

The Mediation Role of Workplace Environment in the Relationship between Job Performance and Business Education Graduates in Uganda

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Abstract

The current study set out to assess the mediation role of the work environment in the relationship between business education and performance of graduates. A sample of 330 graduates of business education from Ugandan universities who were already employed were involved in the study as respondents. The key finding was that work environment accounted for 50% of the relationship between business education and job performance. In view of that, it was incumbent upon employers to ensure that work environment is conducive for employees to give their whole and their best. This can only happen if government incorporated in its employment policy, a requirement for employers to ensure conducive work environment.

Introduction

The cardinal task of the study was to analyse the mediating role of work environment on job performance of business graduates. The term work environment refers to physical location, social interactions, equipment and other physical factors in which graduates or others carry out their duties (Hornecker, & Buur, 2006). These elements vary from one organisation to another. The stated elements are presumed to have effects on the performance of employees.

Investigation of physical location included whether people prefer working in urban, rural or semi-urban settings. In urban settings, graduate employees are able to access other services and amenities like easy transport, internet connectivity, and other service providers. These may not be readily available in rural Uganda. The location therefore should have a bearing on the performance of graduates.

Social interactions are elements of work environment in the sense that relations like cooperation, team work, mutual respect and social contract are important and enable employees to reduce stress (Allen, McManus, & Russell, 1999). In that way they perform tasks with confidence and effectively.

Most jobs are executed using equipment. If the tools, apparatus and equipment that employees have to use at the work place are poorly designed and the work organisation is not good enough, it easily results in staff standing for long hours or sitting for long hours, overworking or lifting heavy loads and dealing with incorrect working height usually and easily cause physical stress and pain. The incorrect equipment is known as ergonomic hazard (Chandrasekar, 2011). When such hazards arise in the work environment, then performance

may be negatively affected.

Other work environment factors include poor aeration, heat of cold, cleanliness of the work place, excessive noise or serenity and other auxiliary things like toilets, canteen, parking lot and so on contribute to how well or poorly staff perform their duties. For that matter, work environment is an important factor influencing job performance of employees.

Statement of the problem

Business education prepares graduates by equipping them with knowledge, skills, and virtues to enable them perform effectively and efficiently when employed. The efficient and effective performance depends on the conduciveness of the work environment (Naharuddin and Sadegi, 2013; Satyendra, 2019). However, the performance of graduates in Uganda more often than not has been criticised as wanting. Malpractice at the workplace in form of sexual harassment, unfair pay and complicated assignments have been documented as complicating the work environment for young employees (Bakhtiyari 2020).

Given the above observations, this study was carried out to confirm how much influence the work environment had on the job performance of business education graduates in Uganda.

Objectives

1. To analyse relationship between business education and work environment
2. To assess the effect of business education on performance of graduates
3. To compute the mediation of work environment between business education on performance of graduates.

Review of Related Literature

The concept of work environment

A work environment is the setting, social features and physical conditions in which you perform your job. These elements can impact feelings of well-being, workplace relationships, collaboration, efficiency and employee health. Here are the significant aspects of a work environment (Indeed Team, 2022).

Positive work environments can be defined as those workplaces where there is trust, cooperation, safety, risk-taking support, accountability and equity. There are some abstract concepts when thinking about a positive work environment. You want to strive for shared purpose, values, and trust (Michigan, 2021).

Theories underpinning work environment

One of the theories of work environment is the theory of effective temperature (Badayai, 2021). This theory suggested that there are four components, namely; air, temperature, humidity, airflow and temperature of objects in the environment. It indicates how the heat or coldness in our environment really makes us feel. This is as true as the temperature plays significant roles in work place environment, especially how the human body tries to maintain an ideal

temperature.

A work environment is the setting, social features and physical conditions in which people perform the duties of their jobs on a daily basis. The conditions usually influence the feelings of wellbeing, workplace relationships, collaboration, efficiency and health of employees (McGee 2022). A work environment involves a physical location in which people work to earn money. Such physical locations may be offices, stores, field, farms, sites, vehicles, and the like. To get to work, employees have to travel to the work location, every morning or evening do their work for usually eight hours and then return to their respective homes. Although there are other nonstandard work environments like those who fly in aeroplanes, most graduates of business education in offices return home at the end of the day.

Besides location, there is also the element of work place design. This matter has been underscored by those concerned with ambience of the workplace (Thomas, 2012). He argues that it is necessary for employers to consider the importance of designing the workplace. The consequence of this consideration is to design one that meets the needs of employees.

Ergonomics is a science related to the design and suitability of an office, kitchen, sales area and other workplace spaces (Abdul-Tharim, et al, 2011). An ergonomically designed workplace takes into consideration employees' capabilities, limitations and needs as they endeavour to perform their jobs effectively (Abdul-Tharim, et al, 2011). Many perspicacious employers argue that the workplace design should aim at propagating intuition, teamwork and afford safe and pleasant environment. Workplace design was deemed to yield a profound impact on the productivity of employees. Making the best use of space through optimum placement of equipment, integrating the human factor into workplace design and effectively aligning the workplace into the surrounding environment are important aspects of ergonomics.

Furthermore, Foster (2020) has contended that "workplace environment design threats often trigger thoughts of toxic chemicals or operating dangerous equipment". However, there are other daily risks that affect most employees at their work. For instance, office staff are at risk of the effects of hours of poor posture, limited exposure to natural lighting and uninterrupted stress. For that matter as Foster (2020) concluded, "designing for health is good for productivity, retention, and the employees." The debate about work place design focused mainly on physical planning of the work area. That was good and important. However, the current study was more concerned with other aspects of the work environment like labour market, employment practices, job security, work ethics, remuneration to state but a few that were pointed out by graduates as their major concerns.

On the impact of workplace environment on employee performance, [Satyendra](#) (2019) intimated that employees were indispensable assets in every organization. A good organization was one that prioritized care of its staff. One way of doing this is by paying attention to the workplace environment. The reason for this was that employees often spend a substantial part of the time of their lives at the workplace executing the duties of employers. In that way, workplace environment had an impact on their cognitive and emotional states, concentration, behaviour, actions and abilities. Workplace environment played a crucial role in the employees'

engagement as well as in their performance (Satyendra 2019). In fact, workplace environment had a clearly tremendous contribution for the employing organization in maintaining a high level of staff productivity which translates into company output. The contentions were also about the physical workplace environment. The non-physical work environment was perhaps more important. This observation was buttressed by industrial action in various employing organisations in Kampala generally attributed to low pay. That is why this study also focused more on elements like remuneration and less on physical factors of the work place.

According to Gachui et al (2020), there are two main components of work environment, the behavioural and the physical. The physical components are inclusive of those elements relating to the ability of occupants of a particular office to connect with the environment. The behavioural environment are the elements relating to the way occupants of an office associate among themselves and how the office environment can affect the way a person behaves. So the physical environment and how productive its occupants are can be categorized into two; layout and comfort of the workplace and behaviour of the occupants.

The work environment affects the way the employees perform their work (Nanzushi, 2015). It could therefore be inferred that a comfortable and all-inclusive workplace environment will boost the employees' and by extension, the organization's performance. Raziq and Maulabakhsh (2015) state that in the modern era, literally the 21st century, companies face several challenges due to the dynamic nature of the environment. One of the many challenges for a business is to satisfy its employees by coping with the ever changing and evolving environment and to achieve success and remain in competition. One way of increasing efficiency, effectiveness, productivity and job commitment of employees, is by the company satisfying the needs of its staff by providing good working conditions. In agreement with the above argument, this study observed that the good working conditions enhanced performance of university graduates.

A study carried out by Naharudin and Sadegi (2013) investigated the effect of workplace environment on employees' performance. The findings indicated that only supervisor support was not significant towards the employees' performance. Meanwhile, job aid and physical workplace environment were significant contributors to employees' performance.

Most literature on work environment had greater focus on the physical environment and office. This was good because many of the business education graduates spent most of their time in offices as accountants, Human Resource officers, banking staff, while others spent their time in stores like the procurement graduates, others spent a lot of time in the field like the sales persons. In view of that observation it could be concluded that the focus on work environment in the current study was more behavioural factors and less on physical ones. Secondly, it was important to include work environment as a variable because it was closely linked to performance. As pointed out in the literature, work environment elements are a responsibility of majorly the employer. Yet the current study wanted those work environment issues where the graduate employees also played a part, for instance issues like ethics in the workplace, innovations in one's field of competence and specialisation.

Methodology

This study adopted a cross-sectional descriptive survey design with mixed methods paradigm. This was deemed appropriate given the nature of the study that blended qualitative with quantitative data. Questionnaires and interview guides were therefore administered to study participants to extract both forms of data. The study was undertaken in selected professional bodies which employed university graduates. These are provided in table.

Table 1 Sampling Frame

S/N	Profession	Approximate numbers
1	Accountants	1,670
2	Bankers	11,204
3	Marketers	300
4	Human Resource Managers	412
5	Procurement officers	280
Total		13,866

Sources: ICPAU, Mande 2015, Businge 2020,

Sample Size and Selection

The estimated total was about 13,866 people from the five specialisations. In computing the sample of the targeted population, the confidence level needed to be 95%. The remaining 5% was considered to be the margin of error. The 95% confidence level corresponded to a z score of 1.96. It was presumed in this study that 70% of the selected respondents would answer fully all the items on the questionnaire. This implied therefore that 30% of the administered questionnaire might not be filled or even returned. For that matter, the formula stated by de Vaus as cited by Saunders et al. (1991, 2016) was used to compute the minimum sample as indicated:

$$n = P \times Q \times \left(\frac{Z}{e}\right)^2$$

$$n = P \times Q \times \left(\frac{1.96}{5}\right)^2$$

$$n = 70 \times 30 \times (.392)^2$$

$$n = 70 \times 30 \times 0.154$$

$$n = 323$$

The minimum sample of 323 was adjusted to the total population of the selected graduate employees from the five professions. The total population was 13,866. The adjusting formula was applied as follows:

$$S = \frac{n}{1 + \left[\frac{n}{N}\right]}$$

$$S = \frac{323}{1 + \left[\frac{323}{13,866}\right]}$$

$$S = \frac{323}{1 + 0.02}$$

$$S = 316.6$$

$$s = 317$$

The desired number of the respondents who were to complete the questionnaire which is the main field research instrument were 317. To ensure that the representative numbers were obtained from each category of graduates, stratification was used. The formula for stratification is:

$$\text{Where } r = \frac{c \times s}{p}$$

r = required number of respondents
 c = category of employed graduates
 s = expected sample size
 p = population of employed graduates

So, the stratification of graduates in accounting and finance profession was:

$$r = \frac{1670 \times 317}{13866}$$

$$r = 38$$

When stratification formula was applied to all five categories the results were as indicated in Table 2 below.

Table 2 stratified respondents

s/n	Category of employed graduates	Representative respondents
1	Accountants	38
2	Bankers / Insurers / microfinance officers	256
3	Marketers	7
4	Human resource managers	9
5	Procurement officers	7
Total		317

Sampling to obtain responses: Several sampling techniques were used in this study. First, purposive sampling was used to get respondents in each of the five categories. Next convenient sampling was applied in that those graduates who were available at the time of the field research and were willing to complete the questionnaire were the ones that became respondents.

Data collection from the field

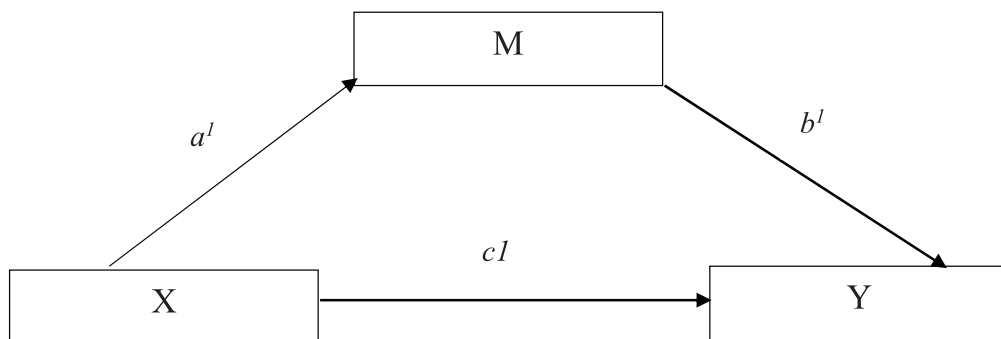
Quantitative data collection was done by means of a questionnaire which was distributed and filled by the graduate employees working in various organisations in Kampala. The key

variables on self-administered questionnaire were on a five-point Likert scale of 1-5 laid out as 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The questionnaire was the primary data collection tool. This tool was in line with a survey method which was deemed most appropriate for the study.

Justification of the mediation analysis

The mediation model was adopted for this study because the main intention was to answer the question: did the work environment mediate the relationship between the business education and performance of employed graduates? The mediation model is as given in figure 1.

Figure 1. the mediation model



In the model, X is the independent variable (business education), the M is the mediator variable (work environment), and Y is the outcome variable (performance). The slope a' represents the effect of IV on MV; the slope b' represents the effect of MV on DV; and $c1$ represents the direct effect of the IV on the DV.

Data analysis

The mediation analysis in this study data was done using the PROCESS of Andrew Hayes version 3.5 in the Statistical Package for the Social Sciences (SPSS) Version 20.0.

The hypotheses for mediation

Table 3 hypotheses associated with mediation

Hypothesis	Statement of the hypothesis
H1	<i>The effect of X on M</i> That is, the relationship between business education and work environment is significant and positive.
H2	<i>The effect of M on Y</i> That is, the effect of work environment on performance is significant and positive
H3	<i>M mediates the relationship between X and Y</i> That is, work environment mediates the relationship between business education and performance of graduates.

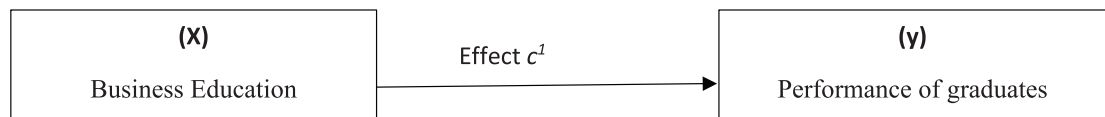
The hypotheses were developed using the segmentation approach. This approach was deemed appropriate because there were several hypotheses (Memon, *et al.* 2018). In that way H_1 which is coterminous with the independent variable (X) affects the mediator (M). In H_2 which is the mediator variable affects the dependent or outcome variable (Y). The H_3 is where M mediates between X and Y.

Research findings

Mediation analysis model

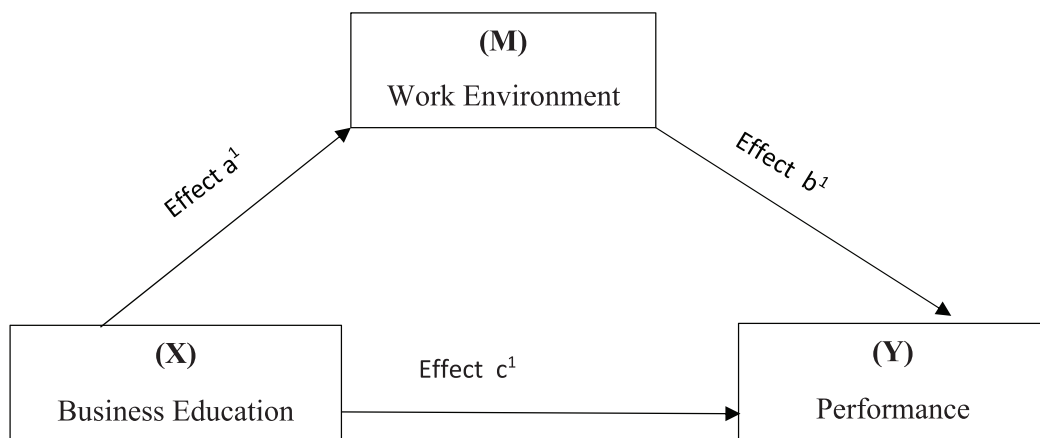
Business education was intended to have an effect on performance of graduates. Hence the illustration given in figure 2.

Figure 2 direct effect of X on Y



It is noteworthy that business education (X) could not affect performance without work environment, hence a mediator variable (M) which is work environment. This is illustrated in figure 3.

Figure 3: completed mediation model



To obtain the mediation (or indirect effect) it required multiplying slope (a^1) by slope (b^1) or $a^1 \times b^1$. The direct effect is c^1 . The total direct effect could be derived by adding the indirect effect with the direct one, or $c = a^1 \times b^1 + c^1$.

Confirmation of the mediation effect

Before mediation was done, the significance of relationship among the variables was determined. That was, the relationship between the independent variable (X) and the dependent variable (Y) through the mediator variable (M).

To do the confirmation, the following three steps must be followed:

Step 1: confirm whether there is a significant relationship between X and Y. This step was important because if there was no positive significant relationship between the two variables then, there would be nothing to mediate.

For the current study the formula was $Y = b_0 + b_1X + e$. The SPSS linear regression yielded the following results in table 4.

Table 4: relationship between X and Y

Predictor (X) vs dependent (Y)	N	R ²	Std error	Beta	t	p
Business Education vs performance of graduates	330	.016	556	.128	2.330	.020

The results in table 4 indicate that the sample had 330 employed graduates. Business education explained 2% of their performance. The t-value was 2.330 which was greater than Z score of 1.96. It was two-tailed; and had the p-value significance at $p < 0.05$. It could be concluded that there was a positive and significant relationship between business education and performance of employed graduates.

Step 2 confirms whether X affects M, that is, the relationship between business education (X) and work environment (M). The SPSS linear regression computation gave the following results.

Table 5: Results of the effect of X on M

Predictor (X) vs dependent (M)	N	R ²	Std error	Beta	t	p
Business Education vs Work Environment	330	.122	.780	.350	6.756	.000

Business Education (X) explained 12% of the work environment. The t-value was 6.756 which was greater than the Z – score of 1.96. The level of significance was at $p < 0.01$. It could therefore be inferred that business education (X) had significant effect on work environment (M).

Step 3 confirms whether M affected Y. That is, whether work environment had an effect on performance. In SPSS the results yielded were as follows:

Table 6: Results of the effect of M on Y

Predictor (M) vs dependent (Y)	N	R ²	Std error	Beta	t	p
Work environment vs performance	330	.041	.549	.204	3.764	.000

Work environment (M) explained 4% of performance. The t-value was 3.764. This was greater than the Z – score of 1.96. The level of significance was at $p < 0.01$. For that matter work environment (M) had significant effect on performance (Y) of graduates.

The primary purpose of the above steps 1 -3 was to establish that zero-order relationships among the variables existed. Since all relationships turned out positive and significant, it was appropriate to infer that mediation was possible.

Mediation Analysis Using PROCESS Procedure

For the current study, the PROCESS procedure version 3.5 for SPSS of Andrew F Hayes was used with bootstrapping to carry out the mediation. The following were the results.

Table 7: Outcome of the mediation

Variable	Coeff.	se	t	P	LLC1	ULC1
Business Education and Work Environment	.3481	.0515	6.7563	.0000	.2468	.4495
Work Environment and Job Performance	.1219	.0388	3.1385	.0019	.0455	.1983
Business Education and Performance	.0431	.0387	1.1154	.2655	-.0329	.1192
<i>Total effects</i>						
Total effect of X on Y	.0856	.0367	2.3301	.0204	.0133	.1578
Total indirect effect X on Y	.0424	.0172	-	-	.0107	.0779

Interpretation of the results of mediation output

The above results give facts in line with the three hypotheses that were developed for this study. The first hypothesis (H_1) stated that “Business Education (X) had a significant and positive relationship with Work Environment (M)” (coefficient. = 0.3481, the t-value = 6.7563; and $p < 0.01$). This statistic upheld the first hypothesis that “Business Education (X) had a significant and positive effect on work environment (M)”.

Regarding the second hypothesis (H_2), “There is a significant positive of effect of work environment on Job Performance” (coefficient = 0.1219; t-value = 3.1385; $p < 0.01$).

The third hypothesis (H_3) on business education and performance of graduates was not significant (coefficient = .0431; t-value = 1.1154; $p > 0.05$).

The mediator variable, that is Work Environment (M) was supposed to mediate the relationship between Business Education (X) and Job Performance (Y). This was intended to determine how much of the relationship between Business Education and Job Performance operated indirectly through work environment.

To arrive at the total indirect effect, the coefficients of .3481 of Business Education was multiplied by .1219 of the Work Environment which yielded 0.0424. This was divided by

the total direct effect of .0856. This resulted in 49.5 or 50%. This meant that 50% of the relationship between business Education and Job Performance was explained indirectly by work environment. The remaining 50% operated directly.

Given the above finding, two implications could be noted (i) business education graduates needed a conducive work environment to apply their knowledge and skills; (ii) work environment had a powerful effect on performance of graduates at their jobs.

(a) Entry into work by graduates of business education

Entry into the work involved recruitment practices, deployment and the role of Direct Foreign Investment. The normal procedure of recruiting employees in organisations is such that (a) after determining that it has a vacancy, the organization places the advertisement in the media; (b) interested people apply usually in writing; (c) the company interviews the promising applicants; (d) after interviews the successful interviewees are given appointment letters with all terms and conditions stated. The respondents to this study had the following observations:

Table 8: Influences on recruitment other qualifications

Observation or heard of factors influences on jobs	Observed	Heard of	None
a) Applicants paying to be considered for a job			
b) Nepotism influencing			
c) Nepotism (religion) influences			
d) Work experience			
e) Racism			
f) Exchanging sex for a job			
g) Old boy / girl network			
h) Ageism (one reaching retirement age soon)			
i) Politics			
j) Family connections			

Source: Analysis from interactions with graduates in November 2021 at Kampala

Some of the factors above make employment of graduates very difficult and can compromise performance for those who are lucky to get a job.

The work environment where graduates cannot find jobs for their skills was one of the causes of brain drain in Uganda.

(b) Remuneration of graduate employees

Graduates of business education were paid differently depending on job, years of service, profession and company in which they worked. This is well indicated by figures in Table 9.

Table 9: salary scales for business graduates in Kampala

	<i>Job category</i>	<i>Entry (UGX)</i>	<i>Bar (UGX)</i>
1	Graduate entry in public agency jobs	601,341	940,366
2	e-Commerce manager	878,259	2,430,536
3	Relationship Manager	884,989	2,894,867
4	Product Marketing Manager	855,763	2,862,361
5	Private Banker	822,659	2,102,499
6	Internal Auditor	996,466	3,054,077
7	Secretary	540,661	1,149,394
8	Procurement specialist	694,681	2,011,703
9	Betting Clerk	485,541	1,049,036
10	Administrative worker	545,954	1,440,329
11	Human Resource Officer	589,384	2,371,075
12	Occupation psychologist	620,813	1,746,877
13	Actuary	848,511	2,712,142
14	Insurance Broker	478,326	1,549,265
15	Accounts Manager	869,615	2,741,943

Source: Paylab Uganda <https://www.paylab.com/ug/salaryinfo>

Work environment includes remuneration of staff. From Table 6.4 figures it could be deduced that that the graduates in business education earn between UGX500,000 and UGX2,000,000 on average.

The salaries had the following implications:

(a) There was annual increment embedded in the pay structure

(b) All entry salaries were below the cost of living which was estimated to be around UGX1,724,182 per month. However, graduates are able to survive in Kampala because the cost of living index is 36.45 which is very low. Secondly, the purchasing power in Kampala has an index of 8.57 which is very low. Local Purchasing Power can be described as relative purchasing power for buying goods and services in a particular locality for an average salary. Although salaries for new graduates of business education are meagre, the extra benefits and rewards keep them at their work. It can therefore be inferred that although remuneration is not all that great, the work environment is tolerable.

(c) **Difference in employment practices and terms**

There are several categories of employers in Kampala city. These include: Government ministries and department; Parastatals or quangos; Non-governmental organisations; Large private companies; Medium Enterprises; Service organisations; Small Enterprises. Each of those organisations has its own employment practices. Government ministries and department usually follow the *Uganda Public Service Standing Orders* (2021). Parastatals like public Universities, some corporations and quangos like Auditor General Office, Uganda Aids

Commission formulate human resource policies which guide their practices of employment.

Some other organisations including the medium sized entities usually have procedures of engaging different employees. These differences explain the variance in employment conditions and terms of engagement or appointment. According to some respondents interviewed in February 2020, some employers do not pay social security and do not give appointment letters to employees. It is hard to complain because the complainant has no appointment letter and can easily lose the job. This explains why there have been some labour conflicts and strikes in some organisations. Such situations affect the performance of staff especially of graduates who cannot negotiate for their pay worth.

(d) Guaranteeing job security for graduates

Another key factor in a work place is job security. This is why employees are aware that they have a job for a number of years. This is often contrasted with casual jobs whose security is often unreliable. When the graduates with asked to indicate whether their jobs included job security, their responses indicated that 89% expected job security while 11% were not sure.

It is revealed that from the responses that staff with business education qualifications had job security. This was so because most of them had contracts lasting between 4our and 10 years. With only a few with open appointment. Job security comes with some benefits like social security or pension, promotion, annual increment of salary and human resource development. These benefits in most cases encourage staff to work hard so as not to lose those benefits. It is important to note that the above perceptions were given before the incursion of Covid-19. This was a force majeure which led to some companies closing shop in Kampala and other reducing the staff significantly.

(e) Promotion of innovative work environment

An innovative work environment is considered desirable in the 21st century because of the competition and developments that have taken place. It is an organisation with such work culture that promotes its employees to embrace unorthodox thinking instead of frustrating it. It has been argued that to promote the culture of innovation requires shelving the known practices or status quo. When the typicality is abandoned, something new or different is created for the good of the company and stakeholders.

It was revealed that employers in Kampala prefer staff who are innovative. Although they prefer the innovative staff, many employers do not want to sponsor their staff for further training. The process of promoting innovation has five phases: 1) Employer identifies what needs to be changed, 2) Employer engages staff about it, 3) Employees develop possible solutions, 4) The most probable solution is recommended and, 5) Staff are empowered to execute the solution.

This means that innovation is directed by the employer. The employer has authority over resources, work schedules, and finances. Employees may have ideas but without these resources they cannot go very far in being innovative.

Some respondents who had worked in one Kampala based commercial bank intimated that, after sometime they were moved from being tellers to an innovative wing.

In that wing we had fully connected computers, newspapers, and access to bank records. We were asked to think of possible solutions or generate new ideas and report to management. Every day that was our work. It was tough because were expected to give reports on a weekly basis (*Interview of January 2020*).

This case is a good indicator that graduates of business education are expected to have an innovative mind among other considerations.

(f) **Observance of ethics at work**

The ethical issues pertaining to work environment fall within the category of virtues. Virtue ethics also known as character ethics. The word virtue is translated from the Greek word *arête* which means to be the best at whatever once can do. The English word virtue originated from two Latin terms, *vir* which meant man, and *virtus* which meant bravery or moral excellence. Bravery and moral excellence were originally considered to be qualities of manliness. In modern parlance the term virtue refers to the quality that marks someone's success as a person. For that reason, to possess virtues is to be self-actualized, well-adapted, fully functioning and to be a good specimen of the human kind. A virtue is an acquired human quality whose possession and exercise enable people to achieve those goods which are internal to practices and the lack of which effectively prevents people from achieving any such goods.

Proponents of virtue contend that what is most important in moral life is not consistent adherence to principles and rules but reliable character, good moral sense, and emotional responsiveness. Virtues are dispositions to behave properly and they embody a person's philosophy of life – this includes self-understanding and understanding the natural and social world around. Virtues determine one's concerns, desires, emotions and perceptions of virtually everything that is socially and morally valued. Virtues which are common in work environment include those in table 10:

Table 10: common virtues in work environment

	Virtue ethic	Implication
1.	Integrity	One's consistency of values and actions
2.	Equality	Giving same treatment to issues at hand
3.	Justice	Being fair and impartial in response to issues
4.	Commitment	To firmly carry out agreed purpose
5.	Hard work	Consistent performance of ones duties
6.	Respect	Treating people with due dignity
7.	Co-operation	Working with others to achieve purpose

In a work environment where there is ethics it is presumed that staff will perform very well. This is so because when employees know that they will be treated with respect and that decisions will be made fairly, then people are motivated to work assiduously.

Since graduates of business education do not work in a vacuum but rather in an environment, they will need an environment that espouses above virtues. Those virtues are also related to the psychological contract under which staff have unwritten expectations. The meeting of expectations and virtues lead employees to respect and be committed to their duties since they expect reciprocity. Concerning how much satisfaction graduates of business education felt about the ethics in their work environment, they were not impressed as seen in the pie chart 6.2.

Most respondents (75%) did not approve of the prevalence of a culture of ethics in their work environment. As already noted there were experiences and grape vine news about corruption in the work place, discrimination in recruitment, and mistreatment of some employees for reasons unconnected to competences. The work culture tinged with unethical conduct from both sides of employees and employers may not be conducive for high performance by all employees.

Conclusion and Recommendation

The current study set out to analyse the mediation role of work environment on the relationship between business education and job performance of graduates. The elements of work environment for graduates were: availability of jobs for graduates; recruitment challenges; meagre remuneration; job security for graduates; promotion of innovation at work; work ethics at work; and compliance by employers.

In view of the above, this study recommends a national policy be introduced to curb employers' tendencies to make their work environment uncongenial to all staff including graduates. A national policy would compel employers of all shades to create work environments where each employee would feel appreciated, valued, rewarded proportionately and developed. In that way, employees would not only provide technical contribution but also contribute behaviourally, emotionally and morally.

The policy for work environment should formulated by government and supervised by the government agencies so that the ills in the work environment like nepotism, poor remuneration, poor performance, conflicts, and others would be kept at bay.

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