-Structural Equation Modelling (CB-SEM) and Hayes' PROCESS macro to analyse the data and determine the relationship between the training and performance of public procurement professionals when mediated by career development in Tanzania. The results show that training and career development determine the performance of

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public procurement professionals. Training facilitates the career development of public procurement professionals, whereas career development mediates the relationship between training and the performance of public procurement professionals. This study only considers training and career development, among other aspects of human resource development practices. This excludes the other human resource development practices in public organisations. This study brings together human resource development concepts (training and career development) and the performance of public procurement professionals. Thus, it adds value to the literature on human resource management concerning the performance of public procurement professionals.

Keywords: Career Development, Employee Performance, Public Procurement Professionals, Training.

JEL Codes: C83, H57, J24, M12.

1. Introduction

Employee performance concerns all managers because it is central to the survival and success of organisations of all types. The performance of public procurement professionals is even more important because it deals with a function which takes a large part of government expenditure for purchasing goods, works, and services required for public programmes and projects (Disdier, Fontagné, & Tresa, 2021). For example, in Organisation for Economic Co-operation and Development (OECD) countries, the expenditure on public procurement increased to 12.6% in 2019 from 11.8% in 2008 (OECD, 2021), while in Ethiopia, it takes 64% of the government budget (Dorasamy, 2021). In Tanzania, public procurement costs more than 70% of the government's annual budget (Kajimbwa, 2018). Therefore, it is imperative for public procurement professionals in both developed and developing economies to produce high levels of performance as a way of pursuing national development goals.

The effectiveness of public procurement reflects the performance of procurement professionals (Changalima, Mushi, & Mwaiseje, 2021). The effectiveness of public procurement has been an area of research in both developed and developing economies (Kakwezi & Nyeko, 2019; Patrucco, Luzzini, & Ronchi, 2016). Nevertheless, the literature from Tanzania shows that the public procurement function does not deliver to the expectations due to the existence of situations which hinder the timely delivery of quality goods at lower costs. Following this, reforms have been made to reduce the hindrances and foster the performance of public procurement professionals and the effectiveness of the public procurement function in general (Kihamba,

2021). The most widely recognised reforms include the Public Procurement Act No. 7 of 2011 and its amendments (Mwagike & Changalima, 2022).

In analysing the factors that affect the performance of public procurement professionals and public procurement operations, special attention has been given to the factors associated with public procurement practitioners' professionalism. As a result, several types of research have been done to link professionalism in procurement and the effectiveness of public procurement functions in Tanzania (Mrope, 2017; Mwasikili, 2020). Despite their valued contribution to public organisations and public procurement professionals, the current PPRA and Controller and Auditor General (CAG) reports still present issues about the mismanagements of public procurement functions that affect the results of procurement in public organisations in Tanzania (National Audit Office of Tanzania [NAOT], 2020, 2021, 2022; Public Procurement Regulatory Authority [PPRA], 2020; Public Procurement Regulatory Authority [PPRA], 2021).

It is recognised that professionalism enhances the performance of procurement professionals, enhancing the general performance of public procurement functions. However, one's level of professionalism is a function of acquiring and enhancing the necessary knowledge, skills and job-related attributes obtained through training (Bals, Schulze, Kelly, & Stek, 2019). Hence, a literature stream links training and employee performance (Ameyaw, Peprah, & Anowuo, 2019; Okumu, Kifleariam, & Mang'unyi, 2018; Rodriguez & Walters, 2017).

Training is considered in terms of the adequacy of knowledge, skills and attributes acquired, quality of the aids used in the training programme, dimensions of quality in the training programme, training needs of employees and availability of sponsorship for training programmes (Otoo & Mishra, 2018; Otoo, Otoo, Aledu, & Bhardwaj, 2019; Singh, 2004).

Despite the existing link between training and employee performance (Arubayi et al., 2020; Otoo and Mishra, 2018; Suwanto et al., 2021), there is scanty literature on the influence of training on employee performance in the context of public procurement, and the mechanism through which training influences the performance of public procurement professionals. Training influences career development because it involves learning (Niati, Siregar, & Prayoga, 2021). On the other hand, career development enables employees to effectively undertake their responsibilities (Niati et al., 2021). Career development is conceived about improved confidence, attitudes on the job and ability to deal with job challenges and opportunities for advancement (Ntadom, Chidi, & Jacobs, 2021; Ratemo, Makhamara, & Bula, 2021; Saleem & Amin, 2013). This understanding attracts the idea that career development

provides the mechanism through which training influences employee performance. On this basis, this study is guided by the intention to determine the influence of training on the performance of public procurement professionals in Tanzania and to establish if career development is the mechanism through which training influences the performance of public procurement professionals in Tanzania. Thus, the study has contributed to Tanzania's human resource management and public procurement literature.

2. Literature review and hypotheses

This section presents the study's assumptions regarding human capital, which guide the current research. Additionally, it discusses the development of the study's hypotheses.

2.1. The human capital theory

The human capital theory assumes people can increase their productive capacity with improved knowledge, skills and attributes. Therefore, the theory suggests that acquired knowledge, skills and attributes through training are key to improving employee performance (Becker, 1962). This is because; training is used for refining, polishing, and upgrading human capital so that they can meet the demand of their job from time to time (Zaki, Ali, Bakar, & Sarwar, 2019). According to the Chartered Institute of Personnel and Development (CIPD, 2017), employee training is a foundation of employee career development. Career development is an ongoing improvement of employees' knowledge, skills and attributes through training (Saleem & Amin, 2013). Thus, career development is characterised by human capital of improved quality due to training practices. In this view, all start with having human capital (employees' knowledge, skills and attributes), which can be upgraded through training. Employee career development occurs with training programmes (Niati et al., 2021). On the other hand, career development is viewed as a vital element in intensifying employee performance (Saleem & Amin, 2013). In this perspective, therefore, training does two things to human capital. Firstly, it improves their performance by enhancing their capabilities. This perspective has long been the focus of researchers applying human capital theory in linking training and employee performance (Suwanto et al., 2021; Arubayi et al., 2020). Secondly, training brings about career development, intensifying employee performance. However, this perspective has received less attention from researchers on this topic.

In the context of this study, public procurement professionals' knowledge, skills and attributes are regarded as the human capital of the organisation responsible for public procurement activities. Thus, this theory is appropriate to this study because upgrading public procurement professionals' knowledge, skills and attributes through training may foster their immediate performance and career development. Public procurement professionals who undergo career development may manifest enhanced job performance. Also, training and career development for human resources are important functions in organisations as they ensure that employees' knowledge, skills and attributes are continuously aligned with the current and future demands of jobs (Hernita, Surya, Perwira, Abubakar, & Idris, 2021). Thus, training and career development improve organisations' human capital abilities, boosting general productivity (Becker, 1964). Therefore, the human capital theory presents vital insights into human resource training and career development regarding the performance of public procurement professionals. Therefore, organisations use training through career development to enhance effectiveness in the organisations (Teimouri, Hosseini, Imani, & Bagheri, 2018).

2.2. Training and public procurement professionals' career development

Training is intended to upgrade human capital (employees) in knowledge, skills and attributes. It involves numerous activities to develop employees' careers by enhancing their technical and personal abilities (Ntadom et al., 2021). Bakar et al. (2016) argue that training creates self-belief in employees as it provides mastery of human and technical abilities required on the job. They add that training offers an experience which improves employees' judgements about themselves. In practical terms, training delivers real-life approaches for the development of skills and attributes which bring about confidence and reduce mistakes. Thus, employee training is responsible for improving occupational qualities. According to Zaki et al. (2019), self-belief indicates that an employee is undergoing career development.

Additionally, Serbes and Albay (2017) argue that career development is manifested through employee newness due to improved decisions and judgement. Omotayo et al. (2014) conclude that organisations with good career development programmes possess capable human resources. In this sense, training programmes are used as tools for career development. Thus, training for procurement professionals is a way of enhancing their career development. Hence, this study hypothesises that:

H₁: Employee training is positively associated with the career development of public procurement professionals.

2.3. Training and public procurement professionals' performance

Employee training aims to equip employees with knowledge, skills and attributes to handle their current job demands. It fosters consciousness of job-related policies, rules and procedures (Rodriguez & Walters, 2017). According to human capital theory, investment in employee training makes them more productive (CIPD, 2017). Thus, public procurement professionals' performance will improve if they undergo relevant training programmes. Therefore, given the current dynamic nature of the work environment, employees' performance problems can be addressed through proper and timely training (Kuruppu et al., 2021). On the same, Ameyaw et al. (2019) add that the major components of human capital (knowledge, skills and abilities) can be improved or upheld to increase employee performance. Therefore, employee training for procurement professionals is necessary to improve their job performance. Hence, this study hypothesises that:

H₂: Employee training is positively associated with the performance of public procurement professionals.

2.4. Career development and public procurement professionals' performance

Career development develops employees' abilities to match the organisation's requirements (Dialoke & Wabara, 2017). Improving employees' abilities in light of the future organisation's needs is a lifelong effort. Career development practices include undertakings like mentorship, guidance and counselling. Therefore, it is an approach to uplifting human capital (skills, knowledge and attributes) as suggested by the human capital theory (Wuttaphan, 2017). Moreover, career development is a source of relevant experience influencing job performance (Niati et al., 2021). In this sense, it improves the organisation's and its employees' development. Thus, to attain improved performance from public procurement professionals, public organisations should make deliberate efforts to define and develop the knowledge, skills and attributes of public procurement professionals following the current and future demands of the organisations. Concerning this study, career development improves the performance of public procurement professionals. Based on this conclusion, the following hypothesis is formulated:

H₃: Career development is positively associated with the performance of public procurement professionals.

2.5. Training, career development and public procurement professionals' performance

Career development positively influences employee performance (Niati et al., 2021). The existence of career development in an organisation is exhibited through ongoing improvement in human capital characteristics concerning improved self-belief, decision-making, judgement capacity, and power and capability (Serbes & Albay, 2017; Zaki et al., 2019). Since training is concerned with improving human capital by equipping employees with the relevant knowledge, skills, and attributes to keep their occupational qualities updated (Omotayo et al., 2014), it is a predictor of career development. Concerning this study, if public procurement professionals are well trained, they will advance in such qualities as self-belief, decision-making and judgement capacity, power and capability, improving their job performance. Thus, training can influence the performance of public procurement professionals through career development. Thus, this study is based on the hypothesis that:

H₄: The relationship between training and performance of public procurement professionals is mediated by career development.

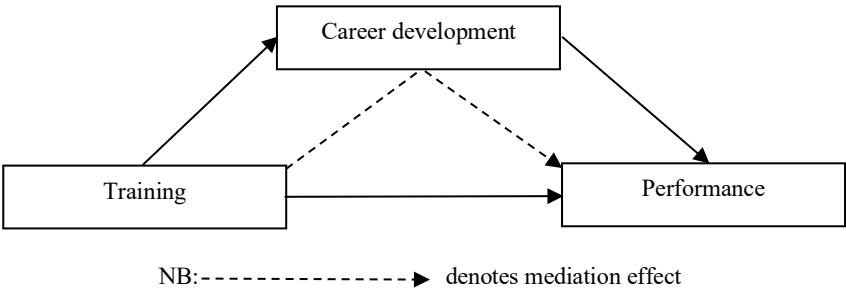


Figure 1. Conceptual model

3. Method and data

3.1. Study area and research design

The study was conducted in Dodoma, the capital of the United Republic of Tanzania. The city was selected due to the increased volume of public procuring organisations following the shift of the government offices from Dar es Salaam in 2017. Also, the city hosts public procuring organisations, which are considered to have varying procurement activities. The study applied a cross-sectional research design as it examined the phenomenon as it was at that specific time (Saunders, Lewis, & Thornhill, 2019). In this regard, the study intended to obtain a snapshot of the relationship between employee training and the performance of public procurement professionals in Tanzania when mediated by employee career development.

3.2. Sampling and data collection

A Priori sample size calculator for determining sample size was applied in this study, as proposed by Soper (2020). Thus, with three latent variables, 11 observed variables, an anticipated effect size of 0.3, desired statistical power of 0.8 and a p-value of 0.05, the commended minimum sample size was 123. Since the calculator proposes the minimum sample size, a larger sample size is considered suitable. Thus, the sample size of 204 used in this study is sufficient. The study involved 204 public procurement professionals from different public organisations in Dodoma, Tanzania. A random sampling technique was used to select the respondents who participated in this study. Data collection occurred from November 2021 to January 2022, when 220 questionnaires were distributed, and 204 questionnaires were completed for analysis. Thus, the response rate was 92.7%, which is acceptable.

A structured self-administered questionnaire was developed to collect data from the respondents (public procurement professionals). The questionnaire was developed based on the main variables: training, career development, and employee performance (public procurement professionals) adapted from the literature (Goshie, 2020; Otoo & Mishra, 2018; Otoo et al., 2019; Singh, 2004; Sturges, Guest, Conway, & Davey, 2002) (see the next section).

3.3. Measurements of variables

In measuring the variables, the study utilised items from previous studies. The items used are based on the validated constructs from previous studies (Appendix A). The training was measured by using items which were previously applied by Otoo et al. (2019), Otoo and Mishra (2018) and Singh (2004). The items for measuring career development were adapted from the literature (Otoo et al. 2019), Otoo and Mishra (2018) and Sturges et al. (2002). In measuring the performance of the public procurement professionals (employee performance), three items previously used by (Ramos-Villagrasa, Barrada, Fernández-Del-Río, & Koopmans, 2019) were adopted. This study revised these items to fit the Tanzanian context of the public procurement function.

3.4. Reliability and validity

According to Kazungu (2020), pre-testing questionnaires improve the tool's reliability. Before the data collection, the questionnaire was pre-tested by two academicians and two procurement professionals. The inputs from the pre-tested questionnaire were used in tool revising in light of the context of the study. In ensuring internal consistency, Cronbach's Alpha coefficients were used, as shown in Table 1. Reliability is ensured when the value of Cronbach's Alpha coefficients is at least 0.7 (Cronbach, 1951; Vaske, Beaman, & Sponarski, 2017). In Table 1, the results show that the values of Cronbach's Alpha coefficients are within acceptable limits. Also, a value of at least 0.7 indicates that construct reliability is attained. Table 1 indicates that all construct reliability values have at least 0.7.

Moreover, convergent validity was analysed by establishing the average variance extracted (AVE) of each construct using the factor loadings of the indicators (Ab Hamid, Sami, & Mohmad Sidek, 2017; Hair, Black, Babin, & Anderson, 2010). Table 1 presents that each AVE value is within the acceptable limits (0.5). Finally, the Fornell-Larcker criterion was used to conduct discriminant validity. The results in Table 2 show that the value of AVE is greater than the square of the intercorrelations (Fornell & Larcker, 1981). It was further determined that the values of AVE obtained for all constructs are larger than their corresponding squared inter-construct correlations. Therefore, discriminant validity was attained.

Table 1. Measurements, standardised factor loadings, Cronbach's alpha, and construct reliability

Variables/Items	Factor loadings	AVE	Cronbach's alpha	Construct reliability
Training		0.618	0.865	0.866
TRA1	0.833			
TRA2	0.749			
TRA3	0.765			
TRA4	0.795			
Career development		0.555	0.832	0.833
CDV1	0.757			
CDV2	0.783			
CDV3	0.737			
CDV4	0.700			
Employee performance		0.694	0.852	0.869
EPF1	0.838			
EPF2	0.670			
EPF3	0.965			

Source: Data analysis

Table 2. Discriminant validity

	CR	AVE	TRA	CDV	EPF
TRA	0.866	0.618	0.786		
CDV	0.833	0.555	0.283	0.745	
EPF	0.869	0.694	0.391	0.304	0.833

Source: Data analysis

3.5. Data analysis procedures

The collected data was analysed using CFA, a crucial part of CB-SEM, along with Hayes' PROCESS for mediation analysis. CFA is essential in ensuring that the study provides reliable and valid results, as it produces crucial outputs for evaluating factor loadings, AVE, construct reliability, and measurement model fit indices (Hair et al., 2010). For that case, CFA was performed before analysing the path analysis. On the other hand, Hayes' PROCESS mediation analysis was conducted to analyse the relationship between study variables. This statistical technique was considered a cutting-edge and effective tool for conducting regression analysis with additional variables such as mediators, confounders, and moderators by bootstrapping confidence intervals (Hayes, 2022). Therefore, the relationship between training and employee performance and the mediating effect of career

development on the relationship between training and performance of public procurement professionals in Tanzania.

4. Results and discussion

4.1. Model measurements results

CFA was conducted in the first step to confirm the study's variables. The results show that all factor loadings are greater than 0.5. This indicates that the items adequately explain the latent constructs of the study (Truong & McColl, 2011). The model fit indices are GFI = 0.937, NFI = 0.928, RFI = 0.903, IFI = 0.963, TLI = 0.950, CFI = 0.963, RMSEA = 0.069, $X^2 = 81.057$, $df = 41$ and $X^2/df = 1.977$ at $p < 0.05$. All measurements of the model fit indices are within the recommended range (Hu & Bentler, 1999).

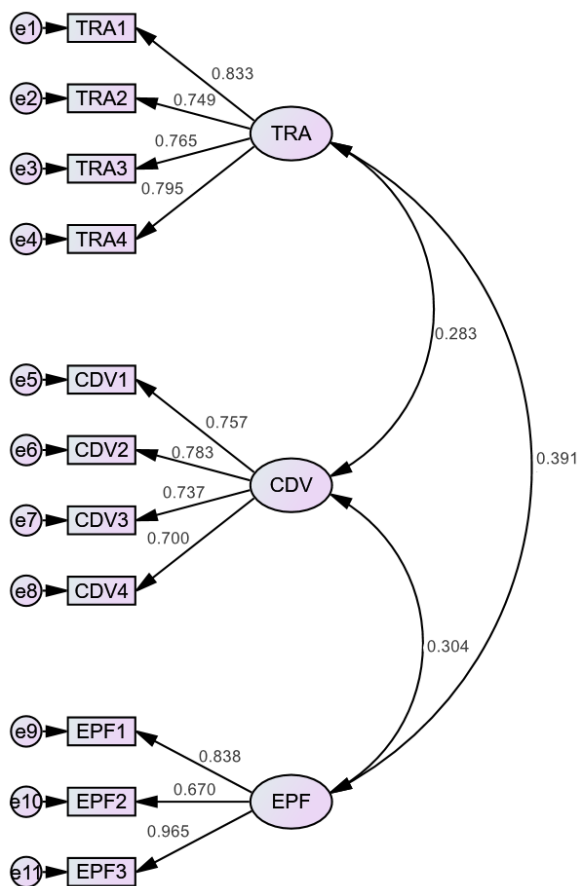


Figure 2. The measurement model (CFA)

4.2. Structural model and hypotheses testing

Hayes' PROCESS mediation analysis was conducted in the second step to test the hypothesised relationships. The study examined the relationships between training, career development and performance of public procurement professionals in Tanzania. Also, the study tried to establish if career development mediates the relationship between the training and performance of public procurement professionals. The results are presented in Table 3.

4.3. Training and public procurement professionals' career development

Regarding the relationship between training and career development, the results reveal that training has a significant positive relationship with career development among public procurement professionals ($\beta = 0.2854$, $p = 0.0005$). Thus, the results support H_1 that employee training is positively associated with the career development of public procurement professionals. According to the results, training for public procurement professionals explains about 28.54% of their career development. In this case, enhancing training for public procurement professionals fosters their career development in terms of improved confidence, attitudes on the job and ability to deal with job challenges. The findings align with the argument by Bakar et al. (2016) and Ntadom et al. (2021) that training practices are directed towards developing employees in their careers by improving their technical and personal abilities because it enhances judgment, confidence and self-belief in the job. Despite these studies being based on other contexts, they support the Tanzanian context of the public procurement professionals used in the current study.

4.4. Training and procurement professionals' performance

For the relationship between training and the performance of public procurement professionals, the results are consistent with H_2 that employee training is positively associated with the performance of public procurement professionals. ($\beta = 0.3717$, $p = 0.000$). The results thus show that training explains the performance of public procurement professionals by 37.17%. The results suggest that public procurement professionals' performance concerning delivering quality goods and services in time and at reasonable costs can be enhanced by improving their knowledge, skills and job-related attributes through training. The available literature widely recognises the influence of training on the organisation's performance (Amoah-Mensah &

Darkwa, 2016; Kuruppu, Kavirathne, & Karunarathna, 2021; Otoo & Mishra, 2018). However, this study examined how training practices influence public procurement professionals' performance. The results support the human capital theory that the productive capacity of human capital can be upgraded through training. This point of view is in line with the assertion by Patarai and Ahmad (2015), Rodriguez and Walters (2017) and (Okumu et al., 2018) that employee performance is a function of employees' capability to carry out their tasks efficiently due to the level of knowledge, flexibility and pro-activeness they obtain through training.

4.5. Career development and procurement professionals' performance

The results show a significant positive relationship between career development and the performance of public procurement professionals ($\beta = 0.2790$, $p = 0.0003$). These results align with H_3 that career development is positively associated with the performance of public procurement professionals. Based on the results, career development explains 27.9% of the performance of public procurement professionals. These results suggest that public organisations can advance the performance of public procurement professionals in terms of the timely delivery of quality goods and services at reasonable costs because career development upgrades human capital (Wuttaphan, 2017). The influence of career development on employee performance has been studied (Niati et al., 2021), but this study focused particularly on its role in the performance of public procurement professionals. These findings are consistent with the arguments by Nami Nasution et al. (2018) and Niati et al. (2021) that career development is a vital tool for improving employee job experience and competencies.

4.6. The mediating role of career development

The last hypothesis in H_4 is that the relationship between training and the performance of public procurement professionals is mediated by career development. In testing the mediation effect of career development on the relationship between training and performance of public procurement professionals, the PROCESS macro mediation test was conducted. A simple mediation model was analysed to determine the direct and indirect effects, and the results are presented in Table 3. The results from the simple regression model (see Table 3) show that training, being an independent variable, has a positive and significant relationship with career development. (mediator variable) ($\beta = 0.2854$, $p = 0.0005$). Also, training and career development have a positive and significant relationship with the performance of public

procurement professionals ($\beta = 0.3717$, $p = 0.000$ and $\beta = 0.2790$, $p = 0.0003$), respectively.

On the other hand, the bootstrap confidence intervals at 95% range between 0.0242 and 0.1503. As there are non-zero values between the ranges, the study's results confirm H_4 . Furthermore, the indirect effect can be obtained by taking the coefficients of training to career development and the coefficients of career development and performance of public procurement professionals. Therefore, career development positively and significantly mediates the relationship between the training and performance of public procurement professionals. The results are consistent with Saranani's (2015) findings, conducted in a study among the Inspectorate of Kendari city employees in Indonesia. In the case of the present study, training influences the performance of procurement professionals through career development. So, the current study successfully established the mechanism which assists procurement professionals in performing better through training practices.

Table 3. The direct and indirect effects (bootstrapping confidence intervals)

Variables	Direct effect	S.E.	t	p	LLCI	UPCI
TRA→CDV	0.2854	0.0807	3.5381	0.0005	0.1264	0.4445
TRA→EPF	0.3717	0.0894	4.1556	****	0.1953	0.5481
CDV→EPF	0.2790	0.0757	3.6861	0.0003	0.1298	0.4283
	Indirect effect	BootSE			BootLLCI	BootUPCI
CDV	0.0796	0.0321			0.0242	0.1503

Note: **** $p < 0.01$, TRA – Training, CDV – Career development and EPF – Employee performance.

Source: Data analysis

5. Theoretical and practical implications

Firstly, the present study empirically established the link between human resource development practices (training and career development) and employee performance in the setting of public procurement professionals, which was mainly scarce in the human resource development and employee performance literature. Secondly, the results of this study support the human capital theory as the findings imply that training and career development influence the performance of procurement professionals. The theory is based on the belief that training and career development upgrade the ability of employees to undertake their jobs effectively. Previous studies examined the relationship between training and career development with employee performance in other contexts. The current study examined this relationship in the context of public procurement professionals in Tanzania. Therefore, the performance of public procurement professionals can be improved by enhancing their ability through training and career development programmes.

Lastly, the present study tested theoretically and empirically the mediating role of role career development in the relationship between training and the performance of public procurement professionals.

Based on the study findings, public procurement professionals should strive to upgrade their ability to perform their professional duties by searching and participating in relevant training programs. The management of public organisations is also supposed to make sure that training programs for public procurement professionals are improved in their organisations to enhance the effectiveness of public procurement professionals and the public procurement function at large. Therefore, the management has to ensure that suitable training programs are available to public procurement professionals to inspire them to participate in such training to enhance their capabilities. Moreover, based on the present study's findings, public procurement professionals should seek and make themselves available for career development activities and programs in their organisations. Also, public organisations' managers should improve career development programs to facilitate public procurement professionals' involvement in advancing their careers. By so doing, procurement professionals can improve their job performance. Additionally, public organisations are supposed to provide public procurement professionals with the financial resources and time to meet their needs for training and career development timely.

7. Conclusions and areas for further studies

Staff training and career development are common themes in the literature on human resource development, but previous researchers attempted to link them with organisational and employee performance. Thus, there is limited evidence on the relationship between training and career development, specifically, the performance of public procurement professionals and the mechanism through which training is related to the performance of public procurement professionals. Thus, the current study focused on the influence of training and career development on public procurement professionals' performance and career development's role in the relationship between training and the performance of public procurement professionals. Based on the results, the study concludes that training and career development determine the performance of public procurement professionals. Furthermore, the study concludes that the relationship between training and the performance of public procurement professionals in Tanzania is mediated by career development.

As for other categories of employees, public procurement professionals also require training and career development programs to

improve their performance. These conclusions support the conclusions of previous research in different settings. Therefore, this study establishes a relationship between training, career development and employee performance in the context of public procurement professionals in Tanzania. In this sense, the performance of public procurement professionals in Tanzania can be enhanced through improving training and career development programs.

Despite accomplishing its objective, the study has several limitations. It examined the relationship between training, career development and performance of public procurement professionals in Tanzania, where career development was also treated as a mediator. The study considered two aspects of human resource development practices: training and career development. Further studies can involve other aspects of human resource development practices. Moreover, other studies in this area can involve professionalism as a mediator in the relationship between the performance of public procurement professionals and human resource development practices.

Declaration of conflicting interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Appendix A:

Variables and measurements

Training

Adequate and relevant knowledge and skills are acquired through training programs.

The knowledge and skills associated with aids used in the training programs are available.

The activities of the training programs meet my needs.

I am sponsored by training programs based on relevant training needs.

Career development

My organisation provides opportunities for advancement.

My organisation helps me to increase my confidence on the job.

My organisation prepares me to deal with the challenges of my job.

My organisation helps me to improve my attitude on the job.

Performance of procurement professionals (Employee performance)

I managed to plan my work so that I finished it on time.

I was able to carry out my work efficiently.

I came up with creative solutions for new problems.

Note: All items were measured on a five-point scale ranging from strongly disagree, disagree, neither agree nor disagree, agree and strongly agreed.