

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Employee performance in general and performance of academic staff in particular has been the center of attention for policy makers and universities (Mohammadi & Karupiah, 2020). Western countries are more productive in term of research and teaching and most other countries follow the westerns' practices to enhance the performance of the universities and the country in term of academic productivity (SCImago, 2021).

This study focuses on the performance of academic staff in developing countries and in particular in Jordan. The issue of the performance of academic staff in Jordan is lack of productivity of the academic staff in term of research and teaching (SCImago, 2021). This has made Jordan among the lowest ranking in the region of Middle East in term of research productivity (SCImago, 2021).

This chapter presents the introduction of this study and highlights the issues of the performance of academic staff. In addition, the chapter discusses the problem that motivates this study to be conducted. The problem is divided into practical and theoretical problem. The weak performance of academic staff in Jordan is the practical one while the gaps in the literature explain the theoretical problem or the gaps in the literature. Based on the problem and the issues highlighted in this study, the research

objectives and questions are developed followed by the significance, scope, and definition of key terms that are used in this study. In addition, a summary of the content of each chapter is provided at the end of this chapter.

## **1.2 Background of the Study**

Education at university level is vital for the progress and prosperity of nations and economies. Government around the world has emphasized on the importance of education in all levels and particularly at the university level (Johnson et al., 2016). Universities are the source of knowledge and innovation for the nation, and they carry the responsibility to provide the societies with educated, qualified, and knowledgeable graduates (De Silva & Rossi, 2018). High quality education in universities contributes to the reputation of the country and the preference of the country as a destination for pursuing further studies, which carries economies and scientific contribution to the country (Hanssen & Solvoll, 2015; Reed & Kennett, 2017; Taylor, 2018).

In each university, there are three groups. The students, non-academic staff, and the academic staff. The key stakeholder in a university is the academic staff and they contribute greatly to the reputation and the ranking of the university. This is because qualified and active academic staff can help in improving the contribution of the university and its ranking as well as its contribution to the society (Nguyen et al., 2021). Academic staff are responsible for creating new knowledge and sharing this knowledge among students and other in the society in the form of public lectures and workshops (Elrehail et al., 2018). Therefore, the performance of academic staff to a large degree determines the contribution and the performance of a university (Abba & Mugizi, 2018; Ofuyatan & Edeki, 2018).

Despite of the importance of the performance of academic staff, few of previous studies focused on this variable in the context of educational institution while majority of previous work regarding the performance conducted in non-educational organizations such as the business organization in developed countries (Ghabban et al., 2018; Iqbal et al., 2018; Muda et al., 2017). In developing countries such as Jordan, the performance of academic staff is lower than other regional countries. This evidence was derived from statistics that shows that production of Jordanian academic staff in term of research is lower than other countries (SCImago, 2021). Further, the academic evidence in previous studies conducted in Jordan indicated that there is a gap in the performance of academic staff in Jordan. Actual performance is less than the expected performance (Al-Mzary et al., 2015).

Previous studies indicated that one of the main reasons for this weak performance could be related to the Human Resource Management Practices (HRM practices). Several previous studies examined the link between HRM practices and performance of employees in business context. However, the association between HRM practices and performance of academic staff received less attention compared with business organizations (Cherif, 2020; Kashoob & Jais, 2020; Mira et al., 2019; Saroja & Reddy, 2019; Yasmeen et al., 2019).

In Jordan for instance, previous studies indicate that there is little known about the effect of HRM practices on performance and the studies suggested that understanding the link between HRM practice and performance is important to improve the productivity (Al-Hawary et al., 2020; Nawafleh & Alsafadi, 2020). Among the few studies that existed in Jordan, the majority focused on the link between HRM and organizational performance. For example, previous studies

examined the effect of HRM practices on the performance of healthcare organizations (Bisharat et al., 2017; Mohammad, 2019), or the effect of HRM on the performance of banks (Alkhazali et al., 2020), the effect of HRM on the performance of service and manufacturing companies (Abu-Mahfouz, 2019; El-Ghalayini, 2017).

Previous studies also focused on other work outcome such as the job performance and commitment, and examine the effect of HRM practices on these outcomes (Dirar et al., 2019). Among the few studies that examined the effect of HRM practices in universities of Jordan is the study of Saifalislam, Osman, and AlQudah (2014) which examined the effect of the HRM practices such as recruitment, selection, training, and compensation on the organizational performance of universities in Jordan and found that there is a positive correlation between HRM practices and organizational performance of universities in Jordan. However, the study suggested for more studies in the HRM practices in the country and especially in universities.

Another important variable that has the potential to be the reason for weak performance of academic staff is the self-efficacy of the staff (Gültekin et al., 2020). Self-efficacy is part of the social cognitive theory which proposed that the individual are more motivated and has high potential to increase their performance if their self-efficacy is high (Bandura, 1977, 1991, 1998). Bandura (1998) further examined the self-efficacy and developed the self-efficacy model which includes the past experience, vicarious experience, social persuasion, and emotional cues as components of self-efficacy.

Against this background, most of previous studies have been conducted to assess the self-efficacy on students in using technology and accepting new system (Doménech-Betoret et al., 2017; Hatlevik et al., 2018; Rohatgi et al., 2016). Few of the studies examined the effect of self-efficacy of academic staff. For example, a study by Yeşilyurt, Ulaş, and Akan (2016) examined the effect of teacher's self-efficacy on the use of computer technology.

Self-efficacy of academic staff in Jordan is important because it enables them to access and search in research database and use research tools that can contribute to their research performance and enable them to publish articles in high quality journal. It is also important for designing courses and delivering the courses to students so that their teaching performance can be improved. However, few studies in the country investigated the possible effect of self-efficacy on the performance of academic staff. For instance, in the study of Haddad and Taleb (2016), the study found that the self-efficacy of academic staff is critical for their teaching and research performance.

Based on the above, in a normal setting, HRM practices and self-efficacy are positive predictors of the performance. However, in the context of Jordan where the society is linked intensively due to tribal communities links, nepotism is a widely spread phenomena in this society (Albloush et al., 2020; Saleh, 2021). Nepotism or also known in Arabic term as "Wasta" is a strong tool for employment in the Arab world and in almost all developing countries (Al-Ma'aitah et al., 2020; Alsarhan & Valax, 2020). It is a social capital that has various effect on the people's live as well as the way of doing businesses (Saleh, 2021). The relational dynamic connecting individual, work environments and societal norms makes nepotism a mechanism of

particular relevance to the study of HRM issues, and one that has been recognised as lacking attention (Albloush et al., 2020).

The nepotism involves in all HRM practices. Selection and recruiting employees on some occasions is based on nepotism for relatives and friends. In addition, the nepotism continues in the promotion, training and development, and performance appraisal. To some extent even those who have the right qualification and experience requires some kind of nepotism to get employed, promoted, trained, and have good performance appraisal (Ali, Raiden, & Kirk, 2015; Ta'Amnha, Sayce, & Tregaskis, 2016; Valax & Alsarhan, 2019). Therefore, even those with high self-efficacy pertaining to the academic job need to have some kind of support from higher managerial position to survive and thrive in their career (Elbaz et al., 2018; Firfiray et al., 2018).

These issues of nepotism in the selection, training, promoting, and apprising process has caused issues of performance of academic staff and affected also the organizational performance of university in term of ranking and publications (Sang, & Ngure, 2018; Ombanda, 2018). For this reason, this study aims to examine the effect of HRM practices such as selection and recruitment, promotion, training and development, and performance appraisal on the performance of academic staff and universities in Jordan. In addition, the study aims to examine the effect of self-efficacy and its components on the performance of staff and universities in Jordan. Self-efficacy is operationalized based on the suggestion of Bandura (1998) who operationalized the construct into past experience, vicarious experience, emotional cue, and social persuasion. The moderation mechanism of nepotism for the HRM

practices and the self-efficacy relationship with performance is examined in this study.

### 1.3 Problem Statement

Performance of academic staff in Jordan is lower than other regional countries and this is evident from the number of publications produced by Jordan compared with other countries (SCImago, 2021). Until October 2020, number of reliable articles in Jordan accounted to 45,884 while countries such as Tunisia, which has almost same population of Jordan published 94,962 articles, Saudi Arabia published 211,269 articles, United Arab Emirates published 62,282 articles (SCImago, 2021).

Further, the ranking of the best Jordanian universities; University of Jordan is 1,149<sup>th</sup> while in Saudi Arabia, the King Saud University occupied the rank of 415<sup>th</sup> worldwide followed by Cairo University from Egypt in the rank of 602<sup>nd</sup> and American University of Beirut in the rank of 637<sup>th</sup>. Jordan as a country occupied the ninth rank among Arab countries (Webometric, 2020). Based on these above statistics, Jordan is far behind other regional countries. For example, the rank of Jordan in Scimago is 62<sup>nd</sup> while countries such as Turkey occupied the rank of 20<sup>th</sup>, Iran in the rank of 22<sup>nd</sup>, Egypt in the rank of 39<sup>th</sup>, Saudi Arabia in the rank of 43<sup>rd</sup>, and United Arab Emirates in the rank of 58<sup>th</sup> (SCImago, 2021).

On the individual level, the weak performance of some academic staff is causing overloading of duties for other staff. Students are more willing to register courses and attend class with high performing lecturer compared with those with low performance. This makes the load on some lecturer high and reduced their performance (Haddad & Taleb, 2016). Prior literature in the country noticed that the expected performance of

the academic staff in Jordan is lower than the actual performance (Al-Mzary et al., 2015).

There are several potential causers of the weak performance of Jordan. The HRM practices is essential for employing the right academic staff in the right position (Al Mashrafi, 2020). Nevertheless, studies in Jordan and other countries focused on the link between HRM practices and the overall organizational performance of business organization or the effect of HRM practices on other work outcomes such as attitude, satisfaction, and commitment (Abu-Mahfouz, 2019; Alkhazali et al., 2020; Bisharat et al., 2017; El-Ghalayini, 2017; Mohammad, 2019).

Accordingly, majority of previous studies focused on the HRM practices and the performance of employee and organization in business organization while the studies pertaining to academic staff and the practice of HRM in educational setting are limited (Baba, 2020). Despite of abundance of research on HRM-performance linkage, there is still a lack of studies, dedicated to enhancement of research performance through HRM practices (Jaskiene, 2015). Further, the academic staff recruitment and selection process in developing countries is largely inadequate and needs effective attention (Allui & Sahni, 2016).

Another important yet neglected variable is the self-efficacy of the academic staff and its role in improving the teaching and research performance (Haddad & Taleb, 2016). However, the literature showed that self-efficacy is more examined in the context of students and their usage of information technology (Doménech-Betoret et al., 2017; Hatlevik et al., 2018; Rohatgi et al., 2016) and few studies examined the self-efficacy of academic staff (Yokoyama, 2019).

One of the important factors that affect the performance of academic staff in term of teaching and publication is the wide spread of nepotism in Jordan and this could be related to the fact that Jordan consists of tribal communities (Ali et al., 2015; Jones, 2016; Ta'Amnha et al., 2016; Valax & Alsarhan, 2019). This issue is affecting the HRM practices in a way that the selection, recruitment, promotion, training and development, and performance appraisal as well as the evaluation of self-efficacy are in some cases is based on relational and subjective measures rather than objective one (Jones, 2016; Ombanda, 2018). The issue also cause weak performance of academic staff and enforced qualified academic staff to migrate the country looking for better opportunity, mainly, in Arab Gulf countries (Ta'Amnha et al., 2016).

In addition, previous studies have focused on factors that are related to appraisal of the performance of academic staff (Yousif & Shaout, 2018; Abba & Mugizi, 2018) while the studies that investigate the causal effect of certain variables on the performance of academic staff are limited. Most of the study conducted on countries such as USA, Europe, Southeast Asia (Dhillon et al., 2015; Alfagira et al., 2017) while studies that have investigated the issue of performance of academic staff in Arab region and in Jordan in particular are limited.

Most of previous studies have used the statistical package of social science (SPSS), which considered as the first generation of statistical tools to conduct the data analysis (e.g., Mehmood & Ahmad, 2016; Salau et al., 2018; Abba & Mugizi, 2018) while the use of advance statistical tools such as Analysis of moment structure (AMOS) or partial least square (PLS) is limited in previous studies (e.g., Vatankhah et al., 2017). Using SPSS, majority of previous studies focused on the mean score value and descriptive as well as correlational analyses while complex analyses such as

regression and moderation has not been widely conducted in previous studies (Abba & Mugizi, 2018).

Meta-analyses on the relationship between HRM practices, as an aggregate and individually, and organizational performance has yielded mixed results, further fuelling the theoretical debate among HRM scholars (Tzabbar et al., 2017). Further, previous studies indicated that the human resource practices such as selection, recruitment and training differs among countries (Li, Samolejová, Čech, & Lampa, 2015). Therefore, this study aims to examine the HRM practices and self-efficacy in the context of educational institution in developing countries and in particular in Jordan. The study aims to provide the decision makers with findings that can be used by decision makers to enhance the performance of academic staff and the ranking of universities in Jordan.

#### **1.4 Research Questions**

Based on the issues highlighted in the previous section, this study aims to answer the following questions:

- 1.3.1 What is the effects of HRM practices on performance of academic staff in Jordan?
- 1.3.2 What is the effect of self-efficacy on the performance of academic staff in Jordan?
- 1.3.3 Does nepotism moderate the effect of HRM practices on performance of academic staff in Jordan?

- 1.3.4 Does nepotism moderate the effect of self-efficacy on performance of academic staff in Jordan?

## **1.5 Research Objectives**

The main objective of this study is to examine the effect of HRM practices and self-efficacy on performance of academic staff in Jordan. The study also aims to test the moderating role of nepotism. Specifically, the study aims to fulfil the following objectives.

- 1.4.1 To identify the effects of HRM practices on performance of academic staff in Jordan.
- 1.4.2 To identify the effect of self-efficacy on the performance of academic staff in Jordan.
- 1.4.3 To investigate the moderating role of nepotism between HRM practices and performance of academic staff in Jordan.
- 1.4.4 To examine the moderating role of nepotism between self-efficacy and performance of academic staff in Jordan.

## **1.6 Significance of the Study**

This study is significant because it enriches the body of knowledge regarding the performance of academic staff and universities in developing countries. The study contributes to the literature by investigating the effect of HRM practices and self-efficacy as well as nepotism in the context of academic staff and educational institutions in developing countries. This is because most of previous studies focused on these variables in business organization but not in educational institutions and there

is a need to understand the implications of these variables in the context of countries such as Jordan.

The effect of HRM practices on performance of academic staff has not been widely investigated in the literature and this study contributes to the literature by examining these practices and identifying their effect in the context of Jordan. In addition, the self-efficacy is critical factor for enhancing the capabilities of individual. Prior literature focused on the students' self-efficacy and this study contributes to the literature by examining the self-efficacy in the context of academic staff and especially in this challenging time of COVID 19 where the efficacy of academic staff is important for teaching and research performance.

Further, the study contributes to the literature by examining the role of nepotism. Nepotism is a widespread phenomenon in almost all countries and the literature on this variable is limited. Therefore, this study contributes to the literature by examining the role of nepotism as a moderating variable between HRM practices and self-efficacy on one hand and the performance of academic staff on the other hand.

The study also contributes to the literature by deploying the theory of resource-based view (Chadwick & Flinchbaugh, 2021; Hossain et al., 2021; Ployhart, 2021) and the social cognitive theory in understanding the relationship among the variables of this study and explaining the performance of academic staff in Jordan. A contribution is also made by this study by examining and analysing the relationships using structural equation modelling while previous studies tend to use the SPSS. The previous studies also were descriptive or correlational in nature while this study uses the regression and the causal effect.

The study contributes to the country as it aims to find the factors that improve the performance of academic staff and universities, and by doing so, the rank of the country in term of publication will improve. This is because Jordan now is among the lowest productive countries in the region in term of publication and performance of academic staff. Therefore, the study also contributes to the country in the sense that improving performance of academic staff will reduce the migration of students overseas.

The educational industry in Jordan will benefit from this study in the sense that the reduction of overseas students and in term of attracting students from the region. This study has implication on the reputation of higher educational industry in Jordan and contribute to the overall performance of universities in term of return on investment (ROI) and return on capital employed (ROCE).

The study is also important for academic staff as it helps the management to establish a just and fair process of selection, recruitment, promotion, training, and appraisal. It is important for the society at large because choosing the right academic staff will increase the contribution of the country and the quality of the graduates. In addition, the country will attract more foreign students so that the economy can benefit from this study. A better performance of academic staff will lead to better students' performance and production. Lastly, citizens of Jordan can benefit from this study in the sense that preparing highly effective students can contribute to the service and production of the country and the quality of services provided to citizens.

## 1.7 Scope of the Study

This study focuses on the performance of academic staff and universities in Jordan. The study focuses on public universities due to the fact that nepotism is more widely practiced in public rather than private universities. This is also because these university has the largest number of academic staff in the country and geographically distributed in all states of Jordan. Accordingly, the academic staff at private universities and the private universities are not included due to the differences of the nature as well as the regulation between these two types of universities.

In addition, the study focuses only on the academic staff thus, the non-academic staff and the students are not included in this study. This is because the studies pertaining to academic staff compared with students are limited and there is a need for studies regarding the academic staff. The study is quantitative in nature. It deploys a questionnaire to collect the data from academic staff in three public universities. The choice of the three universities is based on several factors that include the time and cost, as well as the availability and willing of the universities to cooperate, the number of academic staff and the geographical distributions of the universities in Jordan.

The study focuses on the performance of academic staff which is measured using the teaching and research performance. This is because these two dimensions are widely used in previous studies to measure the performance of academic staff as discussed in Chapter 2, section 2.2.2. In addition, the study examines the effect of HRM practices and self-efficacy on performance of academic staff. HRM practices include the practices of selection and recruitment, training and development, promotion, and performance appraisal. For the self-efficacy it is operationalized to include the past experience, vicarious experience, social or verbal persuasion, and

emotional cues. Nepotism in this study is deployed as a moderator and it is proposed to moderate the effect of HRM practices and self-efficacy on the performance of academic staff.

Lastly, the study deploys the resource-based view to explain the relationship between HRM practices and performance of academic staff. It also uses the social cognitive theory to explain the effect of self-efficacy on the performance of academic staff in Jordan.

## **1.8 The Conceptual Definitions of the Study's Keywords**

The definition of the terms that are used in this study are defined in this section.

### **1.8.1 HRM practices:**

This construct is defined as “a set of practices used by organization to manage HR through facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain competitive advantage” (Minbaeva, 2005). In this study, the HRM practices are defined as procedures that are conducted by universities to recruit, select, train, promote and appraise their human capital to increase their productivity and the organizational performance. This construct consists of four sub dimensions namely, selection and recruitment, training and development, promotion, and performance appraisal. HRM practices is proposed as an independent variable and expected to have a direct effect on the performance of academic staff.

### **1.8.2 Self-Efficacy (SE)**

Bandura (1998) referred to employee self-efficacy as “a collection of criteria like efforts, intelligent, experience and expertise that lead to improve the performance of employee to achieve the organization goals with productivity and efficiency”. In this study, it is defined as the perception of individual regarding their capabilities and their potential to improve their performance and the organizational performance. This construct consists of four dimensions namely, past experience, vicarious experience, social persuasion, and emotional cues. In this study, the self-efficacy is expected to have a direct effect on the performance of academic staff.

### **1.8.3 Nepotism**

Nepotism is defined as “practice of allowing relatives to work for the same employer” (Mathis & Jackson, 2010). In this study, it is defined as the process of selecting, recruiting, training, and promoting individuals based on their relationship with the employers. This variable is proposed as a moderator in this study. Nepotism in this study is expected to moderate the effect of HRM practices and self-efficacy on the performance of academic staff.

### **1.8.4 Performance of academic staff**

This construct is the dependent variable of this study and it is defined as “a function that an individual can successfully perform within framework of normal constraints and available resources” (Jamal, 2007). In this study, it is defined as the teaching and research outcome of the academic staff within a period of one academic

year. The construct is measurement by two dimensions. The first is the research performance which is the overall research activities of an academic staff in term of publication and authoring books or participating in conferences locally and internationally. The second dimension is the teaching performance which is related to the teaching activities and methods that are used by the academic staff to teach his or her students in the class.

## **1.9 The Operational Definitions of the Study's Keywords**

The definition of the terms that are used frequently in this research are defined in this section.

### **1.9.1 Recruitment and selection (RES)**

Recruitment and selection is defined as “the progression of searching for potential candidates, inspiring and encouraging them to joining the particular organisation” (Ahmed et al., 2019). In this study, it is defined as the process of identifying proper candidate and filtering them then select them to work for the organization. recruitment and selection are the first dimension of the HRM practices, and it is expected in this study to have a direct effect on the performance of academic staff.

### **1.9.2 Training and development (TD)**

Training and development are defined as “the process by which individuals change their skills, knowledge, attitudes, and/or behaviour” (De Cenzo & Robbins, 1998). In this study, it is defined as the process of learning new skills and improve competency to achieve employees’ work and ultimately improve the organizational performance. Training and development are the second dimension of HRM practices, and it is expected to have a direct positive effect on the performance of academic staff.

### **1.9.3 Promotion**

The process of promotion is defined as “going towards upward position in the organization” (Yaseen, 2013). In this study, it is defined as the process of upgrading academic staff to higher level such as to promote the academic staff based on merit from lecturer to higher rank such as associate professor or to assign an academic staff for managerial position such as head of department or deputy dean and dean. In this study, promotion is the third dimension of HRM practices, and it is proposed that promotion will have a direct effect on the performance of academic staff.

### **1.9.4 Performance Appraisal**

Performance appraisal is defined “as a process by which an organization measures and evaluates an individual employee’s behaviour and accomplishments for a finite period” (Jouda et al., 2016). In this study, it is defined as the system of assessing the performance of employees in a specific period for the purpose of

promotion or increase in pay and salaries. Performance appraisal is the fourth dimension of HRM practices, and it is expected to have a direct effect on the performance of academic staff.

### **1.9.5 Past Experience**

Past experience is defined by Baron (2018) as “the performance is the previous knowledge and experience in other organization in the same or different filed that lead the employee further his skilled”. In this study, it is defined as the experience of individuals gained from working in different organizations in the past. The past experience is the first dimension of self-efficacy, and it is proposed in this study to have a direct positive effect on the performance of academic staff.

### **1.9.6 Vicarious Experience**

Vicarious experience is defined as “observing similar others who perform successfully on the job” (Günzel-Jensen et al., 2017). In this study, it is defined as the observation of academic staff to other academic staff who are successful in publication and teaching and have high h-index in the university. In this study, vicarious experience is the second dimension of self-efficacy, and it is expected to have direct positive effect on the performance of academic staff.

### **1.9.7 Verbal Persuasion**

Social or verbal persuasion are used interchangeably, and it is defined as “the process of convincing people that they have the ability to succeed at a particular task” (Bandura, 1998). In this study, it is defined as the ability of academic staff to convince their colleagues and students that they have the ability to perform better and enhance their performance so that they make other staff and students believe in their skills and capabilities to perform their works. Verbal persuasion is the third dimension of self-efficacy, and it is proposed to have a direct effect on the performance of academic staff.

### **1.9.8 Emotional Cues**

Bandura (1998) defined emotional cues as “the act of reducing people’s stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states”. In this study, it is defined as the ability to change the perception of academic staff and students regarding their physical and emotional ability. Emotional cues are the fourth dimension of self-efficacy, and it is proposed in this study as a direct predictor of the performance of academic staff.

### **1.10 Organization of Thesis**

This thesis consists of five chapters. Details of each chapter are discussed as follows:

Chapter 1: Introduction: This chapter presents the background of the study and discusses the issues, and purpose. The chapter also discusses the problem statement

related to the performance of universities and academic staff in Jordanian public universities. Research questions and objectives are stated in this chapter as well as the significance and the scope of this study. The chapter also discusses the organization of the thesis.

Chapter 2: Literature review: This chapter reviews and discuss the studies related to performance of academic staff. The chapter first review the performance of academic staff followed by reviewing the existing models and frameworks in the literature regarding the performance. The theoretical framework which includes the underpinning theories is discussed. Based on the theories and the review of existing models, the conceptual framework and the hypotheses related to this study are developed.

Chapter 3: Research methodology: This chapter discusses the methods through which the study answers the research questions and fulfil the research objectives. Briefly, this study is a quantitative study. The population of this study is the academic staff of three public universities in Jordan. A stratified sampling technique is used, and a questionnaire is deployed to collect the data from respondents. The data is analysed using AMOS as embedded in structure equation modelling.

Chapter 4: Data Analysis and Results: This chapter presents the findings of this study. First the chapter examines the reliabilities and the validities. Next, the data is examined for missing values, outliers, normality, and multicollinearity. Exploratory factor analysis is conducted in this chapter. The analyses of AMOS such as Confirmatory Factor Analysis (CFA), measurement model, and structural model are conducted to examine the hypotheses of this study.

Chapter 5: Conclusion and Recommendations: This chapter discusses the findings of this study. The chapter answers the research questions and fulfil the research objectives as well as confirms the hypotheses of this study. Implications of this study from theoretical, practical, and methodological perspective are discussed. The limitation and the direction for future work are given in this chapter. Finally, the chapter concludes the findings of this study.

### **1.11 Summary**

This chapter discusses the background of the study and highlighted the issue and the problem of performance of academic staff in Jordan. Performance of academic staff in Jordan is lower than other countries and this could be due to issues in HRM practices, self-efficacy, and nepotism. Accordingly, the study proposed four objectives to examine the effect of HRM practices and self-efficacy on the performance of academic staff in Jordan. The study also aims to examine the moderating role of nepotism between HRM practices and self-efficacy with the performance of academic staff. The significance of the study was discussed as well as the scope of this study. Definition of key terms from conceptual and operational perspective were elaborated and the structure of this thesis was highlighted.