Open University of Cyprus

Faculty of Economics and Management

Postgraduate Programme of Study Business Administration (English MBA)

Master's Dissertation

Operational Analysis: Effects of Human Resources Variability on Structural Cypriot Public Sector Monitoring

Chrysovalanto Panteli

Supervisor
Dr. Dionysios D. Gerontogiannis

May 2023

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This Master's Dissertation was submitted in partial fulfilment of the requirements for the award of the postgraduate title on Business Administration (English MBA) by the Faculty of Economics and Management of the Open University of Cyprus.

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Summary

The goal of this master's dissertation is to research the relationship between the human resources operational variabilities and the structural Cypriot public sector. This goal gives rise to four research questions. The first one is whether the human resources operation gets affected by the education or the training that the employees are getting exposed to. The second is whether the bonding that the employees have with their managers, affects the operation. The third is whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment as well as the fourth one, whether its employees are satisfied by the whole public sector system. These four research questions were used to create eight variables from which a questionnaire was developed and used as a quantitative method to research the topic of this master's dissertation. The questionnaire consisted of questions and answers that were expected by the respondents. Google Forms: Online Form Creator | Google Workspace was used to create and send the questionnaire as well as afterwards to collect the answers and the statistical program that was used is the IBM-SPSS 25. The questionnaire was designed in English language, and then translated in Greek so that all the respondents would be able to answer it. However, for the purposes of the analysis the answers were again translated and presented in English in this master's dissertation. Fifty questionnaires were sent and forty-one answers were received, giving 82% participation. The sample was randomly selected, and the correspondents were form the Ministries of Education, Health and from the Police and Fire service. The chi-square test of independence was tested for the statistical analysis of the results. However, the fisher's exact test as well as hypothesis testing fitted better the data that has been collected. Therefore, these two methods, fisher's exact test and hypothesis testing, were used throughout this work. Finally, three out of four research questions were confirmed and only one was not confirmed. The question about whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment, was the one that was not confirmed because employees do not get motivated either way by evaluation and there is difficulty in getting job recognition as well as there is no association between the recruitment criterion and

timeline. This research question, which is not confirmed, shows that there is still room for improvement and thus future research to be done. The other three research questions, which were confirmed, indicate that the employees are satisfied by the whole public service sector. It also shows that the aim of this master's dissertation has been achieved as the relationship between the human resources operational variables and the structural Cypriot public sector has been studied and analysed and as a result there is the existence of a relationship between these two factors.

Περίληψη

Ο στόχος αυτής της μεταπτυχιακής διατριβής είναι η μελέτη της σχέσης μεταξύ των επιχειρησιακών μεταβλητών του ανθρώπινου δυναμικού και του διαρθρωτικού δημόσιου τομέα της Κύπρου. Από τον στόχο αυτής της μεταπτυχιακής διατριβής, έχουν προκύψει τέσσερα ερευνητικά ερωτήματα. Το πρώτο αφορά κατά πόσο οι επιχειρησιακές μεταβλητές του ανθρώπινου δυναμικού επηρεάζονται από την εκπαίδευση που οι υπάλληλοι εκτίθενται. Το δεύτερο ερευνητικό ερώτημα αφορά κατά πόσο η σύνδεση που έχουν οι υπάλληλοι με τους προϊστάμενους τους επηρεάζει την λειτουργικότητα της υπηρεσίας. Το τρίτο είναι για το κατά πόσο η διάρθρωση του Κυπριακού δημόσιου τομέα βοηθά τους υπαλλήλους του δημοσίου να αναπτύσσονται στο εργασιακό περιβάλλον. Τέλος το τέταρτο ερευνητικό ερώτημα ασχολείται με το κατά πόσο οι υπάλληλοι είναι ευχαριστημένοι γενικά από το σύστημα του δημόσιου τομέα ως σύνολο. Αυτά τα τέσσερα ερευνητικά ερωτήματα χρησιμοποιήθηκαν για τη δημιουργία του ερωτηματολογίου, το οποίο χρησιμοποιήθηκε ως ποσοτική μεθοδολογία για την έρευνα του στόχου αυτής της μεταπτυχιακής διατριβής. Το ερωτηματολόγιο χρησιμοποίησε οχτώ μεταβλητές, οι οποίες δημιουργήθηκαν από τα τέσσερα ερευνητικά ερωτήματα, για το σχεδιασμό των ερωτήσεων και του είδους των απαντήσεων που υποτίθεται πως θα δίνονταν από τους ερωτηθέντες. Η διαδικτυακή πλατφόρμα Google Forms: Online Form Creator | Google Workspace χρησιμοποιήθηκε για τη δημιουργία και την αποστολή του ερωτηματολογίου, καθώς και τη συλλογή των απαντήσεων αργότερα καθώς και το στατιστικό πρόγραμμα IBM-SPSS 25 χρησιμοποιήθηκε για την ανάλυση των δεδομένων. Το ερωτηματολόγιο σχεδιάστηκε στα Αγγλικά και μεταφράστηκε στα Ελληνικά, για να μπορούν όλοι οι ερωτηθέντες να απαντήσουν. Για τους σκοπούς της ανάλυσης οι απαντήσεις μεταφράστηκαν και παρουσιάστηκαν στα Αγγλικά σε αυτή τη μεταπτυχιακή διατριβή. Πενήντα ερωτηματολόγια στάλθηκαν όμως σαράντα ένα απαντήσεις συλλέχθηκαν, δηλαδή 82% ήταν η συμμετοχή. Το δείγμα επιλέχθηκε τυχαία και οι ανταποκριτές ήταν από το Υπουργείο Παιδείας, Υγείας και από την Αστυνομία και την Πυροσβεστική Υπηρεσία. Επίσης, ως μεθοδολογία αυτής της μεταπτυχιακής διατριβής, το «chi-square test of independence» δοκιμάστηκε χωρίς επιτυχία για την στατιστική ανάλυση των αποτελεσμάτων. Το «fisher's exact test» ταίριαζε καλύτερα στα δεδομένα που

συλλέχθηκαν, καθώς και το «hypothesis testing», γι' αυτό και χρησιμοποιήθηκε στα δεδομένα. Καταληκτικά, τρία από τα τέσσερα ερευνητικά ερωτήματα επαληθεύτηκαν και μόνο ένα δεν επαληθεύτηκε. Το ερώτημα για το κατά πόσο η διάρθρωση του Κυπριακού δημόσιου τομέα βοηθά τους υπαλλήλους του δημοσίου να αναπτύσσονται στο εργασιακό περιβάλλον ήταν αυτή που δεν επαληθεύτηκε και οι λόγοι ήταν ότι οι υπάλληλοι δεν παρακινούνται από την εκτίμηση της εργασίας τους, υπάρχει δυσκολία για την απόκτηση εργασιακής αναγνώρισης και δεν υπάρχει σχετικότητα μεταξύ των κριτηρίων και του χρόνου πρόσληψης. Αύτη η μη επαληθευμένη ερώτηση δείχνει πως υπάρχει χώρος για βελτίωση και άρα μελλοντική έρευνα. Από την άλλη πλευρά οι υπόλοιπες τρείς ερωτήσεις που επαληθεύτηκαν, δείχνουν ότι οι υπάλληλοι είναι ευχαριστημένοι από τη δημόσια υπηρεσία ως σύνολο. Ακόμα δείχνει πως ο στόχος αυτής της μεταπτυχιακής διατριβής έχει επιτευχθεί, αφού υπάρχει σχέση μεταξύ των επιχειρησιακών μεταβλητών του ανθρώπινου δυναμικού και του διαρθρωτικού δημόσιου τομέα της Κύπρου.

Acknowledgments

This master's dissertation is dedicated to my son Panteleimon, because even with a newborn in the house everything is possible when there is a good supporting system.

Many thanks to my supporting system, my mum Fanoula, my brother Dr. Christoforos Panteli and my husband George for their support and patience. A huge thanks to my supervisor Dr. Dionysios D. Gerontogiannis for his guidance, assistance and understanding.

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Shortcuts - Acronyms

(MD)   Master's Dissertation

(PSS)   Public Service Sector

(OTJ)   On-The-Job Training

(FET)   Fisher's Exact Test

Chapter 1
Introduction

This master's dissertation's (MD) topic is "Operational Analysis: Effects of human resources variability on structural Cypriot public sector monitoring". The topic's background arose from the need to increase the motivation and moreover the productivity in the public sector. Thus, whether the Cypriot public service sector (PSS) is considering its employees' skills and knowledge as well as whether the employees are satisfied, such as to increase their productivity and caring for their job. Ronald R. Sims mentions that one of the reasons why productivity in the PSS is decreased. Is bureaucracy that does not motivate the employees (Sims, 2007).

Generally, decision-making and accountability in the PSS are dispelled and this is a possible result of demotivation, that will be studied and discussed in this MD (Sims, 2007). Meaning, people in the PSS may try to avoid any responsibility by taking any decision and ask for instructions by the managers. This is due to the fact that, the whole system of the public sector may not let the employees being flexible in the job production or even express their skills and/or capabilities. Sometimes even managers may try not to make any decision by following what is generally accepted, so that they are not taking any accountability, for the same reason as employees. Furthermore, employees may not be exposed to the education or training needed to increase their productivity, as well as they may not be satisfied by the whole system in general. These factors will be analysed further in this MD, as well as whether the bonding between the managers and employees affects or gets affected by other factors and motivation.

The topic consists of two factors, the human resources operational variabilities and the structural Cypriot public sector that in turn consist of two research questions each. The first's factor research questions are whether the human resources operation gets affected by the education or the training that the employees are getting exposed to as well as

whether the bonding that the employees have with their managers, affects the operation. The second's factor research questions are whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment as well as whether its employees are satisfied by the whole public sector system. These four research questions were designed in order to assist the research about the connection between the two factors.

The research was based on some bibliographic references that, were analysing theoretical standards about the variables as well as the quantitative research that was analysed for this MD's purposes only.

The four research questions were further analysed in eight variables:

Variable 1: Discrimination in the public sector workforce

Variable 2: Public sector recruitment process

Variable 3: Increasing efficiency and evaluation process in the public sector

Variable 4: The importance and role of continuous training of the human resources

Variable 5: The importance of human resource planning strategy

Variable 6: The effect of rewards on public sector human resources management

Variable 7: Flexibility and adaptability: Elements of skills/capabilities development

Variable 8: The Aging Workforce and Human Resource Management: Challenges based on increasing of life expectancy.

The first research question of the first factor consisted of variable 4. The second research question of the first factor consisted of variable 5, 6 and 7. The first research question of the second factor consisted of variable 1, 2 and 3 and the second research question of the second factor consisted of variable 8. These variables were used to create the questionnaires, which were used as the quantitative research.

In the chapters that follow a literature review will be presented so that the available literature studied, that is relevant to the topic of the MD, is critically discussed and evaluated. Next, the research design and methodology will be analysed in order to indicate the research approach that it was followed about the research design, data collection and the data analysis procedures used. The presentation of the results will

also be done using tables, charts and statistics indicating the exact findings. Finally, the discussion of the findings will be presented in order to justify the findings and discuss their meaning for the specific topic.

The significance of this MD is of critical importance, so that future researchers find the space for improvement for the public sector, which this MD provides and try to apply it in practice, to be a real, positive change for Cyprus.

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Chapter 2
Literature Review

2.1 Introduction

This chapter presents a review of the available literature. A critical discussion of the literature studied for both two factors of the topic: (a) the human resources operational variabilities and (b) the structural Cypriot public sector, will also be done.

We spend most of our day in paid employment, that should be the most pleasant part of the day. Instead, workdays are experienced as the most noxious part of our week. The explanation to this is the treatment that employees have from their bosses and generally by the workplace itself (Joosr, 2015). Most of the time employees get trained and prepared to do something interesting and exciting but when the time of training finishes, they realise that they are unimportant for the company/organization as well as that they are working hard to produce what their bosses want but without appreciation and recognition for all of the barriers that they may face to make the work done (Joosr, 2015). This happens in the private sector as well as in the public sector.

The whole situation described is about how the human resource management operates in an organization environment, because "firstly, we need to understand ourselves in order to understand someone else" (Gerontogiannis, 2019). Human resource is "a process affected by both predictable and unpredictable forces", which arise through people's needs, and need to be considered to understand the human behaviour, so that it can be managed correctly (Syed and Kramar, 2017; Gerontogiannis, 2019). Human resource management is also defined as "that field of management which has to do with planning, organizing, and controlling the functions of procuring, developing, maintaining and utilizing a labour force such as that the objectives for which the company is established are effectively, the objectives of all levels of personnel are served to the highest possible degree and the objectives of society are dully considered and served." Michael J. Jucious (Mahapatro, 2010). Another definition of human resource management by Edwin B.

Flippo is: "It is planning, organizing, directing and controlling of the procurement, development compensation, integration, maintenance and separation of human resources to the end that individual, organizational and societal objectives are accomplished" (Mahapatro, 2010).

Moreover, it was believed by John Stuart Mill that if the people's actions were based on their personal believes and needs, they could behave freely. Nowadays, behaviour is affected by three factors: social, cultural and family factors (Gerontogiannis, 2019). Social factors mean social hierarchy, class, environment and in general the socialization of the person. These factors are directly related to the social role, job and benefits a person has (Gerontogiannis, 2019). Cultural factors are about "special schemes" of common behaviour and beliefs, that every culture has. For instance, the expression of feelings and life treatment. Family factors mean that parents have the first role about the children's personality (Gerontogiannis, 2019). These behavioural factors are taken into consideration by the human resources management so that their managerial behaviour is aligned with the staff needs and behaviour for the best possible result.

To visualize the Human Resources management affection on a company, consider a company that its equipment is kept, but the workforce is lost, resulting to nothing being the same. Nevertheless, a company that the equipment is lost, and the workforce is there, without losing any skill and knowledge, will recover soon (Becker, Ulrich and Huselid, 2001). Additionally, when there is financial pressure, companies tend to invest in physical capital, rather than human capital, even though that human capital is far more important and will generate more value than the physical one (Becker, Ulrich and Huselid, 2001).

To add to this, Human Resource's roles is to be a business partner, to ensure that the needed motivation to perform is available as well as to be an effective strategic contributor to offer knowledge about whether a strategy can be implemented by considering factors that affect the human capital when organizational changes happen (Lawler III and Boudreau, 2015). Furthermore, a human resource's management team benefits in a company/organization, are not always visible. They become visible when the Human Resource's role is aligned with another intangible asset, such as goodwill, research and development as well as advertising (Becker, Ulrich and Huselid, 2001).

The Human Resource's objectives in a company as Edward E., Lawler III and John W. Boudreau indicate are the following "to create and utilize an able and motivated workforce, to accomplish the basic organizational goals, to establish and maintain sound organizational structure and desirable working relationships among all the members of the organization, to secure the integration of individual or groups within the organization by co-ordination of the individual and group goals with those of the organization, to create facilities and opportunities for individual or group development so as to match it with the growth of the organization, to attain an effective utilization of human resources in the achievement of organizational goals, to identify and satisfy individual and group needs by providing adequate and equitable wages, incentives, employee benefits and social security and measures for challenging work, prestige, recognition, security, status, to maintain high employees morale and sound human relations by sustaining and improving the various conditions and facilities, to strengthen and appreciate the human assets continuously by providing training and development programs, to consider and contribute to the minimization of socio-economic evils such as unemployment, under-employment, inequalities in the distribution of income and wealth and to improve the welfare of the society by providing employment opportunities to women and disadvantaged sections of the society, to provide an opportunity for expression and voice management, to provide fair, acceptable and efficient leadership and to provide facilities and conditions of work and creation of favourable atmosphere for maintaining stability of employment" (Mahapatro, 2010).

In the next chapter, all these objectives and roles will be decomposed about how they have been used for the design and analysis of the questionnaire given for this MD's purposes.

2.2 Analysis of standards for factor A

2.2.1 Variable 4 (Torrington, 2014; M. Putti, 2015; Caldwell and Anderson, 2018)

Joseph M. Putti defines training as "the organized procedure by which people acquire knowledge and/or skills for a definite purpose". Training is the process of assisting the

existing employees to meet the additional job requirements whereas the new employees to meet the new job requirements. Moreover, training's purpose is "to increase productivity and job performance".

There are three models of training. The first one is the most used and it is called On-the-Job Training (OTJ), which happens when qualified instructors supervise and guide their trainees. This standard is also known as job instruction and some examples are job rotation and mentoring. The second model is the Off-the-Job Training, which happens through theoretical aspect, meaning that the trainee is not included in a realistic job situation. Some examples of this type are role-playing, discussion and lecture method. The opportunity to participate is better in the Off-the-Job Training rather than the On-the-Job Training. Finally, the last model of training is the Orientation. Although this model assists employees to adapt to every job situation and type, there should be a small introduction for the new employees, such as slide presentation, videos, lectures about the organization, so that the new employee will adjust and easily understand the company.

This model was used as a basis for the fourth variable, which is "The importance and role of continuous training of the human resources". This theoretical standard assisted to design and to analyse this variable, that is important to understand and improve the PSS.

2.2.2 Variable 5 (Murugesan, 2011; Torrington, 2014; M. Putti, 2015; Caldwell and Anderson, 2018)

Leon C. Megginson defines human resources planning as "An integrated approach to performing the planning aspects of the personnel function in order to have a sufficient supply of adequately developed and motivated people to perform the duties and tasks required to meet organizational objectives and satisfy the individual needs and goals of organizational members." Therefore, human resources planning is about forecasting the future demand and supply of a company for the right type of people in the right amount. The diagram below shows the human resource planning model in detail. It starts with organizational strategy then the job analysis is done by the human resources management. Then, as mentioned previously, forecasting about the future demand and supply is done, leading to a management success. Lastly, there a restructuring in the

organisation and at the end the whole process is being evaluated in order to avoid future mistakes (Kanabi and Tasie, 2019).
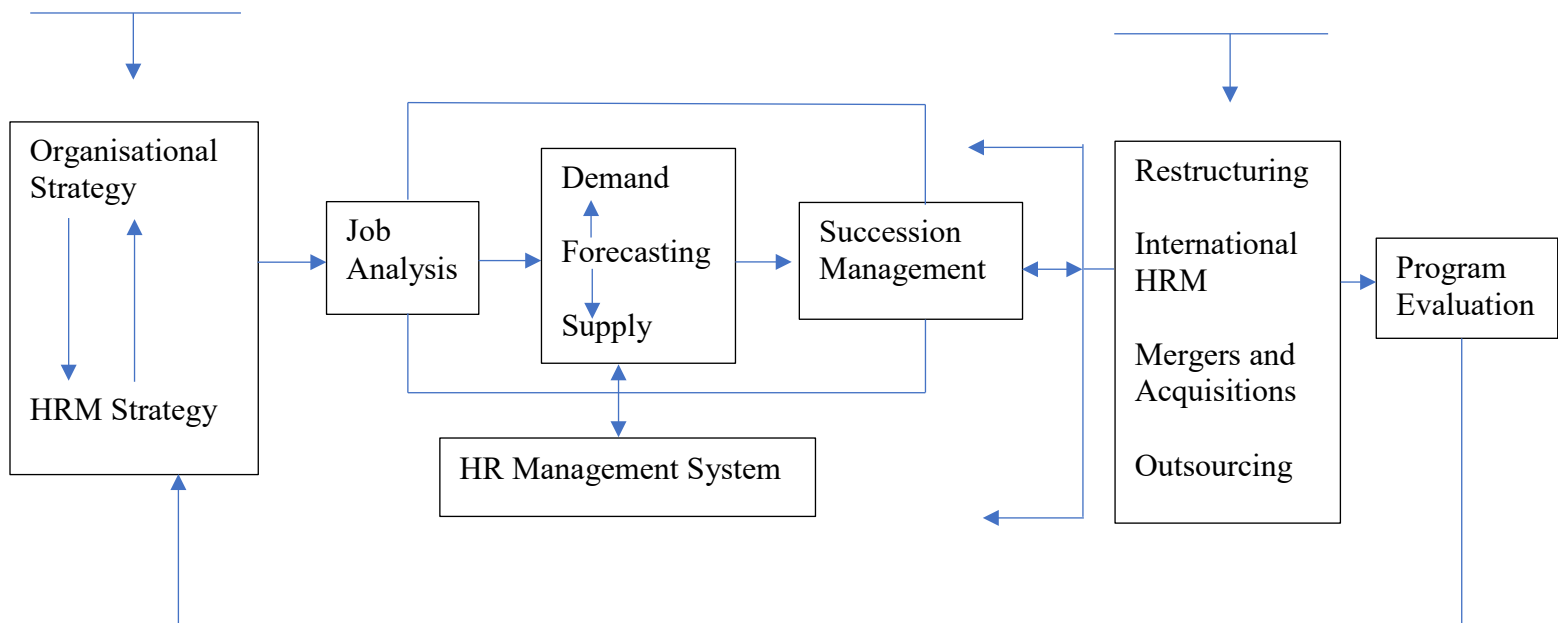

Diagram 1: Human resource planning model (Kanabi and Tasie, 2019)

The objectives of the human resources planning are ten:

  i.   "To recruit and retain the human resources of required quantity and quality.
  ii.   To foresee the employee turnover and make the arrangements for minimizing turn over and filling up of consequent vacancies.
  iii. To meet the needs of the programmes of expansion, diversification etc.
  iv.   To foresee the impact of technology on work, existing employees, and future human resource requirements.
  v.   To improve the standards, skill, knowledge, ability, discipline etc.
  vi.   To assess the surplus or shortage of human resources and take measures accordingly.
  vii. To maintain congenial industrial relations by maintaining optimum level and structure of human resources.
  viii. To minimize imbalances caused due to non-availability of human resources of the right kind, right number in right time and right place.

ix.   To make the best use of its human resources.

x.   To estimate the cost of human resources."

Lastly, the problems of planning in human resources are two. The first one is the resistance of employees and employers to apply the human resource planning. Employers are resisting due to the increasing costs of manpower and employees are resisting because, human resource planning is controlling the employees through the maximization of the productivity. Secondly, there is uncertainty in the industry, such as technological changes, which makes human resource planning less reliable.

This theoretical standard is important for the analysis of the variable number five, which is about "The importance of human resource planning strategy". This model has been taken as a basis for creating this variable, as it will assist in understanding how crucial the planning strategy is and what needs to be changed in the PSS.

2.2.3 Variable 6 (Daft, no date; Syed and Kramar, 2017)

This theoretical standard is about rewarding and how this affects motivation of an employee. Richard L. Daft defines motivation as "the forces either within or external a person that grouse enthusiasm and persistence to pursue a certain course of action". Motivation is what makes you passionate to continue doing your job. Rewards are connected with motivation since motivation is the result of a reward.

There are two types of rewards, extrinsic and intrinsic. The extrinsic reward is the one that it is given by another person to the employee, for instance a manager. It may be a pay increase or a promotion. The intrinsic reward is the satisfaction a person receives in performing an action. Both types or rewards, lead to motivation as they give personal and/or professional satisfaction to an employee. In the diagram that follows the two types of rewards are being shown (Nujjoo and Meyer, 2012).
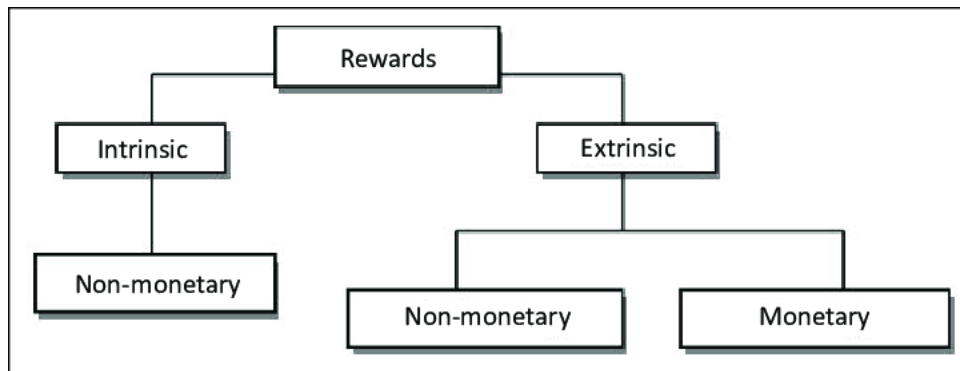
Diagram 2: Reward Types (Nujjoo and Meyer, 2012)

This model was used as a basis of creating and analysing the variable number six, which is "The effect of rewards on public sector human resources management". This is an important factor about the PSS, as it shows what keeps the employees motivated and if any reward is given to them by managers or superiors in general.

2.2.4 Variable 7 (Media, 2015)

This model describes the work-life balance that an employee needs to have in order to be satisfied and productive in their job. There should be support for the need of employees to respond in the demand of their family and personal life as well as in the demand of their work. Employees need to have a balanced life, meaning a family-friendly job, that understands the need for having some family time instead of always being on job track. For instance, there should be flexible working policies in regard of the working hours and place, parental leave, maternity/paternity/adoption leave as well as maximum working hours etc.

This MD has been considering this theoretical standard. Specifically, it was used as a basis for the design and analysis of the variable number seven, which is about "Flexibility and adaptability: Elements of skills/capabilities developments". Meaning that, if the organization supports the family-friendly lifestyle, then by having a balanced life the productivity and the flexibility will be at their highest as well as there will be the interest to develop capabilities and skills, since the job environment will already support this development.

2.3 Analysis of standards for factor B

2.3.1 Variable 1 (Media, 2015; Dreher, Carter and Dworkin, 2019)

This theoretical standard is about discrimination. BPP Learning Media talks about disabled people and women in employment. These two categories face discrimination frequently.

Women most of the times come across inequality, when they are pregnant and/or when they are on maternity leave. Additionally, women rarely have top employment positions in their employment, and this is another form of discrimination.

Disabled people in employment, face even more discrimination than women do. Although, in general, the job choices are restricted and most of the times they are under-represented in managerial positions, the PSS is adjusting in the disabled people's needs. "Poor skill levels, long period off work for medical causes, accident proneness etc." are taken into consideration by the PSS.

This standard has been used for the creation of the first variable, which is about "Discrimination in the public sector workforce". This model was the basis for this variable, which is an important factor for the PSS that needs to be analysed.

2.3.2 Variable 2 (Torrington, 2014; M. Putti, 2015; Syed and Kramar, 2017; Caldwell and Anderson, 2018)

This model analyses the recruitment process. Recruitment is "reaching out to the supply sources and finding the individuals who may have the needed qualifications" as Megginson said. Joseph M. Putti underlines for recruitment "Are we looking for best apples or best of available rotten apples? You decide!". Recruitment is an important process that should be done wisely, meaning that there should be a clear picture of what the company wants, how and where to find it.

Additionally, the recruitment process is both "planning of human resources and locating the potential candidates". In order to figure out who to recruit or who is interested in this

job position the job can be described in three ways. The first one is the Job Description, which is the phase that looks at the job, since it describes the responsibilities and duties someone will carry on getting the task done. Next is the Job Specification, which is about the individual and it consists of the qualities that someone needs to have to carry out the job. Finally, Job Analysis is about both Job Description and Job Specification.

Moreover, there are many ways to recruit the individual. The two types of recruitment are internal and external. Internally is about transfers and employee referrals. Transfers are about transferring employees from one department to where the job position is. It usually happens to employees, who are not fully utilized by their department. However, it has some disadvantages. For instance, if the employee who applies for the transfer is not finally chosen for the new job position, he/she may quit or his morale may be affected as well as the departments may not want to transfer their employee, so that they do not lose any productivity from their department. The employ referrals are about an employee refers some other person from outside the organization, for instance a friend or a relative who may qualify for the specific job position available. The disadvantage of this type is that if a referral is rejected, then future referrals may be discouraged, as the employees may feel that there is no reason for referring someone since most probably, he/she will be rejected.

The external type has many ways to be implemented, such as agencies, high schools, unions, journals, media advertisements etc. When it is implemented through the internet (media), sometimes it is called E-recruiting. The diagram below indicates the advantages and disadvantages of some external recruitment methods. For instance, the media advertisements are expensive and low targeting as well as the agencies are of high costs but of a professional selection (Reshetnikova, Zotkina and Gusarova, 2019).

Methods	Advantages	Disadvantages
Placement of announcements in the newspapers	Low costs targeting Accessibility for all potential applicants	A large number of competing advertisements
Placement of announcements on TV, radio	Possible colourful advertisement serving	Relatively expensiveness Low targeting
Direct recruitment of graduates	"cheapness" of graduates the enthusiasm of "young blood" current knowledge	Lack of work experience of applicants
Internet recruitment	Low costs Easy selection A large number of applicants	Underdevelopment of Internet culture among the older population
Contracting recruiting agencies	Short time costs Professional selection	High costs Incompetence of recruiters in the required professional sphere
Headhunters	Recruitment hard-to-find specialist	High costs Slowness in carrying out the order. The possibility of disclosure of confidential information Incompetence of recruitment in the required professional sphere

Diagram 3: Advantages and disadvantages of some external recruitment methods (Reshetnikova, Zotkina and Gusarova, 2019)

This theoretical standard was the basis of the creation of variable number two, which is about the public sector recruitment process. This model was crucial for the creation of this variable to include it in the research as it is important to know what is happening in the PSS about recruiting.

2.3.3 Variable 3 (M. Putti, 2015)

This theoretical standard analyses how to improve the evaluation process and the efficiency through evaluation in the PSS. In other words, is about how to have an effective appraisal program for evaluating the productivity of the employees. The performance appraisal is defined as "a systematic, periodic evaluation of the worth of an individual to an organization, usually made by a superior or someone in a position to observe his or

her performance". Meaning that, in order to have the employees adjust their objectives with the organization objectives "must tell them what to do, judge how well they have done, and reward or punish them accordingly" as McGregor said.

The reasons to have an effective performance appraisal system are:

1. To increase supervisor's ability "to judge his subordinates accurately". Thus, morale building, assignment of rewards, punishments and jobs are easily decided and spread through the workforce.
2. To assist employees to perform better with lower turnover and higher potential and morale.
3. To improve the communication by assisting to the elimination of any misunderstanding about the job responsibilities and the "importance of the different aspects of the job".
4. To make possible the interaction between the supervisor and the subordinate by the approach of the supervisor at the "factory level".

This model described was used as the basis for variable number three of this MD, which is about "Increasing efficiency and evaluation process in the public sector". This variable is important in order to help the employees to move a step forward the quality of their job, through the evaluation that it will be provided to them by their supervisor.

2.3.4 Variable 8 (Lucas and Grant, 2018)

This theoretical standard is about the challenges that older workers face in a working environment in contrary mode with the younger employees. The older workers come across difficulties about skills, motivation, and generally the ability to work. For instance, Tuomi et al., mention that older workers have "a higher need for after-work recovery than younger workers". Additionally, Skirbekk found that older worker's productivity was reduced when it was about a task that required speed, learning and problem solving. On the other hand, when the task was about experience and verbal skills there was no reduction or a minor reduction at productivity. Lastly, Chan, Tan, and Koh found that if there were improvements in the working environment, then the ability of an older worker

to work would be improved. Van Solinge and Henkens also found that older employees are more sensitive in co-workers' approval, and this was a criterion for early retirement.

This MD is taking into consideration this theoretical standard, as it has to do with the eighth variable, which is about "The Aging Workforce and Human Resource Management: Challenges based on increasing of life expectancy". This theoretical approach was the basis of the design of this variable which will assist in understanding the direction of the aging workforce in the Cypriot PSS. Meaning, if there is a gap in between the older and younger workforce and if the older workforce is relaxed enough in the job environment and enjoys its job, so that there is no thinking of early retirement or "need for after-work recovery".

2.4 Conclusion

To conclude, this chapter outlined and discussed the literature of this MD's topic. Generally, the definition, functionalities, role, and objectives of human resources management have been described since it is a crucial part in a company. The two factors of this MD have been analysed in this chapter as well as the eight variables that arise from these two factors. The two factors are the human resources operational variabilities and the structural Cypriot public sector, and the eight variables are about discrimination, recruitment, efficiency and evaluation process, training, planning strategy, rewards, flexibility, and adaptability as well as the aging workforce. All these variables presented as a part of the general framing of the quantitative research, have been using the above-mentioned literature theoretical standards, as a basis for the design and analysis of the quantitative research, the questionnaires. Moving on, the research, design and methodology of the questionnaires given to respondents will be fully analysed and explained.

Chapter 3
Description and Justification of the Research Methodology

3.1 Introduction

This chapter will describe and justify the research methodology followed in this MD, as a means of describing the type of research that has been done and the way of designing, collecting, and analysing its sampling results.

The aim is to research the relationship between the human resources operational variabilities and the structural Cypriot public sector. This aim follows from the need to cover the gap that the public sector does not take into consideration employees' further needs due to the shortness of staff.

3.2 General description and justification of the research methodology

As M. Saunders, P. Lewis and A. Thornhill mention, there needs to be a combination of methods in order to have the best possible outcome of the research (Saunders, Lewis and Thornhill, 2009). However, the qualitative method has not been used, due to lack of time. Thus, the method being used in the form of questionnaires is the quantitative method, which has fully covered the purpose of this MD. The type of the questionnaire that has been used is self-administered via internet, as all questionnaires were answered by taping the electronic link of the online platform Google Forms: Online Form Creator | Google Workspace, that has been sent to correspondents via email and then collect through the same platform the answered questionnaire (Saunders, Lewis and Thornhill, 2009). This platform has been selected, as it is free of charge and easy to access, use and sent as

well as it connects directly with the IBM-SPSS 25, which has been used for the data analysis, since it fits the objectives of the research.

3.3 Analysis of questionnaire

The design of the questions, that were presented in the questionnaire, has arisen from the two factors of the theme of this MD, for which there are two research questions that need to be answered. The first factor's research questions are:

- whether the human resources operation gets affected by the education or the training that the employees are getting exposed to.
- whether the bonding that the employees have with their managers, affects the operation.

The second factor's research questions are:

- whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment.
- whether its employees are satisfied by the whole public sector system.

For these four research questions there are eight variables that have been used to create the questionnaire that has been sent to individuals. The eight variables are:

a) discrimination in the public sector workforce
b) public sector recruitment process
c) increasing efficiency and evaluation process in the public sector
d) the importance and role of continuous training of the human resources
e) the importance of human resource planning strategy
f) the effect of rewards on public sector human resources management
g) flexibility and adaptability: elements of skills/capabilities development
h) the aging workforce and human resource management: challenges based on increasing of life expectancy.

Moreover, for the first variable about discrimination in the public sector workforce two questions were used:

1. "Have you experienced any difficulty in getting a higher position?"
2. "Have you experienced any difficulty in getting job recognition?"

For the second variable about public sector recruitment process the questions been used are:
1. "What was the recruitment process that you got hired?"
2. "How quick was the recruitment process?"

The third variable's questions about increasing efficiency and evaluation process are:
1. "How do you usually get evaluated?"
2. "How many times a year do you get evaluated?"
3. "Does the evaluation motivate you?"
4. "Is your job effort being recognized through the job evaluation?"

For the fourth variable the questions about training that were being used are:
1. "How many times a year do you usually get trained?"
2. "By whom do you get trained?"
3. "What is the form of the training that you get involved?"
4. "Do you think that the training that you get involved is inspiring?"

The fifth's variables questions about planning strategy are:
1. "Is the planning strategy of your service announced to you?"
2. "Do you think that it helps/it will help you to know the strategy of your service sector?"

The sixth's variables questions, which are about rewards are:
1. "What is the reward if you achieve a goal?"
2. "Is the reward you earn motivational?"

The seventh's variables questions about flexibility and adaptability are:
1. "Does your job position allow you to be flexible in job productivity?"
2. "Do you adapt the way you think or act the way that your boss wants you to act?"

3. "Do you think that your job allows you to express your skills/capabilities and even develop them more?"

Lastly, about the eight's variables questions, which is about aging workforce and life expectancy, the questions are:
1. "Is your job interesting enough that you lose track of time?"
2. "Is your job important and inspiring enough that you do not care about your tiredness?".

To add to this, there were also three general questions that were asked at the beginning to understand the respondents' current position, experience, and the main reason that they chose the specific job. In the specific section of general questions there was no need to ask about gender, as the whole research is not affected by gender.

Additionally, the range of the eight variables have covered fully both two research questions and the aim of this MD. Therefore, there was no need to add or delete any variable.

To assist IBM-SPSS 25 to understand the answers of the respondents and translate them into statistics (tests, tables, charts), the data collected was coded. Meaning, that the answering options of every question have been given one number from one to five to be decoded for the IBM-SPSS 25.

The questionnaire was firstly designed in English and then was translated in Greek which is the language of all the respondents is Greek. The answers that were received were then translated in English in order to be able to further up the research. Furthermore, 41 full responses out of the 50 questionnaires that have been sent, have been collected of individuals that work at the PSS. The majority of the correspondents are from the Ministry of Education, whereas some are from the Ministry of Health and some from the Police and Fire service, in order to have a wide range of different service sectors, to have a bigger picture about the PSS. The samples were randomly selected, to have a non-biased and more realistic result and conclusion. There was no sample been rejected or presented as an outlier. Firstly, chi-square test of independence was evaluated. However, fisher's exact test (FET) was chosen as it fitted better than chi-square test of independence the

collected data. Lastly, hypothesis testing has been used to analyse the sample. The results of the analysis will be presented in detail in the next chapter of this MD.

3.4 Conclusion

To conclude with this MD is based on quantitative research, which has fully covered the purpose of this MD. The questionnaire that has been used is self-administered via internet and it was created using the two factors of the theme of this MD. Then the two factors were break into four research questions and then into eight variables, which were used as a basis for the creation of the questions of the questionnaire.

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Chapter 4
Presentation and Analysis of the Research Data

4.1 Introduction

The aim of this MD is to research the relationship between the two factors that arise from the topic, which are the human resources operational variabilities and the structural Cypriot public sector. This aim arose from the need to cover the gap of what it needs to be done to evolve the Cypriot public sector that for so many years offers secureness of employment and convenient working hours to its employees without taking into consideration employees' further needs.

Furthermore, for each factor there are two research questions that need to be answered through this MD. The first factor's research questions are whether the human resources operation gets affected by the education or the training that the employees are getting exposed to and whether the bonding that the employees have with their managers, affects the operation. The second factor's research questions are whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment and whether its employees are satisfied by the whole public sector system.

Moreover, for these four research questions there are eight variables that have been used to create the questionnaire that has been sent to individuals. The eight variables are discrimination in the public sector workforce, public sector recruitment process, increasing efficiency and evaluation process in the public sector, the importance and role of continuous training of the human resources, the importance of human resource planning strategy, the effect of rewards on public sector human resources management, flexibility and adaptability: elements of skills/capabilities development as well as the aging

workforce and human resource management: challenges based on increasing of life expectancy.

4.2 Descriptive Statistics

Fifty questionnaires were sent by email to individuals that work at the PSS and 41 full responses were collected using the Google Forms: Online Form Creator | Google Workspace. Majority of the correspondents are from the Ministry of Education, whereas some are from the Ministry of Health and some from the Police and Fire service. The samples were randomly selected, to have an unbiased and more realistic result and conclusion. The IBM-SPSS 25 has been used for the data analysis.

Table 1 presents Percentage distribution of characteristics of individuals used in this study. The vast majority of participants (80.5%) indicated that their current job position in the PSS is officer, whereas 19.5% is manager. The majority (80.5%) indicated that they have more than 36 months of experience in their current job position. Interest and passion are the main reason that they chose their job (41.5%), whereas safety (36.6%) and working hours (22.0%) follow.

Table 1: Percentage distribution of characteristics of individuals used in this study.

		Count	%
What is your current job position in public service sector?	Manager	8	19.5%
	Officer	33	80.5%
	Total	41	100.0%
What is the time of experience that you have in the current job position?	1 month	1	2.4%
	6 months	1	2.4%
	12 months	3	7.3%
	24 months	1	2.4%
	36 months	2	4.9%
	more than 36 months	33	80.5%
	Total	41	100.0%

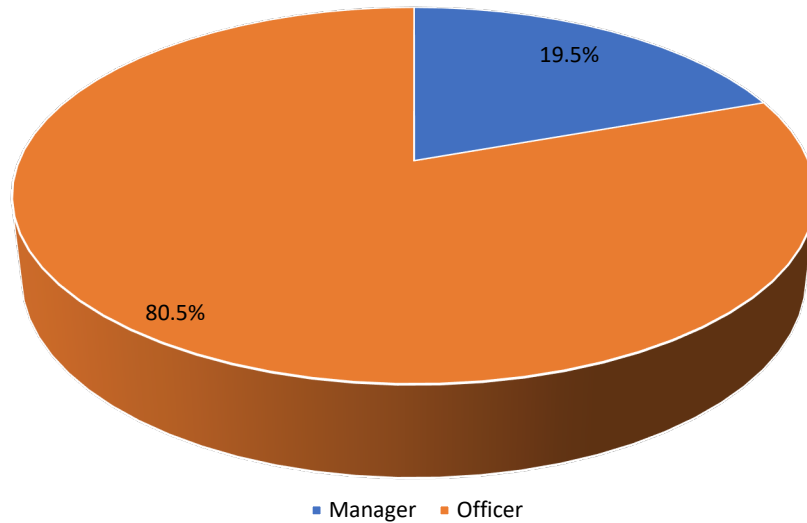| What was the main reason that you chose your job?	Working Hours	9	22.0%
	Safety	15	36.6%
	Interest and passion	17	41.5%
	Recognition in society	0	0.0%
	Total	41	100.0%

Figure 1: Percentage distribution of the question "What is your current job position in public service sector?"
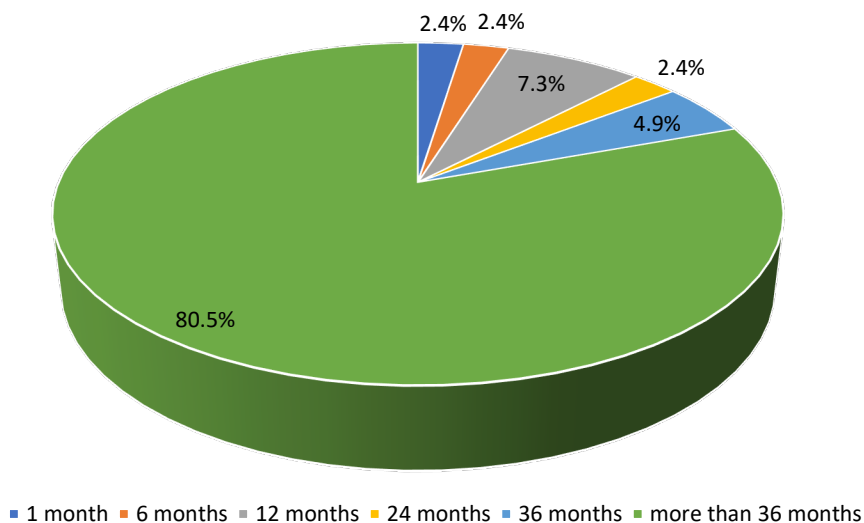

Figure 2: Percentage distribution of the question "What is the time of experience that you have in the current job position?"
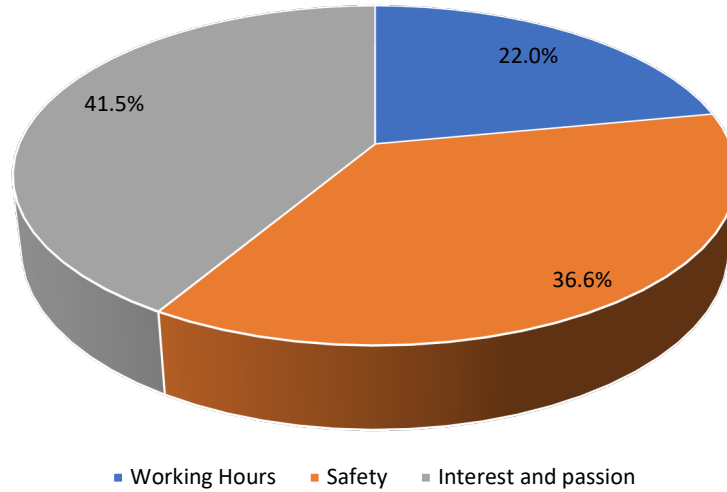
Figure 3: Percentage distribution of the question "What was the main reason that you chose your job?"

In the questions about if they have experienced any difficulty in getting a higher job position or getting job recognition, most of the correspondents answered "No" as a percentage of 58.5% (shown in Fig. 4).
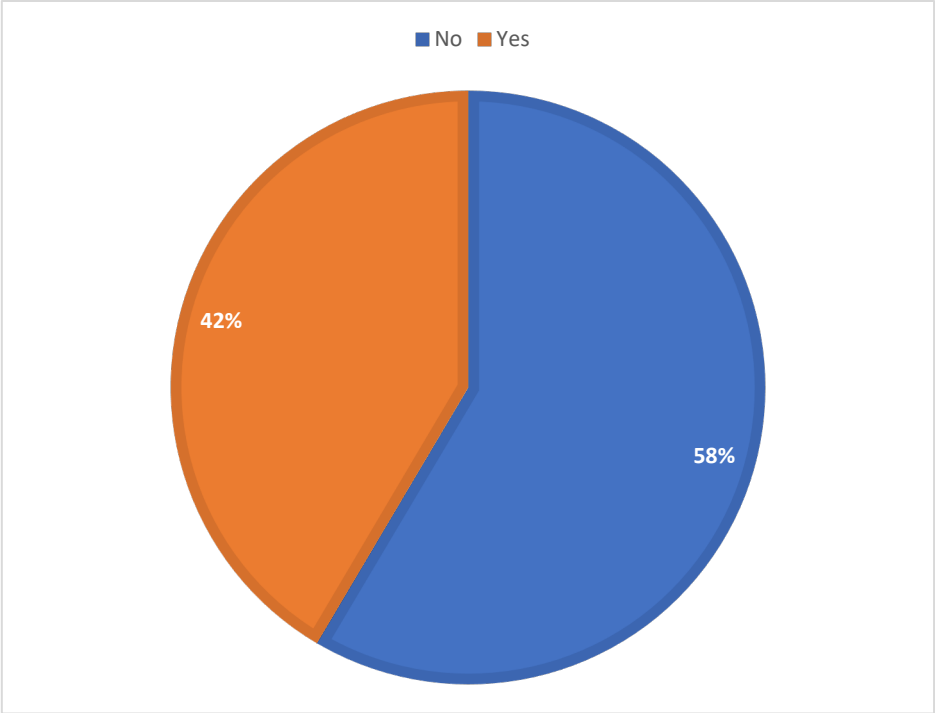

Figure 4: Percentage distribution of the question "Have you experienced any difficulty in getting a higher position?" and "Have you experienced any difficulty in getting job recognition?"

Additionally, about the recruitment criterion a percentage of 51.2% answered that got recruited by being passed through a process of interview and exams as well as that their qualifications were examined. Moreover, about how quick was the recruitment process 34.1% answered that it took more than one year to be recruited and a 39% said that it took about a month.
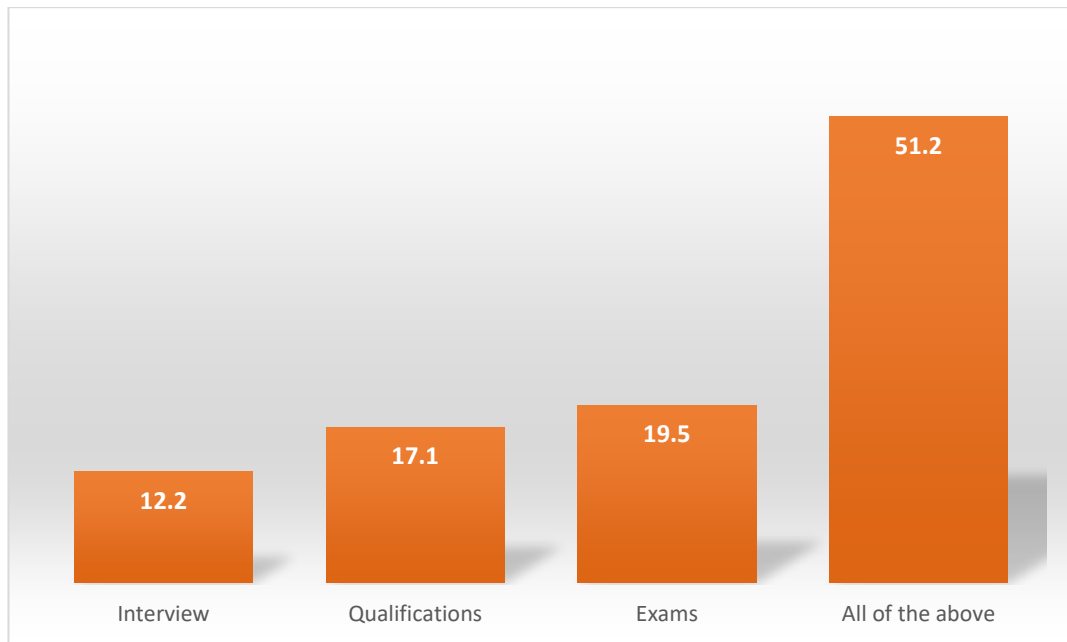
Figure 5: Cluster columns chart of the question "What was the recruitment process that you got hired?"

The evaluation process is done as an appraisal by the boss of each employee with a frequency of once a year. This was answered as a percentage of 85.4% for both. As a result, employees are not getting motivated by their evaluation (39%). Whereas in the next question about whether the job effort of the employees is being recognized through their job evaluation, respondents answered "No" for a percentage of 31% which was close enough to 34.1% of "Yes", which was the biggest percentage as an answer.
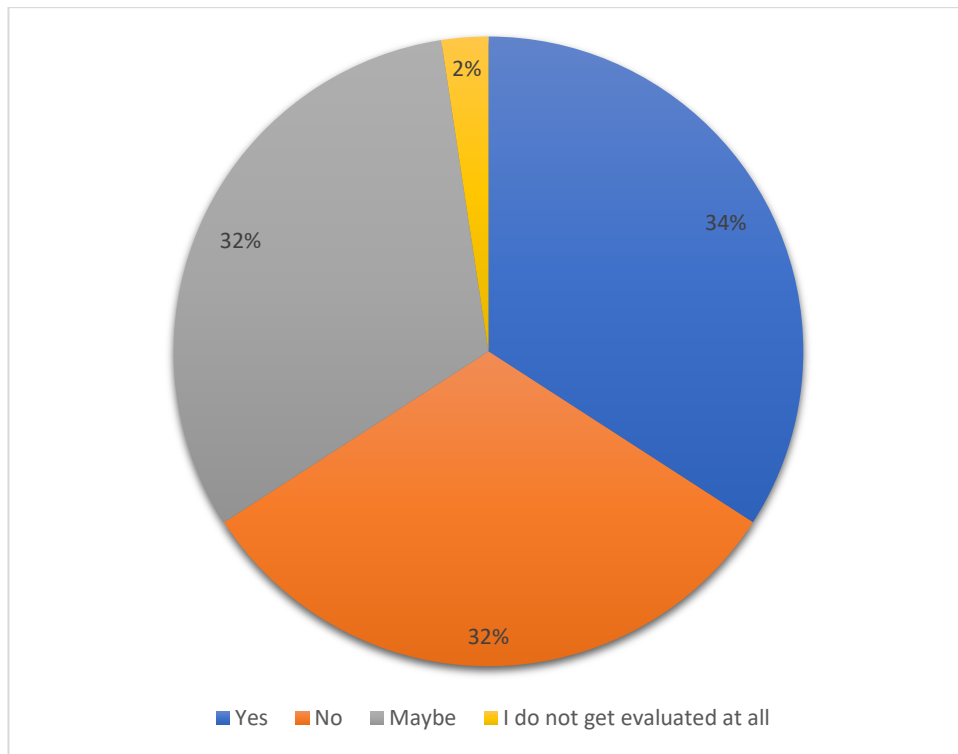
Figure 6: Percentage distribution of the question "Is your job effort being recognized through the job evaluation?"

To add to this, it was answered that a percentage of 34.1% of the respondents is being trained zero times a year and for the others that get trained, 31.7% answered that they are being trained by their boss in the form of seminars mostly for a percentage of 61%. The last few also answered that they get inspired by the training that they get involved by a percentage of 43.9%, which is close to half respondents.

About the planning strategy of each respondent's service, 48.8% of the correspondents answered that it is being announced to them and that it helps, or it will help them to know the strategy (75.6%).

Rewards in the PSS are mostly about moral satisfaction, which also motivates the employees. 73.2% answered that they receive intrinsic reward and it also for a percentage of 61% motivates them.
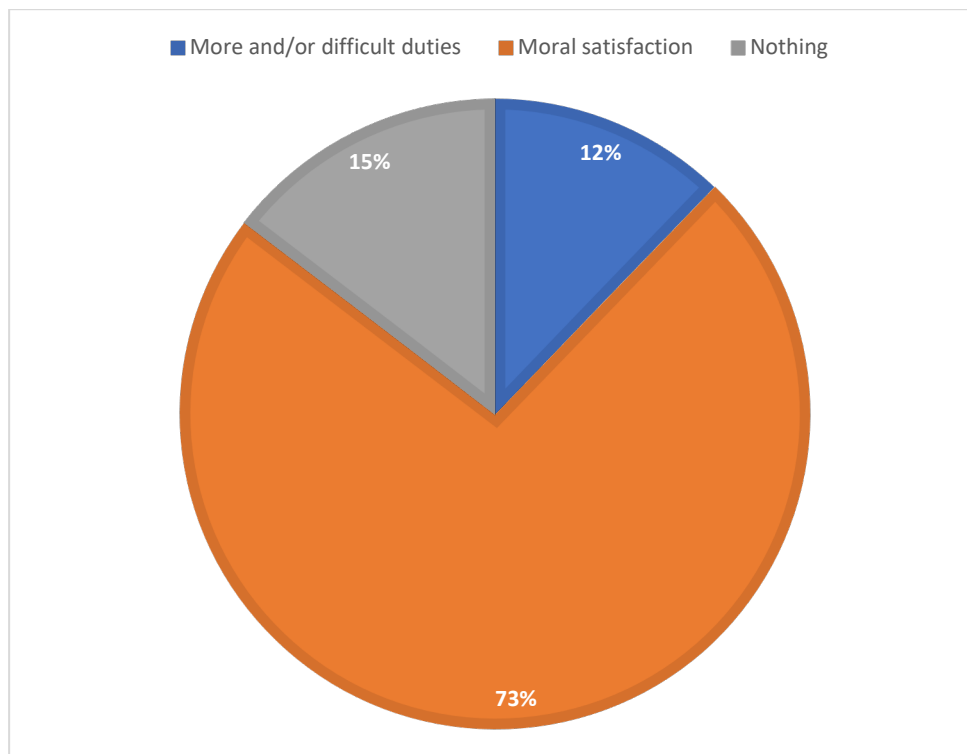
Figure 7: Percentage distribution of the question "What is the reward you receive if you achieve a goal?"

Flexibility and adaptability were answered as percentages of 46.3% and 48.8% respectively for being flexible in the job production and adapting the way they act in the way that their boss wants to. People were also asked about if they express their skills and capabilities and even develop them more through their job process. The answer was that they do for about a 56.1%.

Finally, about whether PSS's jobs are interesting enough to lose track of time the answer was "Yes" for a percentage of 61%, which this makes employees to not care about their tiredness as they get inspired by the importance of their job for about 48.8%.

4.3 Research Data Statistics – Hypothesis Analysis

To analyse the data collected from the questionnaires, the FET has been used. FET is a statistical significance test used in the analysis of contingency tables. Although in practice it is employed when sample sizes are small, it is valid for all sample sizes. Especially when more than 20% of cells have expected frequencies < 5, we need to use FET because applying approximation method is inadequate. FET assesses the null hypothesis of independence applying hypergeometric distribution of the numbers in the cells of the

table. It is typically used as an alternative to the Chi-Square Test of Independence when one or more of the cell counts in a 2×2 table is less than 5.

To investigate the Discrimination, the question "Have you experienced any difficulty in getting job recognition?" and "Have you experienced any difficulty in getting a higher job position?" are used (Table 2). FET was used to determine if there was a significant association between these two questions. There was a statistically significant association between "Have you experienced any difficulty in getting job recognition?" and "Have you experienced any difficulty in getting a higher job position?" (FET=8.034, p =.048).

Table 2: Percentage distributions of the question "Have you experienced any difficulty in getting job recognition?" among the categories of the question "Have you experienced any difficulty in getting a higher job position?"

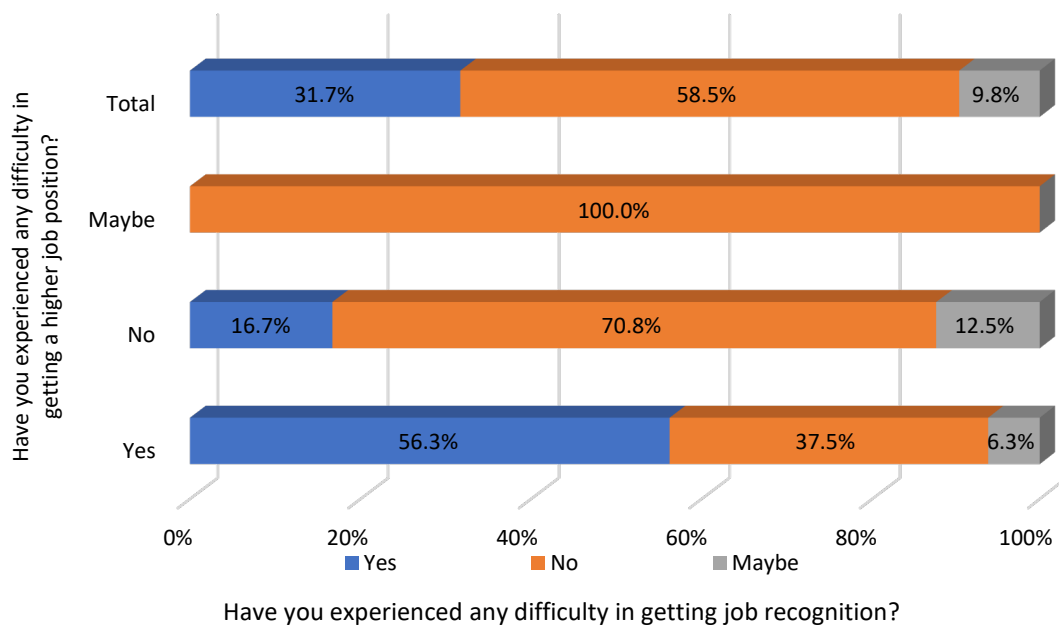|		Have you experienced any difficulty in getting job recognition?			
		Yes	No	Maybe	Total
Have you experienced any difficulty in getting a higher job position?	Yes	56.3%	37.5%	6.3%	100.0%
	No	16.7%	70.8%	12.5%	100.0%
	Maybe	0.0%	100.0%	0.0%	100.0%
	Total	31.7%	58.5%	9.8%	100.0%

Figure 8: Percentage distributions of the question "Have you experienced any difficulty in getting job recognition?" among the categories of the question "Have you experienced any difficulty in getting a higher job position?"

Thus, the research questions about having experienced any difficulty in getting a higher job position and having experienced any difficulty in getting job recognition show association of 56.4% and are thus verified.

To investigate the recruitment process, the percentage distribution of the question "How quick was the recruitment process?" among the categories of the question "What was the recruitment criterion that you got hired?" is used (Table 3). FET was used to determine if there was a significant association between these two questions. There was no statistically significant association between "How quick was the recruitment process?" and "What was the recruitment criterion that you got hired?" (FET=11.863, p =.138). It means that how quick was the recruitment process is independent of the recruitment criterion (Interview, Qualifications, Exams, All of the above).

Table 3: Percentage distribution of the question "How quick was the recruitment process?" among the categories of the question "What was the recruitment criterion that you got hired?"

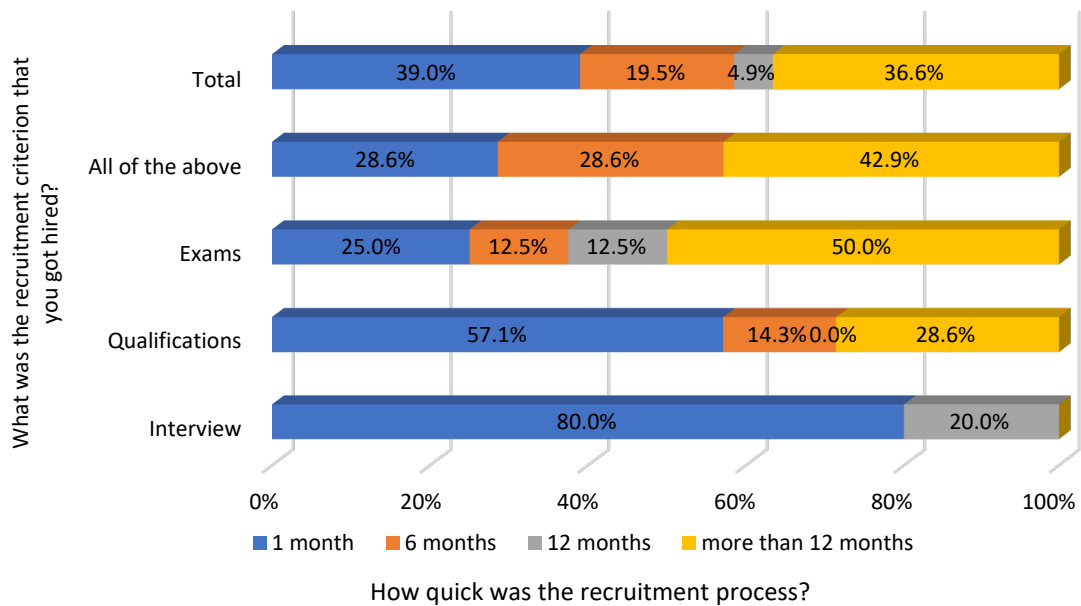|		How quick was the recruitment process?				
		1 month	6 months	12 months	more than 12 months	Total
	Interview	80.0%	0.0%	20.0%	0.0%	100.0%
What was the recruitment criterion that you got hired?	Qualifications	57.1%	14.3%	0.0%	28.6%	100.0%
	Exams	25.0%	12.5%	12.5%	50.0%	100.0%
	All of the above	28.6%	28.6%	0.0%	42.9%	100.0%
	Total	39.0%	19.5%	4.9%	36.6%	100.0%

Figure 9: Percentage distribution of the question "How quick was the recruitment process?" among the categories of the question "What was the recruitment criterion that you got hired?"

Thus, the research questions about how quick the recruitment process was and what was the recruitment criterion that you got hired are not verified. This is because there is no association in between them. This indicates that the criterion of hiring someone does not affect or gets affected by the duration of the recruitment process.

To investigate the Increasing efficiency and evaluation, the questions "How many times a year do you usually get trained?", "By whom do you get trained?", "Does the evaluation motivate you?", "Is your job effort being recognised through the job evaluation?" and "How do you usually get evaluated?" are used. FET was used to determine if there was a significant association between those questions with the question "How do you usually get evaluated?". There was no statistically significant association between "How many times a year do you usually get trained?" and "How do you usually get evaluated?" (FET=14.161, p=.074), Table 4. Furthermore, there was no statistically significant association between "Does the evaluation motivate you?" and "How do you usually get evaluated?" (FET=9.918, p=.202). Additionally, there was a non-statistically significant association between "Is your job effort being recognized through the job evaluation?" and "How do you usually get evaluated?" (FET=10.146, p=.107).

Table 4: Percentage distributions of the questions related with Increasing efficiency and evaluation among the categories of the question "How do you usually get evaluated?".

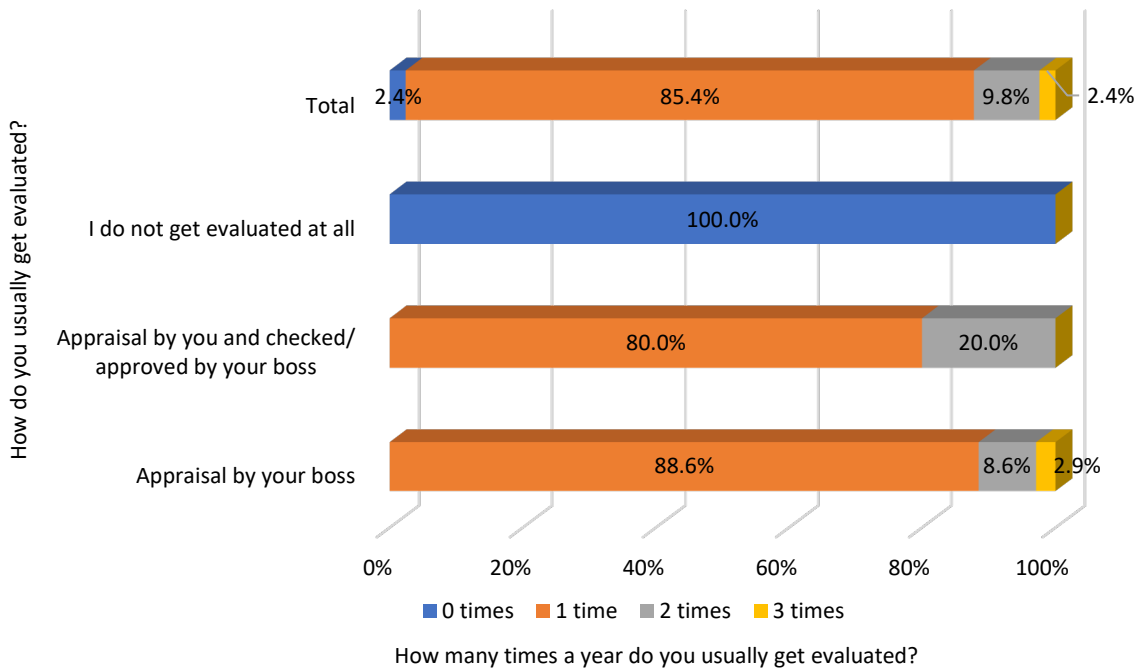|		How do you usually get evaluated?			
		Appraisal by your boss	Appraisal by you and checked/approved by your boss	I do not get evaluated at all	Total
How many times a year do you usually get evaluated?	0 times	0.0%	0.0%	100.0%	2.4%
	1 time	88.6%	80.0%	0.0%	85.4%
	2 times	8.6%	20.0%	0.0%	9.8%
	3 times	2.9%	0.0%	0.0%	2.4%
	Total	100.0%	100.0%	100.0%	100.0%
Does the evaluation motivate you?	Yes	34.3%	40.0%	0.0%	34.1%
	No	40.0%	40.0%	0.0%	39.0%
	Maybe	25.7%	20.0%	0.0%	24.4%
	I do not get evaluated at all	0.0%	0.0%	100.0%	2.4%
	Total	100.0%	100.0%	100.0%	100.0%
Is your job effort being recognised through the job evaluation?	Yes	34.3%	40.0%	0.0%	34.1%
	No	31.4%	40.0%	0.0%	31.7%
	Maybe	34.3%	20.0%	0.0%	31.7%
	I do not get evaluated at all	0.0%	0.0%	100.0%	2.4%
	Total	100.0%	100.0%	100.0%	100.0%

Figure 10: Percentage distributions of the question "How many times a year do you usually get evaluated?" among the categories of the question "How do you usually get evaluated?".
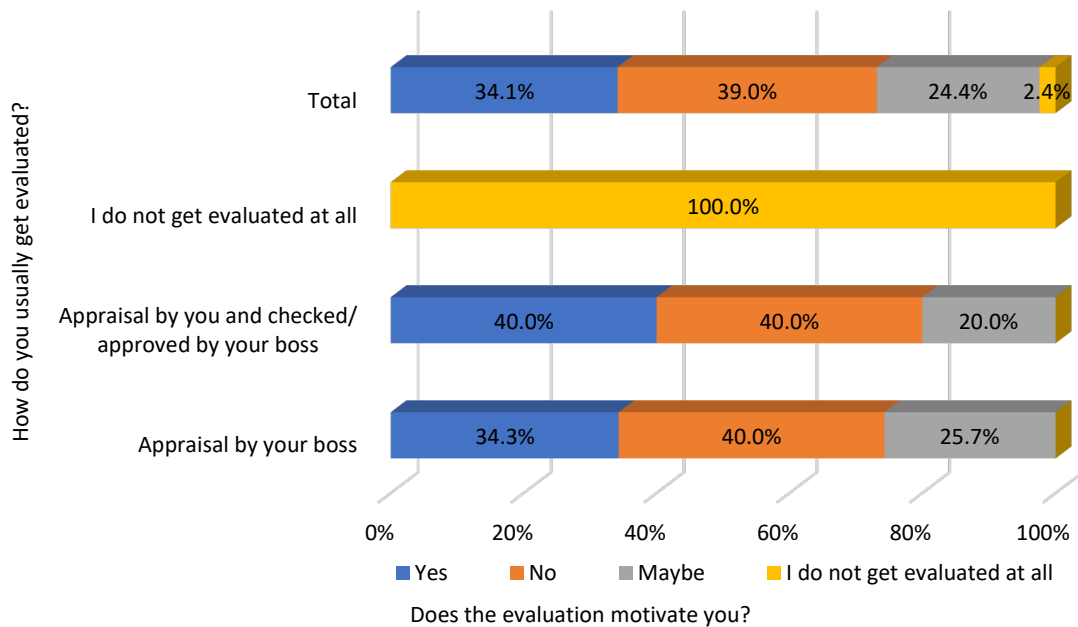

Figure 11: Percentage distributions of the question "Does the evaluation motivate you?" among the categories of the question "How do you usually get evaluated?".
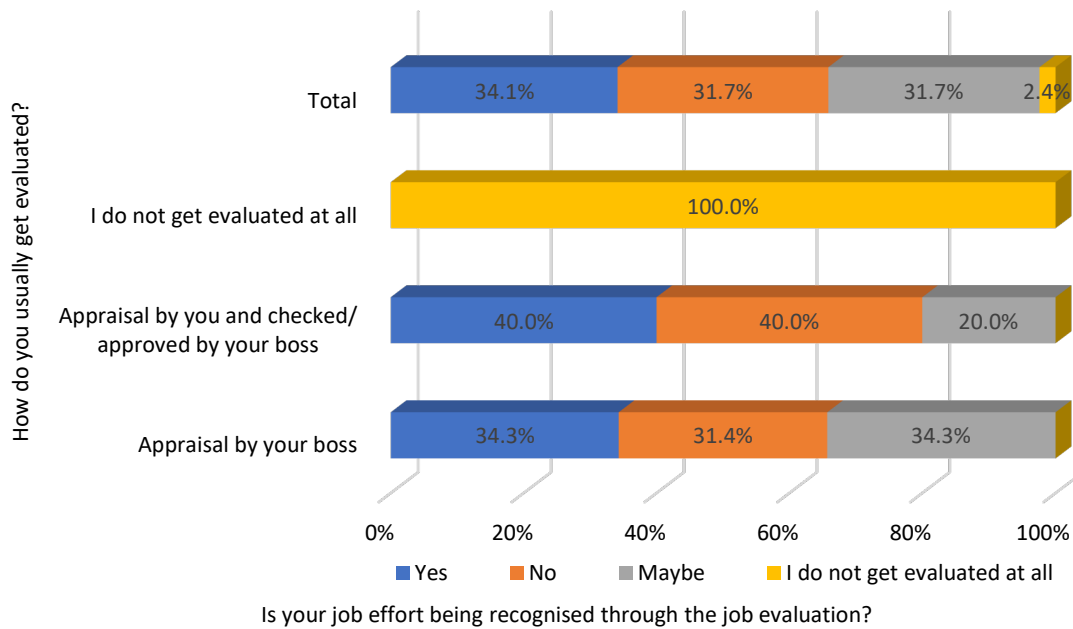
Figure 12: Percentage distributions of the question "Is your job effort being recognized through the job evaluation?" among the categories of the question "How do you usually get evaluated?".

Thus, the above research questions presented in Table 4 are not verified, because the data analysis shows no association in between them. This indicates that these findings do not support Increasing efficiency and evaluation.

To investigate the Continuous training, the questions "How many times a year do you usually get trained?", "By whom do you get trained?", "What is the form of the training that you get involved?" and "Do you think that the training that you get involved is inspiring?" are used. FET was used to determine if there was a significant association between those questions with the question "Do you think that the training that you get involved is inspiring?". There was a statistically significant association between "How many times a year do you usually get trained?" and "Do you think that the training that you get involved in is inspiring?" (FET=30.571, p <.001). Lower times of yearly training is associated with less inspiration by the training that they get involved in (Table 3). Furthermore, there was a statistically significant association between "By whom do you get trained?" and "Do you think that the training that you get involved in is inspiring?" (FET=35.229, p <.001). Getting trained by colleague is associated with less inspiration by the training that they get

involved in (Table 3). Additionally, there was a statistically significant association between "What is the form of the training that you get involved?" and "Do you think that the training that you get involved in is inspiring?" (FET=34.495, p <.001). Getting trained with Practical Exercises is associated with more inspiration (Table 5). These findings support continuous training.

Table 5: Percentage distributions of the questions related with continuous training among the categories of the question "Do you think that the training that you get involved is inspiring?"

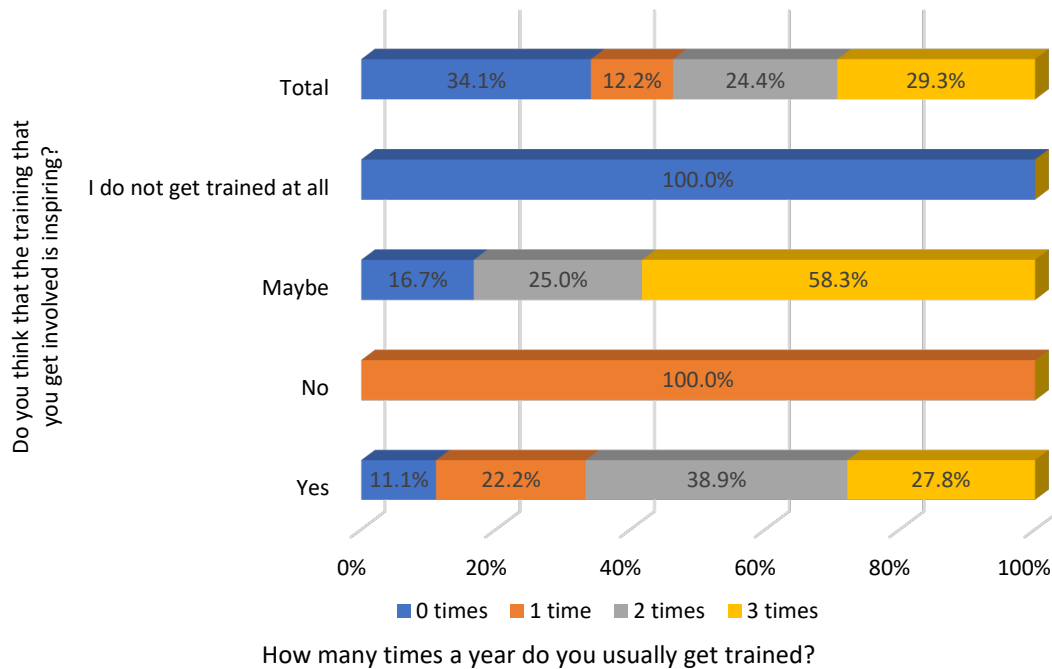|		Do you think that the training that you get involved is inspiring?				
		Yes	No	Maybe	I do not get trained at all	Total
How many times a year do you usually get trained?	0 times	11.1%	0.0%	16.7%	100.0%	34.1%
	1 time	22.2%	100.0%	0.0%	0.0%	12.2%
	2 times	38.9%	0.0%	25.0%	0.0%	24.4%
	3 times	27.8%	0.0%	58.3%	0.0%	29.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
By whom do you get trained?	Group/General Manager	16.7%	0.0%	16.7%	0.0%	12.2%
	Boss	44.4%	0.0%	41.7%	0.0%	31.7%
	Colleague	33.3%	100.0%	25.0%	0.0%	24.4%
	Human Resource Manager	5.6%	0.0%	0.0%	0.0%	2.4%
	I do not get trained at all	0.0%	0.0%	16.7%	100.0%	29.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
What is the form of the training that you get involved?	Seminars	77.8%	100.0%	83.3%	0.0%	61.0%
	Questionnaires	0.0%	0.0%	0.0%	0.0%	0.0%
	Practical Exercises	22.2%	0.0%	0.0%	0.0%	9.8%
	I do not get trained at all	0.0%	0.0%	16.7%	100.0%	29.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 13: Percentage distributions of the question "How many times a year do you usually get trained?" among the categories of the question "Do you think that the training that you get involved is inspiring?".
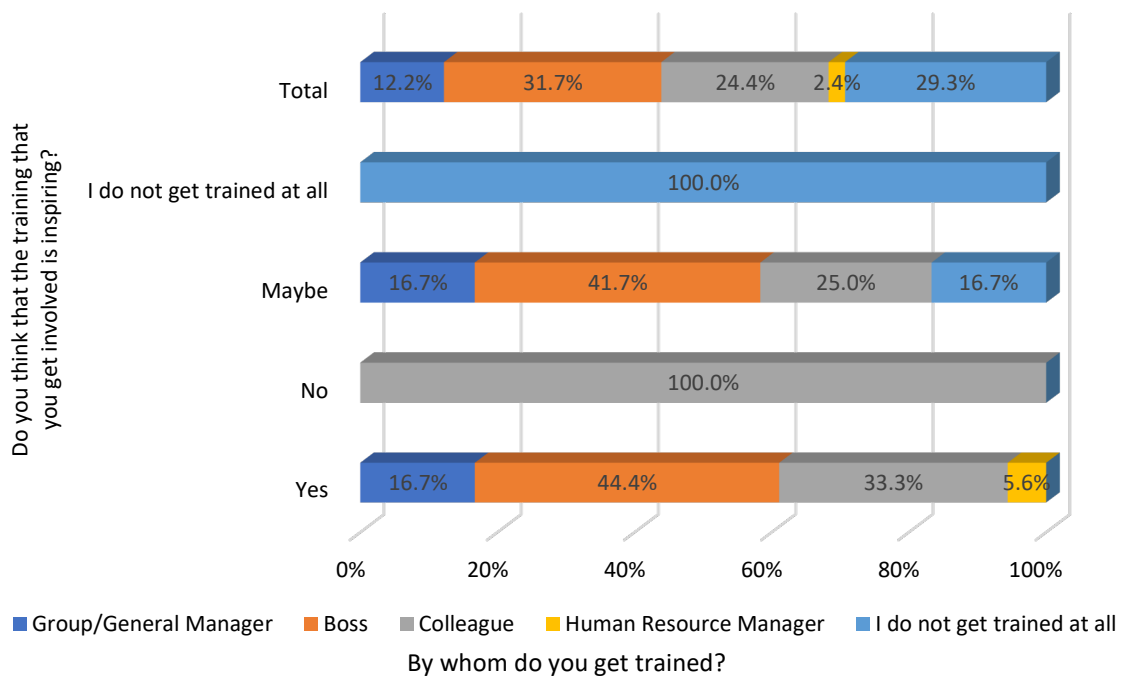

Figure 14: Percentage distributions of the question "By whom do you get trained?" among the categories of the question "Do you think that the training that you get involved is inspiring?".
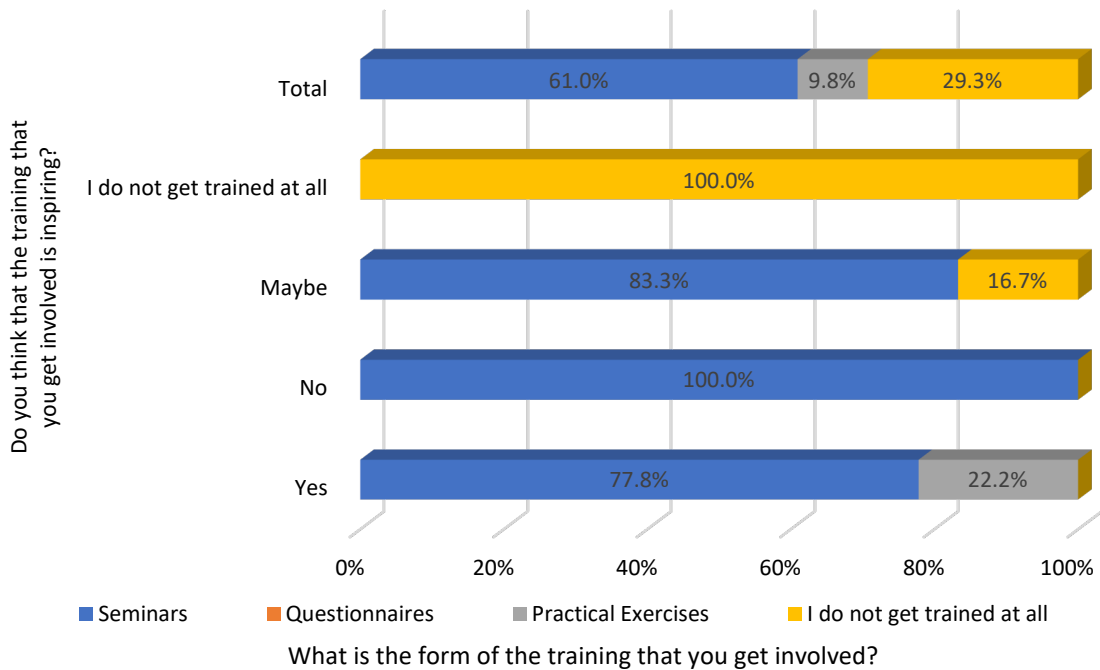
Figure 15: Percentage distributions of the question "What is the form of the training that you get involved?" among the categories of the question "Do you think that the training that you get involved is inspiring?".

The above research questions presented in Table 5 are verified, because the data analysis shows association that exists in between them. These findings support continuous training indicating that the more times a year a training is done with practical exercises, the more inspired the people are from the training that they get involved in, therefore the more productive they will be.

To investigate the Planning strategy, the question "Is the planning strategy of your service announced to you?" and "Do you think that it helps/it will help you to know the strategy of your service sector?" are used. FET was used to determine if there was a significant association between these two questions. There was a statistically significant association between "Is the planning strategy of your service announced to you?" and "Do you think that it helps/it will help you to know the strategy of your service sector?" (FET=9.781, p <.01). All of those that do not think that it helps/it will not help you to know the strategy of your service sector, indicated that planning strategy of your service not announced to them (Table 6). On the other hand, the 61.3% those that think that it helps/it will help them

to know the strategy of your service sector, indicated that planning strategy of your service announced to them (Table 6).

Table 6: Percentage distributions of the question "Is the planning strategy of your service announced to you?" among the categories of the question "Do you think that it helps/it will helped you to know the strategy of your service sector?"

		Do you think that it helps/it will helped you to know the strategy of your service sector?			
		Yes	No	Maybe	Total
Is the planning strategy of your service announced to you?	Yes	61.3%	0.0%	11.1%	48.8%
	No	29.0%	100.0%	55.6%	36.6%
	Maybe	9.7%	0.0%	33.3%	14.6%
	Total	100.0%	100.0%	100.0%	100.0%

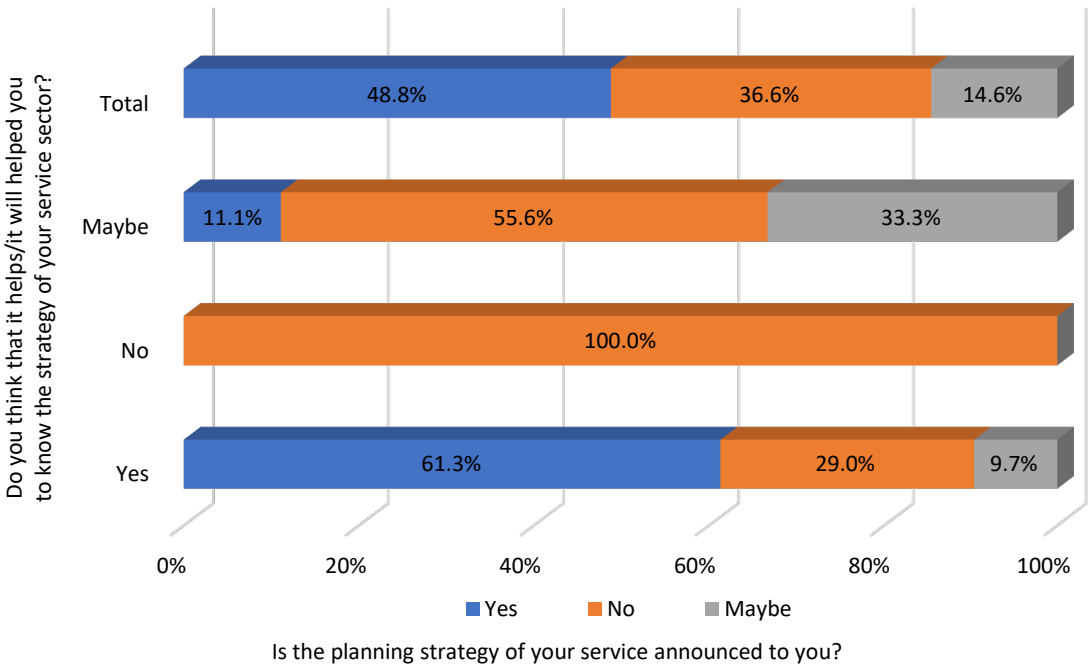*Figure 16: Percentage distributions of the question "Is the planning strategy of your service announced to you?" among the categories of the question "Do you think that it helps/it will helped you to know the strategy of your service sector?".*

Thus, the above research questions about if the planning strategy of the service is announced to them and if it helps to know the strategy of their service sector, are verified,

since we see the association that exists in between them from the data analysis. Therefore, this finding supports the Planning strategy.

To investigate the Rewards of life expectancy, the question "Is the reward you earn motivational?" and "What is the reward you receive if you achieve a goal?" are used. FET was used to determine if there was a significant association between these two questions. There was a statistically significant association between "Is the reward you earn motivational?" and "What is the reward you receive if you achieve a goal?" (FET=23.679, p <.001). The 76.7% of those that mention Moral satisfaction for What is the reward you receive if you achieve a goal, indicated that the reward you earn is motivational. On the other hand, the 83.3% of those that indicated the reward you receive if you achieve a goal is nothing, do not get any reward any motivational (Table 7).

Table 7: Percentage distributions of the question "Is the reward you earn motivational?" among the categories of the question "What is the reward you receive if you achieve a goal?"

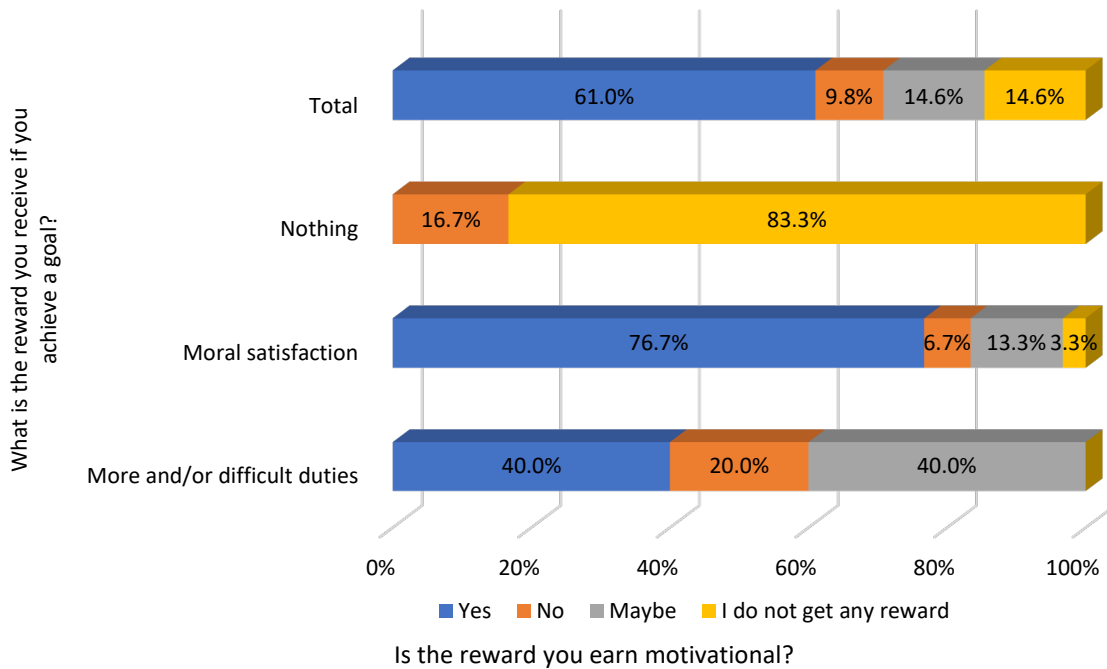|		What is the reward you receive if you achieve a goal?			
		More and/or difficult duties	Moral satisfaction	Nothing	Total
Is the reward you earn motivational?	Yes	40.0%	76.7%	0.0%	61.0%
	No	20.0%	6.7%	16.7%	9.8%
	Maybe	40.0%	13.3%	0.0%	14.6%
	I do not get any reward	0.0%	3.3%	83.3%	14.6%
	Total	100.0%	100.0%	100.0%	100.0%

Figure 17: Percentage distributions of the question "Is the reward you earn motivational?" among the categories of the question "What is the reward you receive if you achieve a goal?".

Thus, the above research questions whether the earned reward is motivational and what is the received reward if a goal is achieved, are verified, as we can see from the data analysis that shows the association that exists in between them. This finding supports the Rewards. Indicating that, a big number of answers get motivated by only having intrinsic reward and another big amount does not get motivated at all as there is no reward.

Table 8 presents the percentage distribution of variables related with Flexibility and adaptability: Elements of skills/capabilities development. It can be seen from Table 2 that most of individuals stated that their job position allows you to be flexible in the job production (46.3%). Also, most individuals stated that they adapt the way you think or act the way that their boss wants them to act (48.8%), whereas 41.5% indicated that they do not. Furthermore, most individuals indicated that they think that their job allows them to express their skills/capabilities and even develop them more (56.1%).

Table 8: Percentage distributions of questions related with Flexibility and adaptability: Elements of skills/capabilities development.

	Yes	No	Maybe	Total

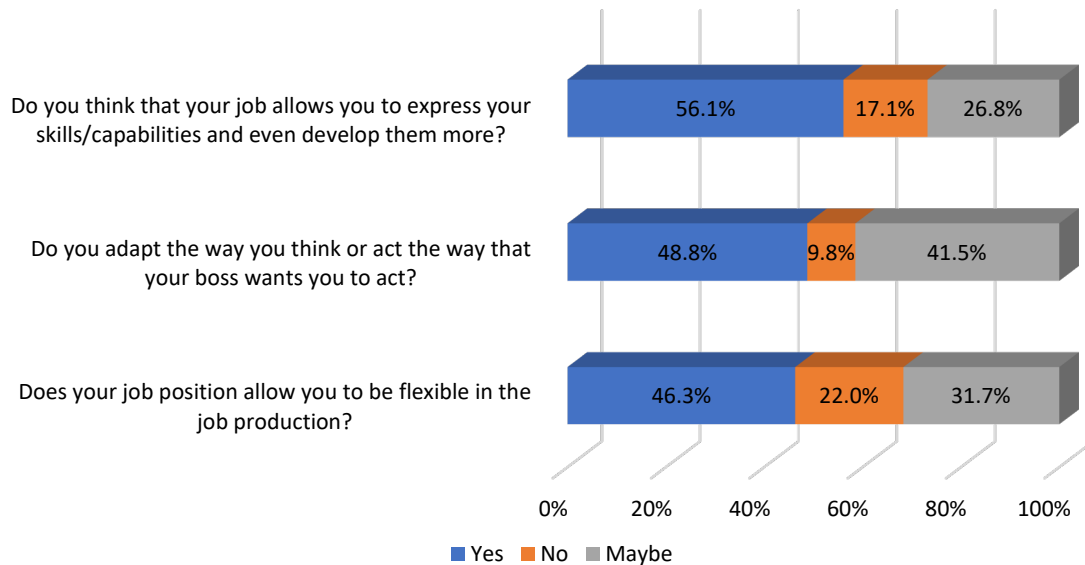|				
Does your job position allow you to be flexible in the job production?	46.3%	22.0%	31.7%	100.0%
Do you adapt the way you think or act the way that your boss wants you to act?	48.8%	9.8%	41.5%	100.0%
Do you think that your job allows you to express your skills/capabilities and even develop them more?	56.1%	17.1%	26.8%	100.0%

Figure 18: Percentage distributions of questions related with Flexibility and adaptability: Elements of skills/capabilities development.

In order to investigate the increasing of life expectancy, the questions "Is your job interesting enough that you lose track of time?" and "Is your job important and inspiring enough that you do not care about your tiredness?" are used. FET was used to determine if there was a significant association between "Is your job interesting enough that you lose track of time" and "Is your job important and inspiring enough that you do not care about your tiredness". There was a statistically significant association between "Is your job interesting enough that you lose track of time?" and "Is your job important and inspiring enough that you do not care about your tiredness?" (FET=23.058, p <.001). The 95% of those that mention that their job is interesting enough that you lose track of time, indicated that their job important and inspiring enough that you do not care about your tiredness (Table 9).

Table 9: Percentage distributions of the question "Is your job interesting enough that you lose track of time?" among the categories of the question "Is your job important and inspiring enough that you do not care about your tiredness?"

		Is your job important and inspiring enough that you do not care about your tiredness?			
		Yes	No	Maybe	Total
Is your job interesting enough that you lose track of time?	Yes	95.0%	20.0%	31.3%	61.0%
	No	5.0%	40.0%	12.5%	12.2%
	Maybe	0.0%	40.0%	56.3%	26.8%
	Total	100.0%	100.0%	100.0%	100.0%
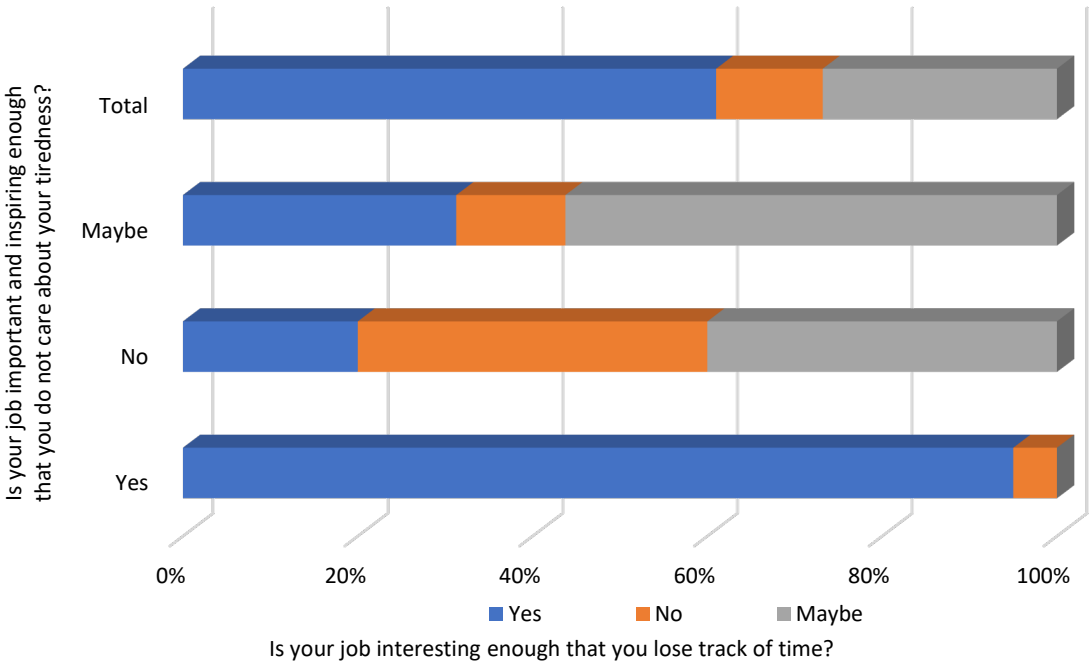
Figure 19: Percentage distributions of the question "Is your job interesting enough that you lose track of time?" among the categories of the question "Is your job important and inspiring enough that you do not care about your tiredness?"

Thus, the above research questions presented in table 9, are verified, because the data analysis clearly shows the association that exists in between them. This finding supports the Increasing of life expectancy. Indicating that when the job is interesting enough people do not care about any tiredness.

4.4 Conclusion

Finally, all the questions of the questionnaire have been verified except two. The questions about how quick the recruitment process was and what the recruitment criterion was are not related in between, thus are not verified. This indicates that there is not a correlation in between these two factors. Consequently, the research question of the first research question of the second factor, which is "Whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment" is not verified.

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Chapter **5**
Discussion of Findings and Results

5.1 Introduction

In this chapter the meaning of the findings against the issues identified in literature will be discussed in addition to a critical discussion on whether the research hypotheses have been confirmed.

5.2 Discussion of findings and results

To begin with, the first questions of the questionnaire that have been analysed using the IBM-SPSS 25, were about having experienced any difficulty in getting a higher job position and about having experienced any difficulty in getting job recognition. Both were confirmed. The more difficult is to get a higher job position, the more difficult is to get job recognition.

Additionally, as low the times of yearly training are as less is the inspiration by the training that they get involved in. That is why there is the confirmation between how many times a year the training is done and if the training is inspiring. There is also an association between the questions about if the training is inspiring and by whom the training gets done or what is the form of the training. That is, if the training has been given by a colleague, then it is less inspiring whereas if the training is in the form of practical exercises, then it is more inspiring.

Moreover, the questions about if the planning strategy of the service is announced to them and if it helps to know the strategy of their service sector, are confirmed because there is

association between the two questions. Therefore, it is inspiring and motivational to have knowledge about what is the planning strategy of the service.

The questions about whether the earned reward is motivational and what is the received reward if a goal is achieved, are confirmed. A big number of answers was positive about getting motivated by only having intrinsic reward (moral satisfaction – 76.6%) and another big amount (83.3%) was negative (not motivated at all) as there is no reward.

To add to this, when the job is interesting enough people do not care about any tiredness. The increasing life expectancy is confirmed, as 95% of those that their job is important and inspiring enough to lose track of time, they do not care about any tiredness.

The questions about how quick the recruitment process was and what was the recruitment criterion that you got hired were not confirmed. Meaning that the criterion of hiring someone at the public service sector is not associated with the duration of the recruitment process.

Moreover, there was no association between the questions about how many times a year there is training, if the evaluation is motivational, and if the job effort is being recognized through the job evaluation with how the evaluation is done.

Furthermore, about Flexibility and adaptability: Elements of skills/capabilities development, about half of the respondents stated that they have flexibility in the job production due to their job position and another half of the respondents stated that they adapt in the way their boss wants them to act, while the others that they do not adapt. The majority of the respondents also stated that they express their skills and even develop more capabilities. Consequently, somehow there is flexibility in the job implementation, but there is also the closeness to boss's needs.

5.3 Conclusion

To sum up, the first research question for the first factor, which is "Whether the human resources operation gets affected by the education or the training that the employees are

getting exposed to" is confirmed. Meaning that the employees, are being inspired and motivated if their training is done in the form of practical exercises and they feel demotivated when the training has been done by a colleague. The inspiration and motivation that they get by training is not affected by what type of service they provide to the public.

The second, research question for the first factor, "Whether the bonding that the employees have with their managers, affects the operation" is confirmed. To explain with, there was two types of answers by the correspondents. The one type stated that they do not get motivated at all as there is no reward and the other type stated that they get motivation through an intrinsic reward. Both types of answers state that practically there is no reward as a motivation. This is linked to the next question's answers which are about knowing what the planning strategy is, which were positive. This indicates that employees get motivated by feeling that they are included in the planning strategy of their service. Half of the correspondents of the questionnaire also stated that they have flexibility in the job production about the way of thinking and acting and the other half stated that they adapt in the way their boss wants them to think/act. This is a reason for demotivation and avoiding of any decision-making and thus accountability. Therefore, the bonding that the employees have with their managers affect the operation, as it affects the motivation and flexibility of the employees.

The first research question for the second factor, "Whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment" is not confirmed. This is due to the answers for the question on the evaluation process, show that it is done by the employees' bosses once a year for about all the respondents (85.4%) as well as that the employees are not getting motivated by their evaluation. Moreover, the question about having experienced any difficulty in getting a higher job position and about having experienced any difficulty in getting job recognition were positively answered and correlated. Higher job position comes after job recognition. Furthermore, about how quick the recruitment process was and what was the recruitment criterion that you got hired were also not confirmed. Consequently, the structure of the PSS does not help its employees getting evolved because of the difficulty in getting job recognition and thus no

higher job position as well as because of the no association in between the recruitment criterion and timeline.

Finally, the second research question of the second factor, which is "Whether its employees are satisfied by the whole public sector system" is confirmed. To explain, the increasing life expectancy question was positive about losing track of time, about 95%, showing by that way that their job is important and interesting enough to keep them going and do not care about any tiredness. To add to this interest and passion are the main reason for about half of the respondents, for choosing their job. Therefore, the PSS employees are satisfied enough by the public sector system even though its structure does not help them to get evolved and they may be even more motivated if the system did get them evolved, bonded with their managers, and got them trained through practical exercises.

Chapter **6**
Conclusions

To conclude with, the aim of this MD has been achieved since the relationship between human resources operational variabilities and the structural Cypriot public sector has been researched by leading into research findings after following a quantitative research method. The four research questions of the two factors along with the eight variables that arose from the four research questions, lead the research. Moreover, this MD research hypotheses in majority have been confirmed. To explain with, out of the plethora of the research questions of this MD, three research questions have been confirmed as discussed on the previous chapter (Chapter 5 - Discussions). Meaning that, human resources operation gets affected by the training and the education that the employees are getting exposed to, because they get inspired and motivated to produce more when the training is done in the form of practical exercises and not by a colleague, independently of the type of service that they provide. The bonding that the employees have with their managers affects the operation, since there is no reward for any of the employee's action instead of an intrinsic reward, and employees feel motivated when they are included in the planning strategy of their service. There is also a little of flexibility in the way of acting in the job production because of adapting in the way managers may want to work. Additionally, the employees are satisfied by the PSS. Meaning that, interest and passion as well as job importance are enough to make employees lose track of time when they are at work, and do not care about their tiredness.

Only one out of four research questions has not been confirmed, which is the first research question of the second factor. The question was "Whether the Cypriot public sector has a structure that helps its employees getting evolved in the working environment". It was not confirmed because employees do not get motivated by their evaluation in general and because of the difficulty to get job recognition as well as of the no association in between the recruitment criterion and timeline.

Finally, all the above been analysed in this MD indicate that there is still room for improvement in the PSS. As a reference for future researchers, the PSS should be researched and analysed further in the part of recruitment criterion and timeline as this part leads to many other parts of the PSS. For instance, if the recruitment criterion and timeline have a correlation in between them, then there may be association in the job recognition and/or training as well, since the time spend on each employee will be valued depending on the job position, which is the same factor that the recruitment criterion will be focused on. Consequently, future research has a lot to further look up on the PSS of Cyprus.

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Appendix A
Questionnaire

Questionnaire

- The approximate time that someone will spend to complete this questionnaire is 5 minutes.
- The data that will be collected will be for research purposes only, for the favour of the Open University of Cyprus and the questionnaire is anonymous.
- Please Ill in only one option from each answer, the one that best represents you.

1. What is your current job position in public service sector?

    ◯ Manager
    ◯ Officer

2. What is the time of experience that you have in the current

    job position?

    ◯ 1 month
    ◯ 6 months
    ◯ 1 year
    ◯ 2 years
    ◯ 3 years
    ◯ more than 3 years

3. What was the main reason that you chose your job?

○ Working Hours

○ Safety

○ Interest and passion

○ Recognition in society

4. Have you experienced any difficulty in getting a higher job

position?

○ Yes

○ No

○ Maybe

5. Have you experienced any difficulty in getting job

recognition?

○ Yes

○ No

○ Maybe

6. What was the recruitment criterion that you got hired?

○ Interview

○ Qualifications

○ Exams

○ All of the above

7. How quick was the recruitment process?

○ 1 month

○ 6months

○ 1 year

○ more than 1 year

8.   How do you usually get evaluated?

○   Appraisal by your boss

○   Appraisal by you and checked/approved by your boss

○   I do not get evaluated at all

9.   How many times a year do you usually get evaluated?

0	1	2	3	
○	○	○	○	times

10.   Does the evaluation motivates you?

○   Yes

○   No

○   Maybe

○   I do not get evaluated at all

11.   Is your job effort being recognised through the job

evaluation?

○   Yes

○   No

○   Maybe

○   I do not get evaluated at all

12. How many times a year do you usually get trained?

0	1	2	3	
◯	◯	◯	◯	times

13. By whom do you get trained?

◯ Group/General Manager

◯ Boss

◯ Colleague

◯ Human Resource Manager

◯ I do not get trained at all

14. What is the form of the training that you get involved?

◯ Seminars

◯ Questionnaires

◯ Practical Exercises

◯ I do not get trained at all

15. Do you think that the training that you get involved is

inspiring?

◯ Yes

◯ No

◯ Maybe

◯ I do not get trained at all

16. Is the planning strategy of your service announced to you?

- ○ Yes
- ○ No
- ○ Maybe

17. Do you think that it helps/it will helped you to know the strategy of your service sector?

- ○ Yes
- ○ No
- ○ Maybe

18. What is the reward you receive if you achieve a goal?

- ○ More and/or difficult duties
- ○ Moral satisfaction
- ○ Nothing

19. Is the reward you earn motivational?

- ○ Yes
- ○ No
- ○ Maybe
- ○ I do not get any reward

20. Does your job position allow you to be flexible in the job production?

○ Yes

○ No

○ Maybe

21. Do you adapt the way you think or act the way that your
boss wants you to act?

○ Yes

○ No

○ Maybe

22. Do you think that your job allows you to express your
skills/capabilities and even develop them more?

○ Yes

○ No

○ Maybe

23. Is your job is interesting enough that you lose track of
time?

○ Yes

○ No

○ Maybe

24. Is your job important and inspiring enough that you do not
care about your tiredness?

- ( ) Yes
- ( ) No
- ( ) Maybe

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