

THE ROLE OF PERFORMANCE RESPONSES IN RELATION TO PERSONNEL AND THE ADVANCEMENT OF HUMAN RESOURCES ACCORDING TO EDUCATION AND EXPERIENCE

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Abstract: In order to manage human resources more professionally, managers should implement specific tools for increasing motivation within the organisation. One of the main roles of human resources is their action as a factor of organisational and cultural changes and transformations within organisations and beyond. Performance appraisal in the studied organisations shows that it is a formal assessment carried out systematically. Therefore, in the future, greater attention should be devoted to employee relations, workforce planning, continuing education, and motivation.

Performance appraisal is carried out in a specific way in relation to the work, behaviour, and potential demonstrated by employees within the organisation. Organisations need professional employees who are not easily found in the labour market, or they need to develop them through specialised training and continuous education. This research aims to identify the challenges faced by organisations operating within the Kosovo market and provide recommendations that may be useful for businesses interested in motivating, promoting, developing, and advancing human resources based on education and work experience.

Keywords: performance evaluation; motivation; professional advancement; education; experience

JEL Codes: M12; M54; J24; J28; O15

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Introduction

In an increasingly dynamic economy and considering the ongoing challenges in human resource management, employee performance appraisal has become a key factor for the development and success of organisations. This process helps to objectively measure

individual and collective results, but it also plays a crucial role in motivating employees, offering professional advancement, and identifying the need for specialised human resources training.

The purpose of this research is to analyse how organisations implement performance appraisal and to determine the impact this process has on the motivation and development of human resources. Specifically, the study aims to examine the role of performance appraisal in identifying employees and their professional advancement, taking into account factors such as education and work experience.

Literature Review

Organisations today are oriented by new methods and a contemporary mentality. This mentality requires knowledge in the management of human resources, which is a special kind of capital, when planning the development and growth of all actions. New technology has separated humans quite a bit from the means of production, replacing its development with that of said technology. Furthermore, increasing technology and information still place the human factor at the center of all events and processes. Christensen (2006) says managers will need to pay special attention to human resources, focusing on identifying talent. It is the human factor playing a new role in this direction. Thus, in the pursuit of human capital development and innovation, the human factor is oriented toward achieving key organisational objectives.

So, the change in the nature of work has created new challenges, requiring increased commitment to increase results in the organisation. These results are achieved through knowledge, learning, or continuous education as a constant and necessary requirement in the new economy.

Human resource management faces challenges that have brought changes in the mentality and ideas held by management. Human resources are a promoter of innovations and the opening of new work paths in organisations (Gjinovci, 2014). Therefore, they must necessarily adapt to the market and global competition, which is constantly increasing. Human resources may be seen as subsidiary resources within organisations in terms of their weight and importance, but for Chirtoc (2010), they are considered primary, since their planning and management are extremely important for the organisation of economic activity.

In order to monitor the activities and achievements of employees, an organisation may implement unique performance evaluation forms. The evaluation of the work performance of employees in organisations is a formal evaluation, which proceeds systematically. The evaluation of work performance is carried out according to the work, behaviour, and potential shown by employees in the organisation.

Public and private enterprises in Kosovo today face challenges of an economic and non-economic nature: they have been and are the focus of many internal and external researchers. This research has long been limited to both public and private organisations. Our country has gone through a transition period that can perhaps be called the longest compared to other Eastern European countries, therefore the evaluation of human resources is not at the appropriate level (Gjinovci, 2025c).

Akbar (2013) believes that human resources require more attention and careful management than any other resource in the organisation. While Rees (1985) emphasises that one of the main objectives of using a performance-based evaluation system is compensation to motivate employees to increase their work efforts, according to Colquitt (2001), if an employee feels or perceives that his/her evaluation has been unfair, then he/she will react negatively to the compensation system and will be demotivated. Armstrong (2009) believes that motivation is a reason to do something.

The term “motivation” can refer to changes in the goals that individuals have, the ways in which individuals make choices, their goals, and the ways in which others try to change their behaviour. Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the achievement of a goal and a valuable reward.

Professional human resource management requires effective motivation and development of staff to ensure the highest possible performance and to promote sustainable competitiveness. Human resources plays a key role in organisational and cultural transformation, directly influencing the development of the organisation (Gjinovci, 2025a). In this context, performance appraisal represents an important managerial mechanism that affects employee motivation and behavioural change. Performance appraisal impacts employees in different ways, depending on their position, work perspective, and the organisation itself. Robbins and DeCenzo (2011) define motivation as the willingness to exert a higher level of effort to achieve the organisation’s objectives.

Research Methodology

To carry out this research, both primary and secondary research methods were employed. The study is quantitative in nature and has a descriptive and exploratory design, aiming to analyse the impact of performance appraisal on human resource development factors.

Primary and Secondary Data

- Primary data were collected directly from the field through a structured questionnaire distributed to employees working in telecommunications organisations (public and

private sectors). The questionnaire was administered to staff from different units, sectors, and departments.

- Secondary data were obtained through an extensive review of relevant literature concerning performance appraisal, human resource management, motivation, and employee development.

1. Object and Subject of the Study

The object of the study is the evaluation of performance appraisal practices and their impact on human resource development within organisations operating in Kosovo. The subjects of the study are employees working in various organisations, including telecommunications companies, as well as the private and public sectors, representing a diverse range of positions and experience levels.

2. Sample and Participants

The study included 200 participants selected from the organisations mentioned above. The sample covered employees from different departments and positions, including managerial and operational staff. Demographic characteristics of the sample include:

- Company/sector: telecommunications, public, and private sector organisations
- Position: managerial (approx. 40%), operational/executive staff (approx. 60%)
- Gender: balanced distribution (approx. 50% male, 50% female)
- Age: ranging from 25 to 55 years
- Work experience: from 1 to 30 years
- Education level: secondary school, Bachelor's, and Master's degrees

This sample size is considered sufficient to draw significant and reliable conclusions, providing a meaningful basis for statistical analysis and hypothesis testing.

3. Data Collection Instruments

Primary data were collected through structured questionnaires distributed to employees in the selected organisations. Each questionnaire was designed to measure perceptions regarding performance appraisal, motivation, professional development, and advancement based on education and work experience.

Secondary data were obtained from an extensive review of the relevant literature on human resource management and performance appraisal.

4. Research Purpose

The purpose of this study is to examine how organisations implement performance appraisal and how this process affects employee motivation, identification of training needs, professional advancement, and overall development of human resources based

on education and work experience.

5. Research Hypotheses

Based on the objectives of the study, the following hypotheses were formulated:

- Performance appraisal has a positive impact on increasing employee responsibility.
- Performance appraisal directly affects the development of the organisation's personnel.
- Performance appraisal helps in effectively identifying employee training needs.
- Employee performance positively influences personal development.
- Education and work experience are key factors in the advancement of human resources.

6. Research Questions

The research questions guiding this study are:

- What is the impact of performance appraisal on increasing employee responsibility?
- How does performance appraisal affect the development of an organisation's personnel?
- What is the role of performance appraisal in identifying employee training needs?
- How does performance affect the personal development of employees?
- How do education and work experience influence the advancement of human resources?

7. Ethics in Research

This study followed ethical research principles. Participation was voluntary, and all respondents were informed about the purpose of the study. Data were collected anonymously, without any personal identification, and were used only for academic purposes. Confidentiality and privacy were fully respected throughout the research process.

Research Results and Discussion

Demographic Data of the Respondents

Presentation and Interpretative Analysis

The demographic data of the respondents are presented in general terms, covering the entire sample of 200 participants, without separation by organisation. These data provide an overview of the sample structure and contribute to a more accurate interpretation of the research results.

Table 1. Structure of Respondents by Age and Gender

Variable	Category	Percentage (%)
Age	25–34 years	20
	35–45 years	40
	45–54 years	20
	Over 55 years	20
Gender	Male	60
	Female	40

Source: Authors.

The age distribution shows a relatively balanced sample. The dominant group is 35–45 years (40%), representing individuals with consolidated professional experience and active involvement in organisational processes. The equal representation of the other age groups (20% each) ensures a multi-generational perspective in the analysis. Regarding gender, the sample consists of 60% males and 40% females, reflecting a relatively balanced representation and enabling an objective analysis of perceptions without significant gender bias.

Table 2. Structure by Educational Level and Work Experience

Variable	Category	Percentage (%)
Educational Level	Bachelor’s	50
	Master’s	50
Work Experience	Up to 5 years	10
	6–10 years	40
	11–20 years	40
	Over 20 years	10

Source: Authors.

The respondents are equally distributed according to educational level (50% with a Bachelor’s degree and 50% with a Master’s), which enhances the analytical quality of the study. Most participants (80%) have more than six years of work experience, ensuring that their evaluations are based on substantial professional exposure to organisational practices.

Table 3. Structure by Sector and Organisational Position

Variable	Category	Percentage (%)
Type of Organisation	Public	65
	Private	35
Position in Organisation	Executive staff	5
	Professional staff	70
	Managerial staff	25

Source: Authors.

Interpretation: The majority of respondents are employed in public organisations (65%), while 35% work in the private sector. This distribution reflects the primary focus of the study. Regarding organisational position, the dominant category is professional staff (70%), followed by managerial staff (25%) and executive staff (5%). This structure indicates that the perceptions collected mainly reflect employees directly involved in organisational processes and human resource practices.

1. The impact of evaluation on increasing human resource accountability

The profound changes in human resource management since the end of the 20th century and the beginning of the 21st century have brought new models of employee development and evaluation, making this area a key challenge for contemporary organisations (Gjinovci, 2026; Armstrong, 2020). According to the literature, performance evaluation is not only a measuring instrument, but also a motivational mechanism that helps increase responsibility, identify training needs, and support professional advancement (Aguinis, 2007; Rees, 1985). In this context, transparent systems of recruitment and promotion based on competence and performance are essential for ensuring fairness and organisational effectiveness (Gjinovci, 2025b). Armstrong (2006) believes that people are a key resource in organisations; therefore, organisational performance largely depends and falls on them. According to Kniggendorf (1998), job performance evaluation is an important issue for all employers, positive performance is not achieved immediately, but is also related to its best management; performance management consists of processes that link strategy and organisational results.

This study's questionnaire included the question:

"How much does appraisal affect the increase in employees' responsibilities and obligations?"

The results showed that 80% of respondents agreed that appraisal has a positive impact, 10% expressed a neutral stance, and 10% disagreed. These findings indicate

that most employees perceive appraisal as a motivating and developmental factor, but there is a small group that does not feel a direct impact.

According to motivation theories (Herzberg, 1993; Vroom, 1964), to maximise the effect, managers should focus on involving neutral and skeptical employees through clear communication, goal-setting, and linking appraisal to professional advancement. Such an approach not only increases individual responsibility but also strengthens the culture of accountability and performance at the organisational level (Colquitt et al., 2001; Robbins & DeCenzo, 2011). This result highlights the importance of integrating evaluation systems with strategic human resource management and human capital development in contemporary organisations.

Table 4. Impact of Performance Appraisal on Employee Accountability

Respondents' Answer	Percentage (%)
Agree (positive impact)	80
Neutral	10
Disagree	10

Source: Authors.

In Table 4, we show that the majority of employees (80%) perceived performance appraisal as a mechanism increasing individual accountability. However, a small group (10%) remained neutral and 10% did not see this impact, suggesting the need for deeper involvement of skeptical employees in appraisal processes.

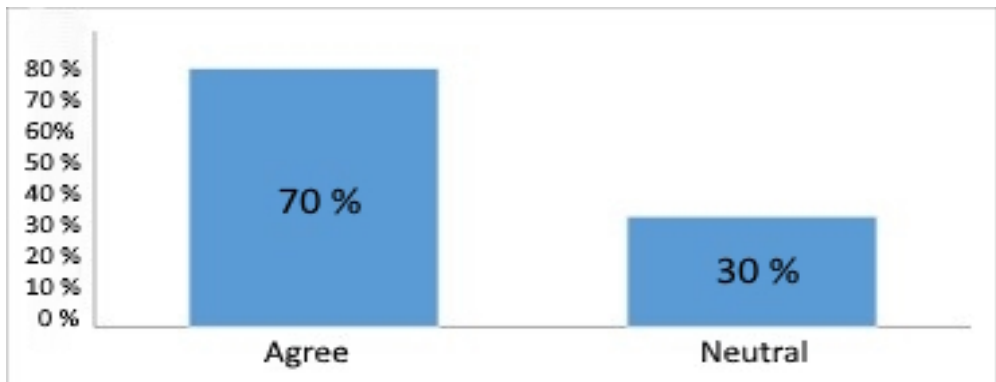
2. The impact of performance appraisal on personnel development, identification of training needs, and personal development of employees

The research shows that performance appraisal is an important tool for identifying the training and professional development needs of staff. To assess this impact, a specific question on this issue was included in the questionnaire. The results show that over 70% of respondents agreed that the training and professional development needs of employees can be identified through performance appraisal. On the other hand, 30% expressed a neutral position or disagreed with this statement. These data show that most organisations use performance appraisal as an instrument for personnel development. However, there is a significant group that does not perceive this role clearly, which suggests several practical implications for management:

- *Strengthening appraisal processes:* Organisations can improve appraisal methodologies to ensure that every employee understands and sees the connection between performance and opportunities for professional development.

- *Training for managers and appraisers:* Training managerial staff to implement more effective appraisals can increase the credibility and impact of this process.
- *More effective communication with employees:* Clear information on how performance appraisal is linked to professional development can increase staff involvement and motivation.

Through these actions, organisations can maximise the potential of performance appraisal as a strategic instrument for staff development.



Source: Authors.

Figure 1. Performance appraisal is an important tool for identifying training needs and professional development of staff

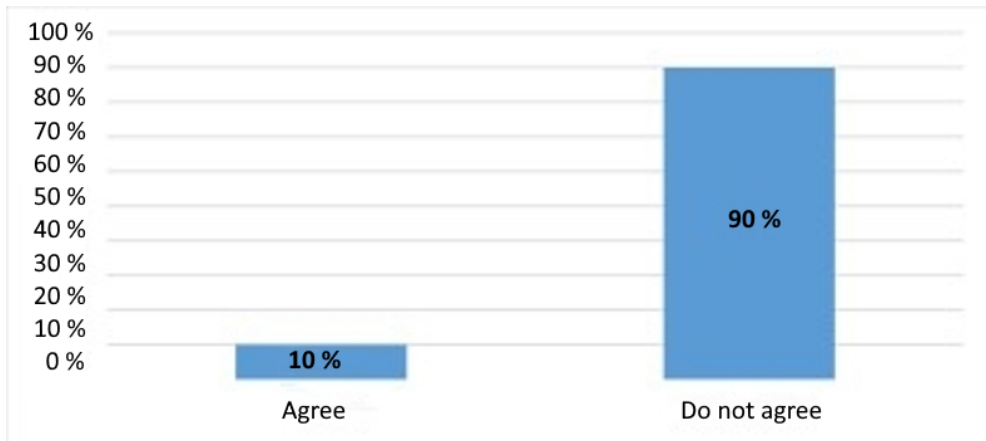
Some organisations apply a manager-subordinate evaluation form, where managers comment on the performance results of the evaluators and jointly agree on necessary training. The research results show that such an organisation has advantages in performance management but also some shortcomings, especially in relation to the use of evaluation results for employee training and advancement. A particular concern is that 30% of respondents did not know or did not agree that the training and professional development needs of staff are identified through performance evaluation. This reflects a lack of knowledge about the role and importance of performance appraisal, suggesting the need for additional training. As shown by the research, managers should engage more intensively with this group of employees, informing them about the importance of performance appraisal and providing additional opportunities for professional development. One of the main goals of performance appraisal is to identify employee potential, which can be used by management for the growth and development of the organisation. Statistics show that 95% of respondents

agree that staff appraisal is carried out regularly and that it identifies employee potential. However, when comparing the results for the use of appraisal in employee training and advancement with the case of regular appraisal and identification of potential, employees were more positive about the second case. This finding is in line with Mullins (1999), who emphasises that the performance appraisal process is continuous and helps to identify employee potential, training needs, and development. Through performance appraisal, the strengths and weaknesses of employees are identified, assessing how well or poorly they perform their tasks, how well they meet predetermined goals, and how satisfied customers are with their work and behaviour. This process enables the necessary improvements to be made at the right time and in the right way. Latte (2008), in his study, presents that organisations compete to survive in an environment that is increasingly a market of growing difficulties and instability.

3. Advancement of human resources based on education and work experience

An important aspect of human resource management is the advancement of staff based on education and professional experience. The research shows that 90% of respondents disagreed with the statement that the advancement of human resources is based on education and work experience, while only 10% agreed with this statement. The questionnaire used in the research also included a question regarding the criteria for staff advancement. Employees have emphasised the importance of evaluating and identifying training that affects professional development, but they did not agree that their education or years of experience are valued in the organisation. In some cases, organisations do not offer compensation or privileges for employees' higher academic education or professional experience. There is no clear distinction between levels of education, such as Bachelor's and Master's degrees, and secondary school is treated equally to higher education in some situations. Even in organisations where restructuring has taken place and it has been promised that management will take education and experience into account, this has not been reflected in practice. During the interviews, employees emphasised that job placements have not taken into account their contribution, education, or experience in the organisation. Most positions have been filled by people with a Bachelor's degree, bypassing those with Master's degrees. Furthermore, internal complaints have had no impact on changing management decisions. This result is consistent with the literature on human resource management, which emphasises that staff advancement should be based on merit, education, and experience to ensure motivation and sustainable professional development (Armstrong, 2020; Dessler, 2019). Lack of transparency and unclear criteria for advancement can negatively affect employee motivation and performance, creating a sense of injustice and demotivation (Mullins, 2016). Improving advancement processes can include creating clear policies for advancement, based on merit, education, and

experience and assessing employee contribution in an objective and transparent manner. Applying compensation and rewards for academic achievements and professional experience should increase staff motivation and involvement.



Source: Authors.

Figure 2. Human resources advancement is based on education and professional experience

Table 5. Comparing Employee Advancement by Education and Experience

Advancement Criteria	Agree (%)	Disagree (%)	Neutral (%)	Comment
Advancement is based on education	10	85	5	Most employees believe that education is not sufficiently considered.
Advancement is based on professional experience	10	80	10	Long-term experience is not seen as a primary factor for advancement.
Advancement is based on merit and employee contribution	15	75	10	Employees feel that their contributions are not adequately recognised.
Advancement is based on degree level (Bachelor's vs. Master's)	5	85	10	No clear distinction between education levels; preference is often given to Bachelor's degrees.

Source: Authors.

Table 5 illustrates the perceptions of employees on the criteria used for advancement in the organisations surveyed. The data shows the following.

Education: Only 10% of respondents agreed that advancement is based on education, while 85% disagreed. This shows that higher education or academic levels are not considered a key factor for advancement to higher positions.

Professional experience: Here too, only 10% of employees agreed that many years of experience have a major impact, while 80% disagreed. This reflects the lack of a system that evaluates employees' contributions and experience for advancement.

Employee merit and contribution: 15% of respondents agreed that merit and contribution are considered for advancement, while 75% disagreed. This shows that objective merit-based criteria are not sufficiently applied in practice.

Bachelor's vs. Master's degree: Only 5% of respondents agreed that there is a difference based on academic level, while 85% did not perceive such a differentiation. This shows that, in many cases, priority for positions is not given to those with higher education.

The table shows a clear lack of transparency and systematisation in the criteria for advancement, where education, experience, and personal merit are not used as decisive factors. This can negatively affect employee motivation and sustainable professional development within organisations.

4. Human resource management, motivation, and advancement of staff in organisations

The research shows that, in the organisations studied, no significant change has occurred in the professional management of human resources. The education, experience, and contribution of employees are not valued or respected when it comes to advancement to higher positions. The results show that employees, regardless of their level of education, have not been reassigned to positions according to their competence and skills. In most cases, individuals with a Bachelor's degree have taken managerial positions, bypassing those with a Master's degree, while the experience of employees is often not taken into account nor verified, not even for experience in disciplinary committees. According to Gjinovci (2018), in an article titled "Selection of managers under the influence of politics and the lack of creativity in public organisations", overstaffing and daily politics frequently affect the advancement of individuals. In many cases, during the recruitment process, the specified human resources criteria are not respected, although individuals have been promoted to managerial positions. Employee motivation is a key factor for organisational performance and survival. Other authors emphasise that motivated

employees are more productive and contribute to organisational sustainability (Smith, 1994; Singh, 2011). Winer (1982) adds that motivation should be in the interest of management, and the performance appraisal and compensation system should be closely linked to the interests of both employees and the organisation. Gjinovci (2012) also emphasises the importance of material factors, such as salaries and bonuses, compared to non-monetary factors, such as recognition of results and achievement of objectives. Zamer (2014), considers that motivation plays an important role in all organisations, whether public or private. For Bartlett and Ghoshal (1991), organisations face the need to manage the challenges, risks, and opportunities arising from the diversity and instability of the global environment. Furthermore, Gjinovci (2015) suggests that to foster competitiveness and human resource development in business, its management should be improved by:

- changing the attitude and approach to human resources; and
- increasing investments in financial support for professional staff, to ensure business sustainability and development.

Many public and private organisations are constrained by internal and external factors, but employees often stay because of:

- salaries and the inability to move to other organisations;
- privatisation;
- privatisation; and
- dysfunction in some organisations, where staff development has not been implemented (Gjinovci, 2015).

According to the contemporary literature on human resource management, staff advancement should be based on merit, education, and experience in order to increase employee motivation and performance (Armstrong, 2020; Dessler, 2019; Boxall & Purcell, 2016). Latham and Pinder (2005) highlight that employee motivation and involvement increase engagement and productivity. Perry and Hondeghe (2008) emphasise the importance of linking motivation to the organisation's strategy, especially in the public sector. According to Elnaga and Imran (2013), training is a necessity for job retention. Training refers to programs offered to employees to acquire new skills or professional development opportunities (Gjinovci, 2013b).

Table 6 clearly shows that education, experience, and merit are not considered the primary factors for advancement in the surveyed organisations. This reflects a lack of transparency and systematisation in human resource management practices, which may negatively affect staff motivation and professional development.

Table 6. Comparison of employee advancement by education, experience, and merit

Advancement Criteria	Agree	Disagree	Neutral	Comment
Advancement is based on education	10%	85%	5%	Post-graduate education (e.g., Master's degree) is often overlooked; preference is given to Bachelor's degree holders.
Advancement is based on professional experience	10%	80%	10%	Long-term experience is not considered a decisive factor for advancement.
Advancement is based on merit and contribution	15%	75%	10%	Employees' merits and contributions are not evaluated objectively.
Advancement to managerial positions often occurs without consideration of professional criteria	20%	70%	10%	Many managerial positions are assigned without considering professional criteria.
Verification of contribution in committees/disciplines	5%	85%	10%	Committee experience is not taken into account during advancement.

Source: Authors.

The findings of this study contribute to the existing literature by providing empirical evidence on the relationship between performance appraisal, employee motivation, and merit-based advancement in transitional organisational contexts. The results also offer practical implications for improving transparency and human resource management systems in both public and private organisations.

What this research produces

The findings of this study contribute to the existing literature by providing empirical evidence on the relationship between performance appraisal, employee motivation, and merit-based advancement in transitional organisational contexts. The results also offer practical implications for improving transparency and human resource management systems in both public and private organisations.

Future research

Future research should expand the sample size, include additional sectors, or apply longitudinal designs to examine the effects of performance appraisal on organisational performance. Further studies could also investigate the mediating role of organisational culture, leadership style, and transparency in advancement processes in organisations.

Limitations of the study

The research is based on a cross sectional design, which does not allow for establishing causal relationships. The data were collected using self-reported questionnaires, which could have been influenced by respondents' perceptions and potential predispositions. The sample was limited to selected organisations within specific sectors in Kosovo, which may restrict the generalisability of the findings to other contexts.

Conclusions and Recommendations

Conclusions

The research shows that human resources promotes innovation and the opening of new career paths within organisations and beyond. For this reason, they must necessarily adapt to the demands of the market and global competition, which is constantly increasing. To monitor the activities and achievements of employees, organisations use various forms of performance appraisal, a formal and systematic process that focuses on the work, behaviour, and potential shown by employees. Organisations need professionals, who are not always easy to find in the labour market, especially in recent years. Employees with expertise usually demand higher compensation, but in cases where such talent cannot be found within the organisation, they must be developed from within. On the contrary, professionals should be recruited from outside, respecting management standards. However, sometimes externally recruited staff have failed to meet expectations, and their impact on the respective positions has been limited. The research highlights a lack of visible changes in professional human resource management. Although performance appraisal identifies training needs, potential, and opportunities for increased responsibilities, there is a lack of will and desire for employee advancement based on education and experience. In practice, employees' education, experience, and contributions are not properly valued and respected. Often, employees are not reorganised into positions that correspond to their educational level, while in some cases individuals with only a Bachelor's degree take managerial positions rather than those with Master's degrees. Experience is also neither taken into account nor verified, including participation in disciplinary committees. In the future, organisations should consider these factors, as the opening of the labour market may cause a massive exodus of qualified employees to places where their work experience, education, and contributions are more valued and where discrimination is absent. Disrespect for employees' education and contributions constitutes a form of discrimination and counter-evaluation. The research results show that, in the future, special attention should be paid to:

- assessment in increasing employee responsibility;
- manpower planning;
- advancement of human resources based on education; and
- advancement of human resources based on work experience, if there will be changes in this direction within the next few years.

The research also shows that organisations do not provide advantages to employees with greater experience and education. Private organisations, in the development phase, do not provide special opportunities, and the development of the labour market may affect the departure of employees with good education and experience, while the lack of real opportunities keeps them in the organisation, even when their salaries are insufficient and not commensurate with their worth.

Recommendations

Establish transparent promotion policies: basing promotions on education, experience, and merit.

Objective verification of contribution and experience: including participation in important organisational committees and projects.

Linking compensation to performance: integrating achieved results and individual performance into the reward and incentive system.

Continuous training for managers: improving skills in human resource management, staff motivation, and leadership development.

Implementing these measures can increase employee motivation, improve professional development, and contribute to the sustainability and growth of organisations in the long term.

Conflicts of Interest

The authors have no conflicts of interest to declare.

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