

APPENDICES

Appendix A: Summary of Reviewed Articles

Author/ year	Country	I.V	D.V	Mediator/ moderator	Method / sample	Data analysis	Finding
(Olson et al., 2018)	US	• Fit • Selection • Training • Appraisal • Compensation	Organizational performance	Nil	179 top management respondents	SPSS	The level of application of HR policy such as selection, training, appraisal, and compensation caused changes in the organizational performance.
(Fernández-López et al., 2018)	Spain	• Knowledge Management • Human capital acquisition • Organizational design	Organizational Performance	IT solution (mediator)	70 universities using secondary data between 2011-2014	Stata	KM has significant effect on performance through IT solution.
(Sánchez-Barrioluengo & Benneworth, 2019)	UK	• Academic Heartland -Staff involved with community -Staff involved with clients -Staff involved with public	Third mission activities (contribution to knowledge)	Nil	135 public universities in UK	AMOS	Academic heartland creates more engaged university and improve the regional and entrepreneurial performance of universities

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Triguer o- Sánchez et al., 2013)	Spain	partners • HRM practices • Selection • Training • Evaluation • Flexible remunerati on • Job design • Bidirectio nal communic ation • Job stability • Equality • Job quality	Organiz ational perform ance - Financia l perform ance - Subjecti ve perform ance	Hierarch ical distance	102 respondent s	PLS	HRM practices included selection has a strong effect on financial and subjective performanc e of universities . In addition, hierarchical distance has a moderating role between HRM and financial performanc e.
(Cricelli et al., 2017)	Colo mbia	Intellectual capital • Human capital • Structural capital • Relational capital	Perform ance - research and innovati on - educatio n	Nil	All universitie s in Colombia	Cluster analysis	Human capital and relational capital as well as structural capital are critical for the performanc e and innovation of Colombian universities
(Tran & Pham, 2018)	Vietn am	• Employee participati on in decision making	Academ ic perform ance - teaching - research ing	Organiz ational learning (modera tor)	1068 academic staff	AMOS	Employee participatio n in decision making has a positive effect on academic staff

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Allui & Sahni, 2016)	Saudi Arabi a	• Strategic HR alignment • Recruitme nt and selection system • Training and developme nt • Performan ce and appraisal system • Compensa tion system • Retention plans and culture	Level of Strategi c HRM practice s	Nil	Academic staff	SPSS	results. Organizational learning moderates the effect of employee participation on academic results. Level of strategic HRM in Saudi universities are low and need more attention.
(Garg, 2019)	India	• Performan ce work practices	Organiz ational perform ance	Autono my Feedbac k Skill variety Tasks identify Task significance Job satisfact ion Organiz ational citizens hip	432 from educationa l and other institutions	AMOS	Performanc e work practice has significant effect on organizational performanc e and autonomy, feedback, skill variety, and task significance as well as job satisfaction

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
				behavio ur			and citizenship behaviour have partial mediating role.
(Xing, 2010)	China	• Staff recruitment and allocation • Motivation mechanism • Participati on • Performan ce managem ent	Organiz ational perform ance -Staff satisfact ion - Teachin g and research perform ance -Social satisfact ion - Financia l perform ance - Knowle dge manage ment perform ance -Job perform ance	Nil	520 academic staff	SPSS	The independent variables have significant effect on the dependent variables.
(Masa'd eh et al., 2017)	Jorda n	• Knowledg e managem ent process	- Knowle dge manage ment perform ance -Job perform ance	Nil	217 academic staff in Jordan	AMOS	Knowledge management process and performance affect the job performance of academic staff in Jordan.
(Hamid et al., 2017)	Pakis tan	• Employee development • Compensa tion managem ent • Organizati onal citizenship	Organiz ational perform ance	Nil	200 employees	SPSS	Citizenship behaviour and compensation management has a significant effect on organizational

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
		behaviour					performanc e while employee developme nt has insignifican t effect.
(Shahza d et al., 2008)	Pakis tan	• Compensation practices • Promotion practices • Performance evaluation practices	Perceive d employe e perform ance	Nil	92 academic staff	SPSS	Compensati on practices and promotion practices has strong relationship with perceived employee performanc e. Performanc e evaluation practice has insignifican t relationship with the perceived employee performanc e.
(Saha, 2018)	Nil	• Review	Organiz ational perform ance	Nil	Review	Review	HRM results in several organizatio nal outcome such as money and market performanc e, operational performanc e, and worker perspective and behaviour.
(Jouda et		• Recruitme	Employ	Nil	115	SPSS	Recruitmen

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
al., 2016)		nt and selection • Training and developme nt • Compensa tion and incentives • Performan ce appraisal	ee perform ance		Academic and non- academic staff		t and selection, training and developme nt, compensati on and incentives, performanc e appraisal has significant effect on employee performanc e.
(Wang et al., 2016)	Nil	Strategic HRM • Collaborat ive SHRM • Innovation SHRM • Control SHRM • Performan ce SHRM Organizatio nal culture • Team culture • Flexible culture • The hierarchy culture • Market culture Organizatio nal commitment • Emotional commitme nt • Continued commitme nt • Normative commitme nt	Organiz ational perform ance - Interper sonal effective ness -Open system efficienc y -Internal process efficienc y -The rational goal effective s	Organiza tional commit ment • Emotio nal commit ment • Contin ued commit ment • Normat ive commit ment	Conceptual paper	Nil	It was proposed that strategic SHRM affect the organizatio nal culture and organizatio nal commitmen t in turn they are proposed to affect the organizatio nal performanc e. Organizatio nal commitmen t was proposed as a mediator between culture and performanc e.

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Arasli et al., 2006)		• Nepotism • HRM • Job satisfaction • Quitting intention	Word of mouth	Nil	257 employees	AMOS	Nepotism affect HRM, job satisfaction, and quitting intention as well as word of mouth.
(Abdalla et al., 2002)	USA and Jorda n	• Nepotism	HRM	NIL	318 USA respondents and 126 Jordanian respondents.	SPSS	The perception of HRMs about nepotism in Jordan and USA is less positive and tend to be negative.
(Adisa et al., 2017)	Niger ia	• Explorator y study	Employ ee selectio n	Nil	Semi-structured interview of 61 managers	Nil	Quota System Policy, favouritism, ethnicity, age, and gender discrimination, as well as corruption significantly affect the selection of employees.
(Saridaki s et al., 2017)	Nil	• HRM • High performance work practices (HPWPs)	Organiz ational perform ance	Nil	Meta-analysis	Nil	There is a positive correlation between HRM and HPWP as well as organizational performance.
(Chang & Chin, 2018)	Kore a	• Commitment HRM	Applica nt trends Employ ee's website	HRM signals	176 HR manager	AMOS	Organizational that applied commitment HRM

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			rating				showed more HRM information in their website which in turn affected the recruitment of employees. opportunity affect the efficiency of knowledge integration, scope of knowledge integration and flexibility of knowledge integration. Ability affected the efficiency and flexibility while motivation affected the efficiency and scope of knowledge integration. Interaction between entrepreneurial orientation and capability based HRM performance is positive. In addition,
(Malik et al., 2019)	Austr alia	• Ability enhancing HRM practice • Motivation enhancing HRM practice • Opportunity enhancing HRM practices	Knowle dge integrati on goals	Nil	59 interviews with HR managers/ CEO and executives	Content analysis	
(Zhang et al., 2016)	China	• Entrepreneurial orientation • Capability-based HRM	Organiz ational perform ance	Innovati on ambidex terity	264 executives	Hierarch ical regressio n	

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Kaufman, 2015)	Nil	• HRM • Market competition	Organizational performance	Nil	Nil	Review study	EO and HRM affected the organizational performance. Business strategies interaction with HRM system will enhance the skills, motivation which in turn will lead to more productivity and improve the operating performance as well as the profit and growth. The study suggested to examine the HRM and the leadership and their interaction to increase the employees' outcome.
(Leroy et al., 2018)	Nil	• HRM • Leadership	Employee's outcome	Nil	Nil	Review study	SHRM has significant effect on organizational performance and employee relation climates mediated
(M. Ali et al., 2018)	China	SHRM • Training • Performance appraisal • Staffing • Empowerment • Promotion • Employee	Organizational performance	Employee relations climate	217 employees	AMOS	

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Rana & Malik, 2017)	Pakis tan	nt security • Compensation • HRM • Selection • Training • Compensation • Performance appraisal • Employee involvement	Organiz ational perform ance	Applicat ion of Islamic principl e	282 respondent s	SPSS	the effect of SHRM on organizatio nal performanc e. HRM practices has significant effect on organizatio nal performanc e. In addition, application of Islamic principle moderated the effect of HRM on performanc e.
(Bandura, 1998)	Review	• Review	Self- efficacy	Nil	Nil	Nil	The source of self- efficacy is mastery experience, vicarious experience, social persuasion, and emotional cue.
(Haddad & Taleb, 2016)	Jorda n	Self- efficacy • Past experience • Vicarious experience • Verbal persuasion • Emotional cues	Organiz ational perform ance and clarity	Age Income Academ ic rank	246 academic staff	SPSS	Past experience, vicarious experience and verbal persuasion have significant effect on organizatio nal performanc e and clarity.

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Tshuma et al., 2017)	South Afric a	• Perceived susceptibility • Perceived severity • Perceived barriers • Perceived benefits	Behavio ur	Self- efficacy	2277 respondent s	AMOS	Self- efficacy mediated the effect of susceptibilit y, severity, barriers, and benefits on behaviour.
(Emin Türkoğlu et al., 2017)	Turke y	• Self- efficacy	Job satisfact ion	Nil	489 teachers	SPSS	Self- efficacy is important predictor of job satisfaction.
(Hassna, Lina O. & Raza, 2009)	Qatar	• Faculty appraisal system	Job perform ance - teaching - scholarl y endeavo ur -service to universit y	Nil	Secondary data	AMOS	Teaching affects services performanc e while scholarly endeavour did not affect the teaching or service performanc e.
(Salau et al., 2018)	Niger ia	• Talent managemen t practices • Talent attraction • Talent developme nt • Talent retention	Innovati on perform ance	Nil	313 academic and non- academic staff	SPSS	Talent managemen t improved the innovation performanc e of staff which resulted in better organizatio nal performanc e of universities
(Türk, 2008)	Eston ia	• Appraisal system • Compensa tion	Perform ance of academi c staff	Nil	65 academic staff	SPSS	Compensati on and performanc e appraisal has

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
			teaching -quality publicati on				increased the performanc e of academic staff.
(Zhou et al., 2010)	China	• Nil	Perform ance of academi c staff - teaching - research -social service	Nil	Discussion paper	Nil	Performanc e of academic staff can be evaluated using three dimensions that are the teaching, research, and social services.
(Turk, 2010)	Eston ia	• Compensa tion • Appraisal system	Perform ance of academi c staff - teaching - Publicat ion	Nil	15 semi and structured interviews with academic staff	SPSS	Performanc e of staff must be evaluated annually, and quality and quantity of the workload must be assessed as well as the publication in high impact journals.
(H. M. Ali & Musah, 2012)	Mala ysia	Quality Culture • Quality improve ment teamwork • Customer focus • Strategic planning for quality • Recogniti on	Workfo rce perform ance • Job perform ance • Job satisfa ction	Nil	267 academic staff	AMOS	Quality culture and its components affect the workforce performanc e.

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Ologun de et al., 2013)	Niger ia	• Top managem ent support • Empower ment and involvem ent • Measure ment and analysis • Quality training • Quality assurance • Universi ty expansio n • Moonlig hting • Welfare • Conditio n of work • Attitude s • Promoti on • Infrastru ctures	Perfor mance of academ ic staff 1- Teac hing 2- Rese arch 3- Servi ces	Nil	347 academic staff	SPSS	The performanc e of staff who do moonlighti ng (work for second job) is different from those who do not do moonlighti ng.
(Victor & Babatun de, 2014)	Niger ia	Motivation	Perfor mance of academ ic staff	Nil	60 academic staff	SPSS	Motivations has strong effect on performanc e of academic staff.
(Dhillon et al., 2015)	Mala ysia	• Personal factors • Environ mental factors • Behaviou ral factors	Scholar ly publicat ion product ion	Nil	25 academic staff	SPSS	Personal, environmen tal, and behavioural factors have significant effect on scholarly publication

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
(Alfagira et al., 2017)	Mala ysia	Individual factors • Job satisfaction • Work stress Work environme nt factors • Salary • Rewards • Training • Universit y policy • Promotio n • Universit y facilities • Work condition Motivation (mediator)	Job Perform ance	Nil	Conceptual paper	Nil	production. The author proposed that individual factors and work environmen t factors will affect the job performanc e of academic staff. In addition, motivation will mediate these effects.
(LiLin, 2018)	China	• Leadershi p style • Organizat ional commitm ent • Self- efficacy	Job perform ance of academ ic staff	Nil	800 academic staff	Partial Least Square (PLS)	Leadership style as well as organizatio nal commitmen t and self- efficacy has strong effect on job performanc e of academic staff in China.
(Ghabba n et al., 2018)	Saudi Arabi a	• Knowled ge sharing • Compute r mediated commun ication	Perform ance of academ ic staff • Teachin g • Supervi	Nil	374 academic staff	Partial Least Square (PLS)	Knowledge sharing and computer mediated communica tion significantly enhance

Author/ year	Coun try	I.V	D.V	Mediat or/ modera tor	Method / sample	Data analysis	Finding
			sion • Research h and publicat ion • Innovat ion • Commu nity services				research productivit y at Saudi universities .

Appendix B: Questionnaire after validation

Questionnaire of Academic Staff Performance

استبيان عن أداء أعضاء هيئة التدريس

Dear Respondents

The purpose of this questionnaire is to collect data that are related to the performance of academic staff in Jordan. Since you are an academic staff and working in the Jordanian public university, I would like to ask for your kind help in completing this questionnaire. The answers that you give will be treated confidentially and no one except the research team will have access to this information. The information that you give will only be used for statistical purpose. The time expected to complete the questionnaire is 20-25 minutes. Your answers to this questionnaire is very important to complete the study and will contribute to the improvement of academic staff and university.

أعزائي المجيبين

الغرض من هذا الاستبانة هو جمع البيانات المتعلقة بأداء أعضاء هيئة التدريس في الأردن، ونظرا لأنكم أعضاء في هيئة التدريس وتعملون في الجامعات الحكومية الأردنية، أود أن أطلب مساعدتكم الكريمة في ملء هذا الاستبانة. سيتم التعامل مع الإجابات التي تقدمونها بشكل سري ولن يتمكن أي شخص باستثناء فريق البحث من الوصول إلى هذه المعلومات، لن يتم استخدام المعلومات التي تقدمونها إلا لأغراض إحصائية، الوقت المتوقع لاستكمال الاستبانة هو 20-25 دقيقة، وتعتبر إجاباتكم على هذا الاستبانة مهمة للغاية لإكمال الدراسة وستساهم في تحسين أداء هيئة التدريس والجامعة.

The questionnaire consists of two sections. The first section collects the background information. In the second section, the information regarding the variables are collected.

يتكون الاستبانة من قسمين. حيث يجمع القسم الأول المعلومات الأساسية للمستجيبين ويقوم القسم الثاني بجمع المعلومات المتعلقة بالمتغيرات.

Section A: Background Information القسم أ: المعلومات الأساسية

Please select the appropriate answers by ticking the box.	يرجى تحديد الإجابات المناسبة عن طريق تحديد المربع.
1. What is your gender? ☐ Male ☐ Female	1- ما هو جنسك؟ ☐ ذكر ☐ أنثى
2. What is your age? ☐ 30 years or less ☐ 31-40 years ☐ 41-50 years ☐ 51-60 years	2- ما هو عمرك؟ ☐ 30 سنة أو أقل ☐ 31-40 سنة ☐ 41-50 سنة ☐ 51-60 سنة

☐ 61 and above 3. What is your highest education? ☐ Master ☐ PhD 4. What is your title ? ☐ Lecturer ☐ Assistance Prof. ☐ Associate Prof. ☐ Prof. 5. How long have you been working as academic staff? ☐ 5 years or less ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-25 years ☐ More than 25 years 6. How long have you been working in your current university? ☐ 5 years or less ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-25 years ☐ More than 25 years 7. What is your current position? ☐ Academic staff ☐ Head of department ☐ Deputy dean ☐ Dean ☐ Other (please specify)	☐ ٦٠-٥١ سنة ☐ ٦١ وما فوق 3- ما هو أعلى تعليم لديك؟ ☐ ماستر ☐ الدكتوراه 4 ما هو لقبك؟ ☐ محاضر ☐ أستاذ مساعد ☐ أستاذ مشارك ☐ أستاذ دكتور 5 منذ متى وأنت تعمل أكاديمي؟ ☐ ٥ سنوات أو أقل ☐ ٦-١٠ سنوات ☐ ١١-١٥ سنة ☐ ١٦-٢٠ سنة ☐ ٢١-٢٥ سنة ☐ أكثر من 25 سنة 6. منذ متى وأنت تعمل في جامعتك الحالية؟ ☐ ٥ سنوات أو أقل ☐ ٦-١٠ سنوات ☐ ١١-١٥ سنة ☐ ١٦-٢٠ سنة ☐ ٢١-٢٥ سنة ☐ أكثر من 25 سنة 7 - ما هو موقعك الحالي؟ ☐ عضو هيئة التدريس ☐ رئيس القسم ☐ نائب العميد ☐ عميد ☐ غير ذلك (يرجى التحديد)
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Section B: Variables of the study. القسم ب: متغيرات الدراسة.

Please answers the following questions based on your knowledge and experience. يرجى الإجابة على الأسئلة التالية بناءً على معرفتك وخبرتك، لا توجد إجابات صحيحة أو خاطئة. يرجى تقييم العبارات علماً أن:

- (1) Strongly Disagree / غير موافق بشدة
- (2) Disagree / غير موافق
- (3) Neutral / حيادي
- (4) Agree / موافق
- (5) Strongly Agree / موافق بشدة

1- Self-efficacy الكفاءة الذاتية

a. Past experience التجربة السابقة					
8. I can identify how my academic background have influenced the way I work. يمكنني تحديد كيف أثرت معرفتي الأكاديمية على طريقة عملي	1	2	3	4	5
9. I can identify how my experience has influenced the way I think يمكنني تحديد كيف أثرت تجربتي على طريقة تفكيري	1	2	3	4	5
10. My academic experience has helped me to increase my self-confidence. ساعدت تجربتي الأكاديمية في زيادة ثقتي بالنفس	1	2	3	4	5
11. My academic experience has improved my teaching quality. خبرتي الأكاديمية حسنت من جودة التدريس	1	2	3	4	5
12. My experience has helped me to teach conflict resolution skills. ساعدت تجربتي في تدريس مهارات حل النزاعات	1	2	3	4	5
13. My experience has helped me to manage unexpected problems. لقد ساعدتني تجربتي في إدارة المشكلات غير المتوقعة	1	2	3	4	5
14. Every year of teaching, I learn something new and improve delivering value to students. كل سنة من التدريس، أتعلم شيئاً جديداً وأحسن من تقديم قيمة للطلاب	1	2	3	4	5
15. My resourcefulness allows me to handle unforeseen situations. تنوع امكانياتي تساعدني في التعامل مع المواقف غير المتوقعة	1	2	3	4	5

b. Vicarious Experience التجربة الغير مباشرة

16. I accept the fact that some faculty members would be better than me in teaching. أقبل حقيقة أن بعض أعضاء هيئة التدريس سيكونون أفضل مني في التدريس	1	2	3	4	5
17. Usually when I see successful faculty members, I convince myself that I can be like them. عادة عندما أرى أعضاء هيئة تدريس ناجحين، أقنع نفسي بأنني يمكن أن أكون مثلهم	1	2	3	4	5
18. I would never be affected by a failure of any of my colleagues. لن أتأثر أبداً بفشل أي من زملائي	1	2	3	4	5
19. I believe in the quote "if they can do it, I can do it". أنا أؤمن بالمقولة "إذا كان بإمكانهم القيام بذلك، يمكنني القيام بذلك"	1	2	3	4	5

c. Verbal Persuasion الاقناع اللفظي

20. I have the ability to encourage my students to raise their achievements. لدي القدرة على تشجيع طلابي على رفع إنجازاتهم	1	2	3	4	5
21. I have the ability to encourage my students to increase their self-esteem. لدي القدرة على تشجيع طلابي على زيادة احترامهم لذاتهم	1	2	3	4	5
22. I have the ability to encourage my students to behave	1	2	3	4	5

properly. لدي القدرة على تشجيع طلابي على التصرف بشكل صحيح					
23. I have the ability to encourage my students to understand themselves. لدي القدرة على تشجيع طلابي على فهم أنفسهم	1	2	3	4	5
24. I can motivate students who show low interest in my course. يمكنني تحفيز الطلاب الذين يظهرون اهتمامًا ضعيفًا في المادة التي أدرسها	1	2	3	4	5
25. I can foster students' creativity. يمكنني تعزيز القدرة الإبداعية لدى الطلاب	1	2	3	4	5

d. Emotional Cues العظة العاطفية

26. When I'm angry or worried it quickly appears on my face. عندما أشعر بالغضب أو القلق، يظهر بسرعة على وجهي	1	2	3	4	5
27. Whenever I feel stressed, I can't manage my tasks properly. كلما شعرت بالتوتر، لا أستطيع إدارة مهامتي بشكل صحيح	1	2	3	4	5
28. Whenever I feel depressed, my performance in the class decreases. كلما شعرت بالاكتئاب، انخفض أدائي في الفصل	1	2	3	4	5
29. When I feel aches or pains, trouble sleeping I can't attend and give a lecture. عندما أشعر بأوجاع أو آلام، أو صعوبة في النوم لا أستطيع الحضور وإلقاء محاضرة	1	2	3	4	5
30. I can remain calm when facing difficulties because I can rely on my coping abilities. يمكنني أن أظل هادئًا عندما أواجه صعوبات لأنني أستطيع الاعتماد على قدراتي على التأقلم	1	2	3	4	5

2. Nepotism المحاباة

31. Academic staff at this university always depend on a high-ranking relative يعتمد أعضاء هيئة التدريس في هذه الجامعة دائمًا على أحد الأقارب رفيعي المستوى	1	2	3	4	5
32. Department heads are scared off academic staff who have relations in upper-administration يخاف رؤساء الأقسام من أعضاء هيئة التدريس الذين لديهم علاقات في الإدارة العليا	1	2	3	4	5
33. I am extra careful when I talk to colleagues who are relatives of upper-administration أنا حذر للغاية عندما أتحدث مع زملائي الذين لديهم أقارب في الإدارة العليا	1	2	3	4	5
34. Academic staff always try to help those who have relatives in the upper-administration يحاول أعضاء هيئة التدريس دائمًا مساعدة من لديهم أقارب في الإدارة العليا	1	2	3	4	5
35. Academic staff value family members' benefits rather than the university's benefits in general يحرص أعضاء هيئة التدريس على تحقيق فوائد لأفراد الأسرة بدلاً من فوائد الجامعة بشكل عام	1	2	3	4	5
36. Nepotism causes internal conflicts in the university المحسوبية تسبب صراعات داخلية في الجامعة	1	2	3	4	5
37. This university cannot keep academic staff who have not any relatives for long term لا يمكن لهذه الجامعة أن تبقى أعضاء هيئة التدريس الذين ليس لديهم أقارب لفترة طويلة	1	2	3	4	5

38. It is very difficult to dismiss academic staff who have relatives in the upper-administration من الصعب للغاية فصل أعضاء هيئة التدريس الذين لديهم أقارب في الإدارة العليا	1	2	3	4	5
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3. HRM practices ممارسات إدارة الموارد البشرية

Recruitment and selection الاختيار والتوظيف					
39. My university applies objectivity in hiring. تطبق جامعتي الموضوعية في التوظيف	1	2	3	4	5
40. My university select academic staff based on expertise. تختار جامعتي أعضاء هيئة التدريس على أساس الخبرة	1	2	3	4	5
41. My university select academic staff for future potential. تختار جامعتي أعضاء هيئة التدريس بناءً على الحاجة في المستقبل	1	2	3	4	5
42. My university select academic staff based on their skills. تختار جامعتي أعضاء هيئة التدريس على أساس مهاراتهم	1	2	3	4	5
Training and development التدريب والتطوير					
43. My university has effective formal training activities لدى جامعتي أنشطة تدريب رسمية فعالة	1	2	3	4	5
44. My university has comprehensive training policies and programs. لدى جامعتي سياسات وبرامج تدريب شاملة	1	2	3	4	5
45. The training programs for new hires academic staff is beneficial. إن البرامج التدريبية للأعضاء الأكاديميين الجدد مفيدة	1	2	3	4	5
46. Training in the university helps academic staff to enhance their performance. يساعد التدريب في الجامعة أعضاء هيئة التدريس على تحسين أدائهم	1	2	3	4	5
Performance appraisal تقييم الأداء					
47. The performance appraisal in my university focus on developing the capabilities of academic staff. يركز تقييم الأداء في جامعتي على تطوير قدرات أعضاء هيئة التدريس	1	2	3	4	5
48. The performance appraisal in my university is results-based appraisal. تقييم الأداء في جامعتي هو تقييم قائم على النتائج	1	2	3	4	5
49. The performance appraisal in my university is behaviour-based appraisal تقييم الأداء في جامعتي هو تقييم قائم على السلوك	1	2	3	4	5
50. Appraisal system is comprehensive and to the purpose التقييم شامل ولغرضه					
Promotion الترقية					
51. Fair promotion is available in the university. الترقية العادلة متاحة في الجامعة	1	2	3	4	5
52. The university follows merit base promotion. تتبع الجامعة ترقية بناء الجدارة	1	2	3	4	5
53. Academic staff have a well-defined career ladder. أعضاء هيئة التدريس لديهم سلم مهني واضح المعالم	1	2	3	4	5
54. Employee receives also financial reward on promotion. أعضاء هيئة التدريس يتلقون أيضا مكافأة مالية على الترقية	1	2	3	4	5

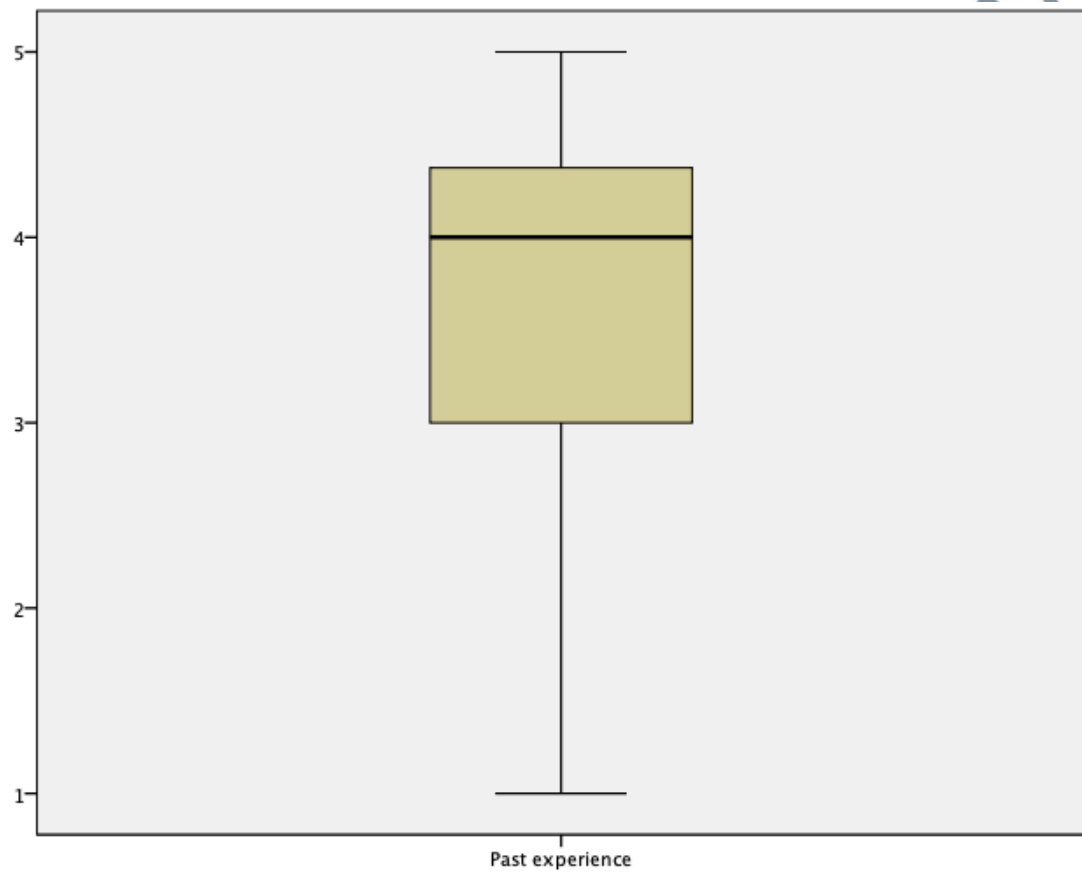
4. Performance of Academic Staff أداء أعضاء هيئة التدريس

Teaching performance الأداء التدريسي					
55. I attend my lessons according to the time-table. أحضر دروسي وفقاً للجدول الزمني.	1	2	3	4	5
56. I enter my class at the right time. ادخل صفّي في الوقت المناسب	1	2	3	4	5
57. I give practical works to the students in every course I teach. أعطي أعمالاً عملية للطلاب في كل مادة أقوم بتدريسها	1	2	3	4	5
58. I mark all the assignments given to students. أقوم بتصحيح وتقييم جميع الواجبات المعطاة للطلاب	1	2	3	4	5
59. I return all continuous assessment (CA) marked scripts to students. اصحح واعطي الطلاب جميع مواد التقييم المستمر	1	2	3	4	5
60. I release the CA scores to students before examination commences. اعطي الطلاب نتائج جميع الواجبات والامتحانات قبل الامتحان النهائي	1	2	3	4	5
61. I read and correct students' project. أقوم بقراءة وتصحيح مشاريع الطلاب	1	2	3	4	5
Research performance الأداء البحثي					
62. I attend at least one national conference annually. أحضر مؤتمراً وطنياً واحداً على الأقل سنوياً	1	2	3	4	5
63. I attend at least one international conference in every three (3) years. أحضر مؤتمراً دولياً واحداً على الأقل كل ثلاث (3) سنوات	1	2	3	4	5
64. My conference papers are published in conference proceedings. يتم نشر أوراق المؤتمرات الخاصة بي في إجراءات المؤتمر	1	2	3	4	5
65. I publish my research articles with a university, polytechnic or affiliated journals. أنشر مقالاتي البحثية مع جامعة أو كلية الفنون التطبيقية أو المجلات التابعة لها	1	2	3	4	5
66. My research articles have been published by a foreign journal. مقالاتي البحثية نشرت من قبل مجلة أجنبية	1	2	3	4	5
67. I have authored a book(s). لقد قمت بتأليف كتاب	1	2	3	4	5
68. I have contributed chapters in an edited book. لقد ساهمت في فصول في كتاب تم تحريره	1	2	3	4	5
69. My research articles have been published in a newspaper/magazine. تم نشر مقالاتي البحثية في صحيفة / مجلة	1	2	3	4	5
70. I have participated in sponsored national research. لقد شاركت في بحث وطني برعاية	1	2	3	4	5
71. I have participated in sponsored international research لقد شاركت في بحث دولي برعاية	1	2	3	4	5

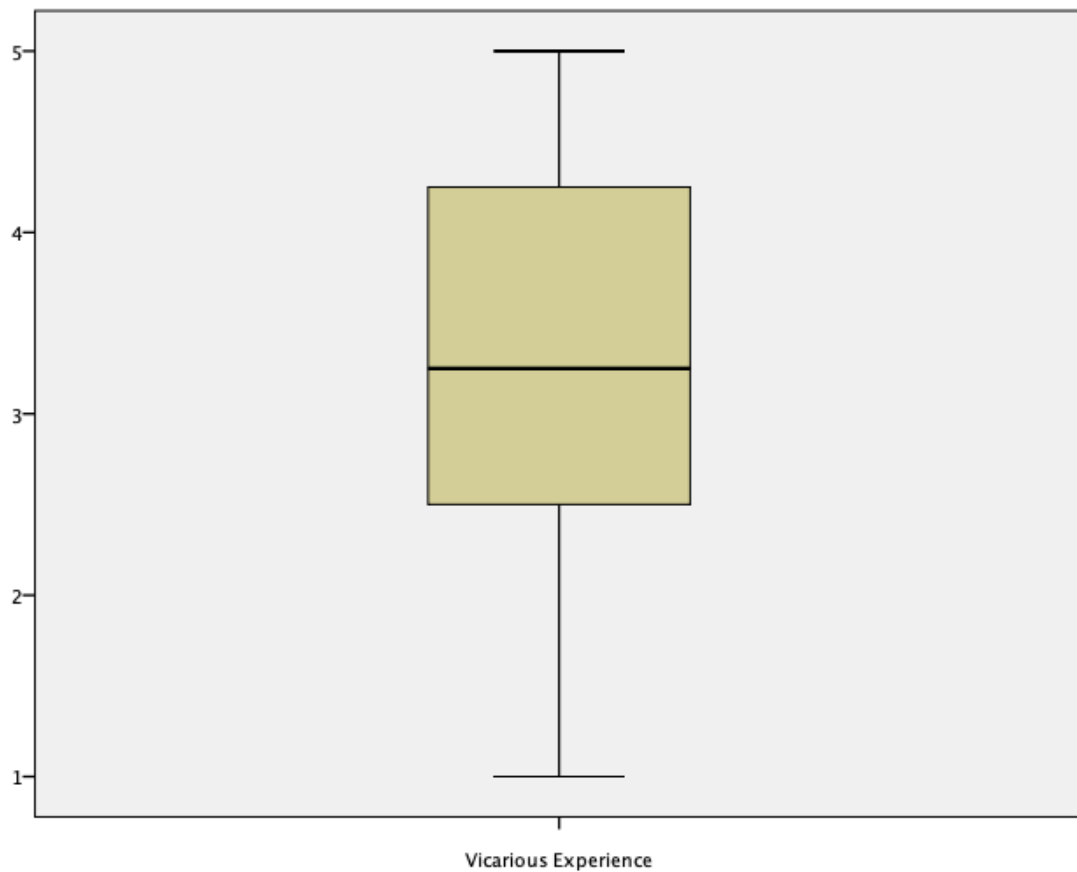
شكراً لكم على وقتكم وجهدكم

Thank you for your time and effort

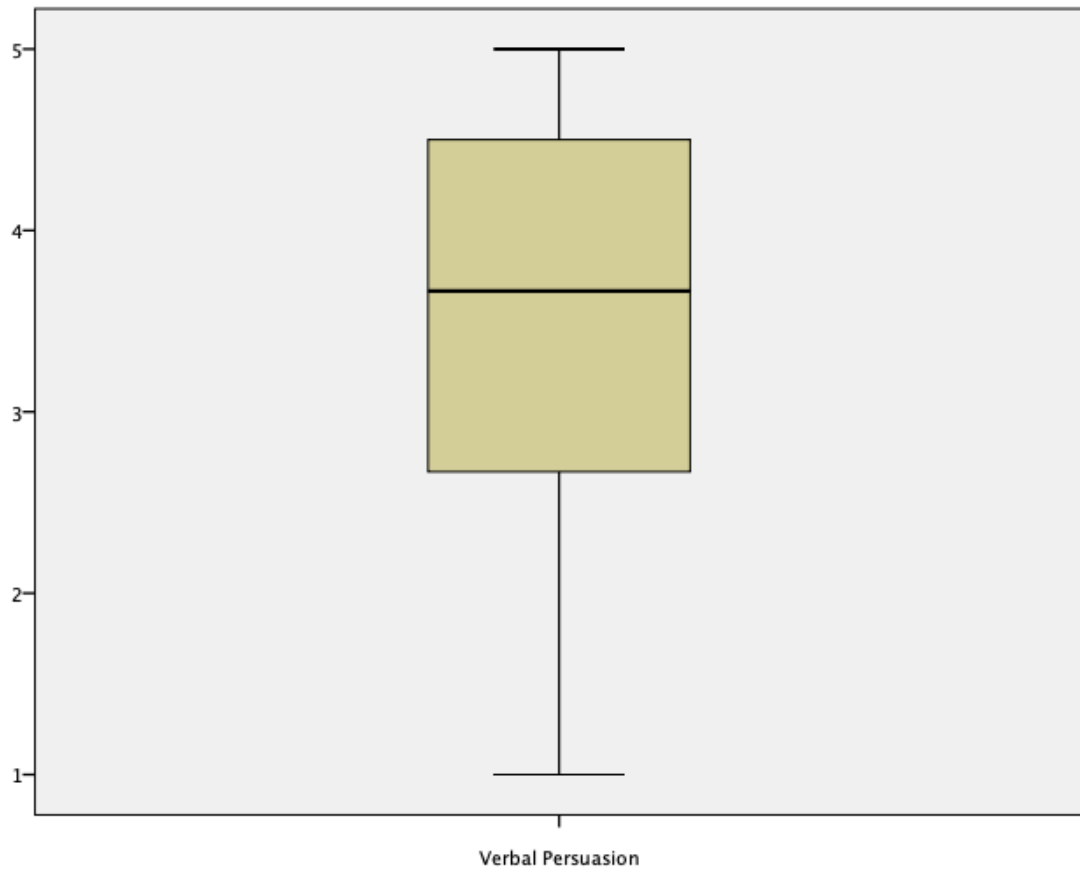
Appendix C: Boxplot of the Variables



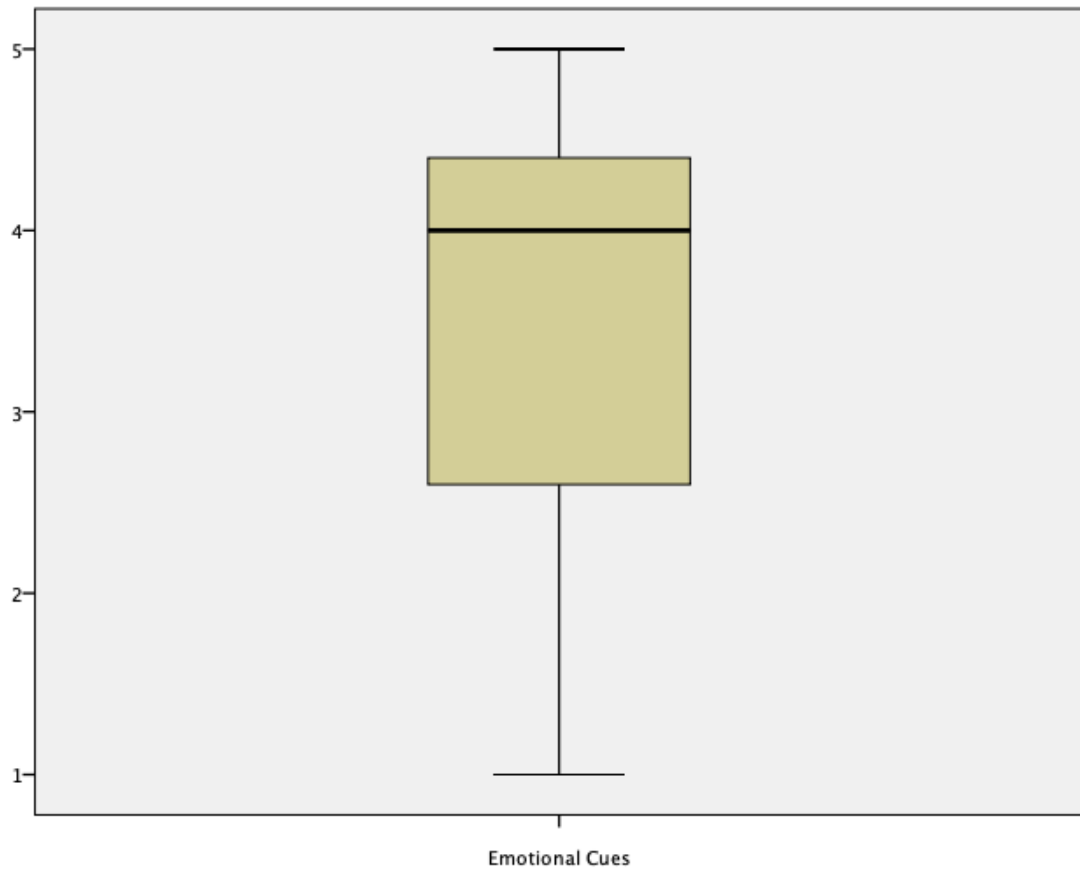
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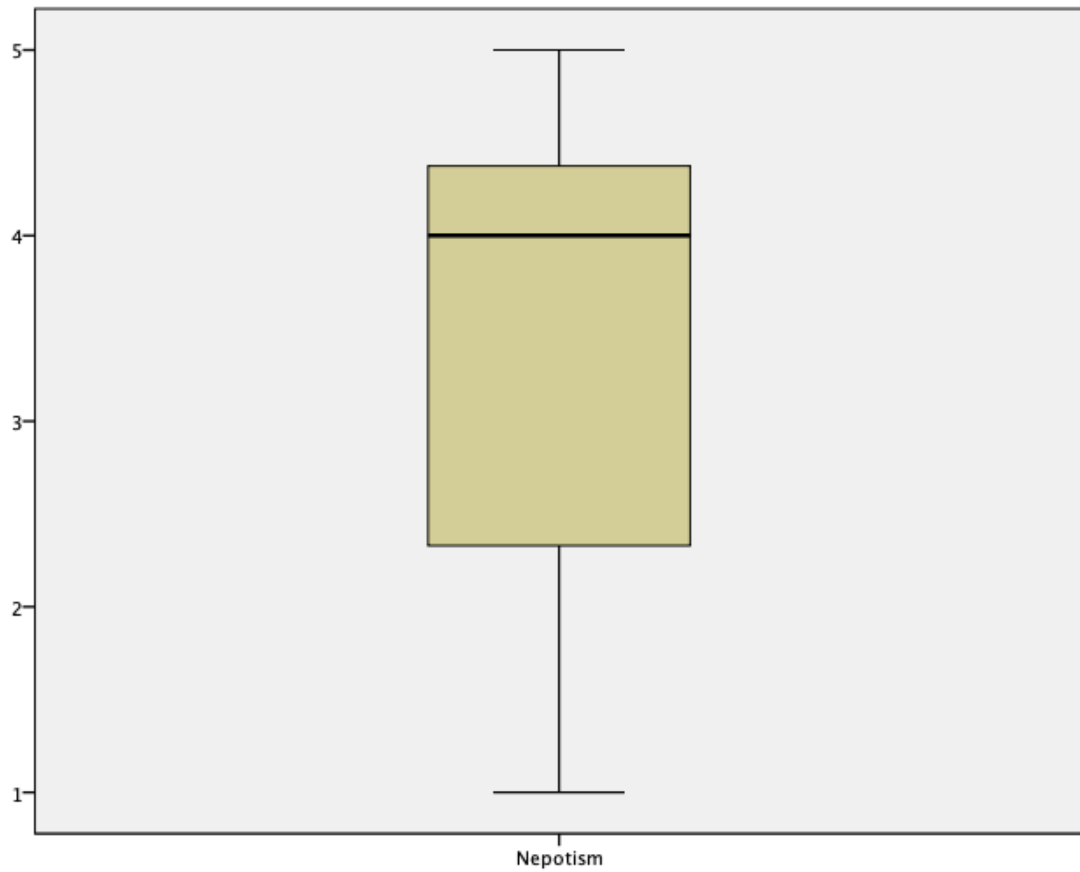
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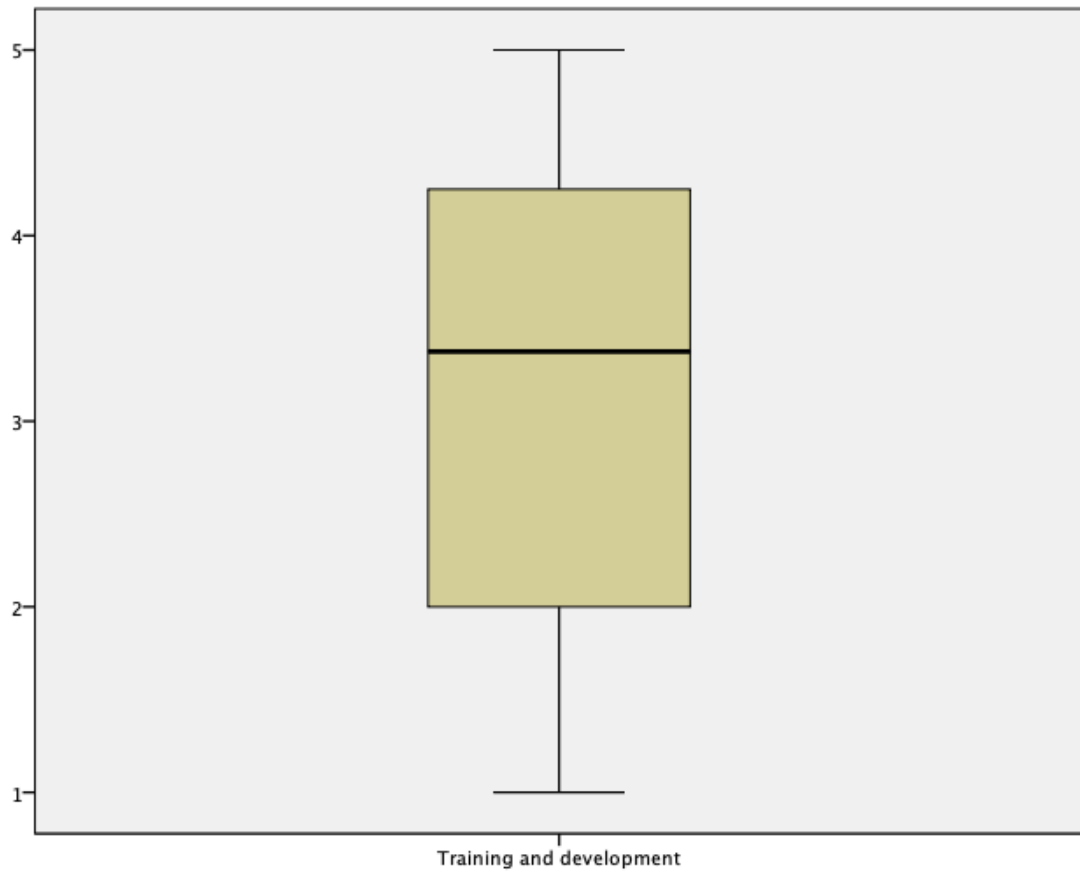
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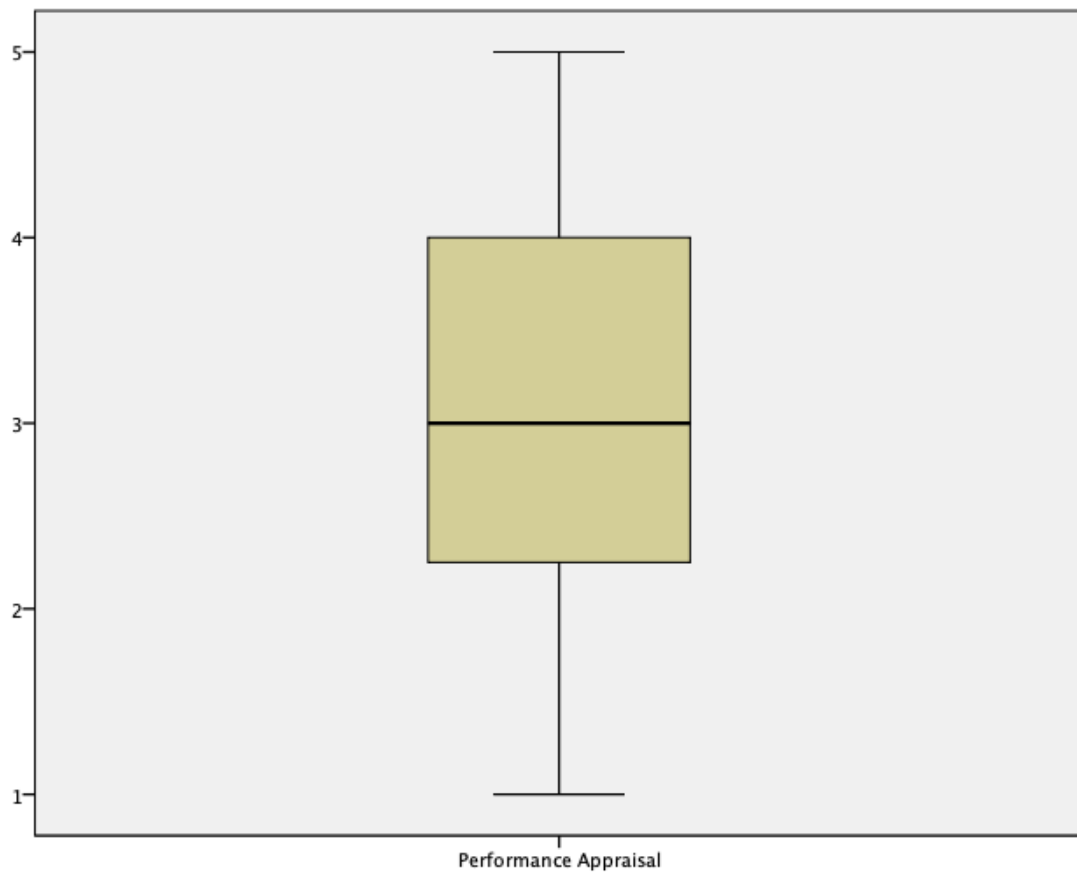
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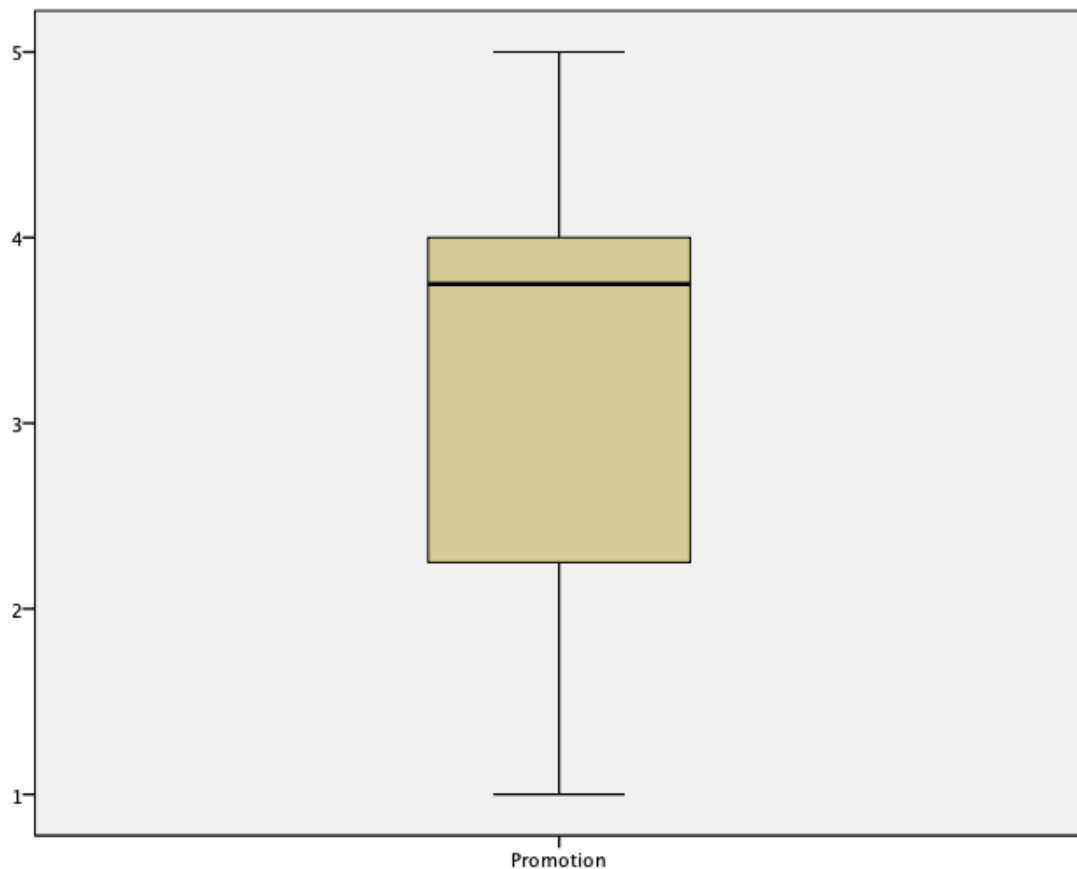
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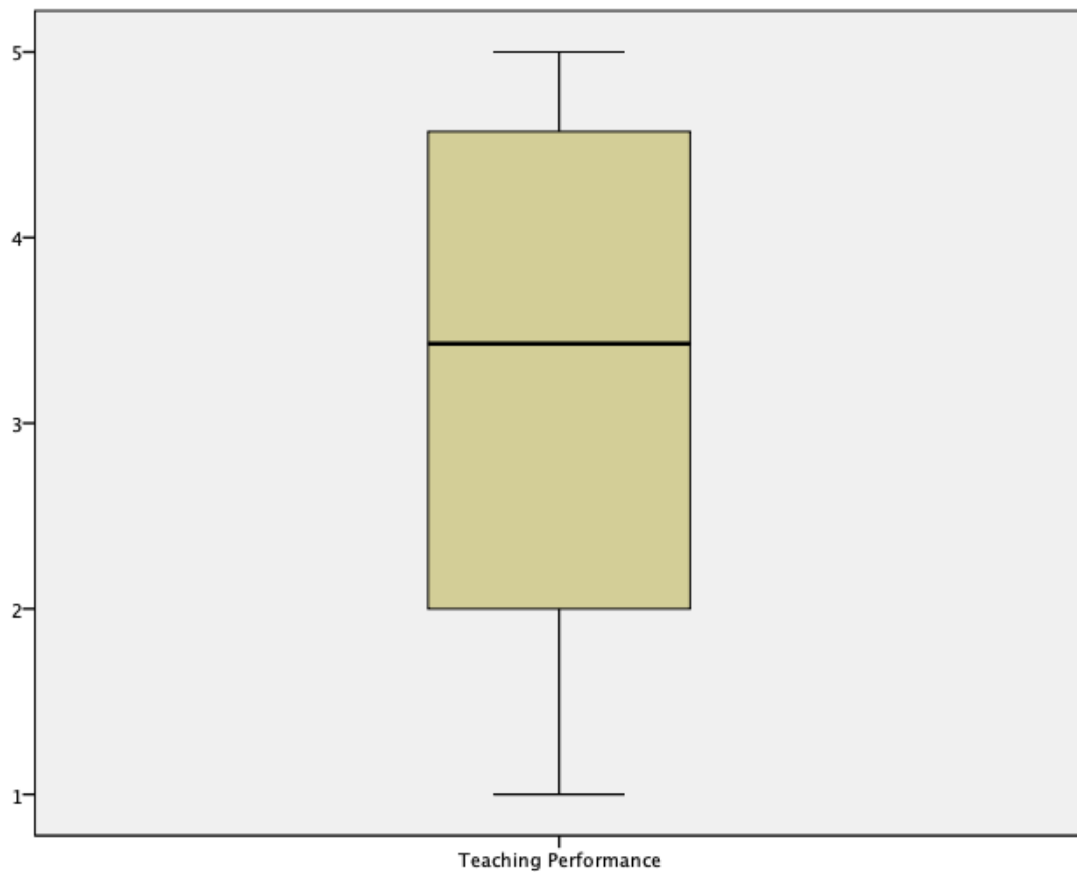
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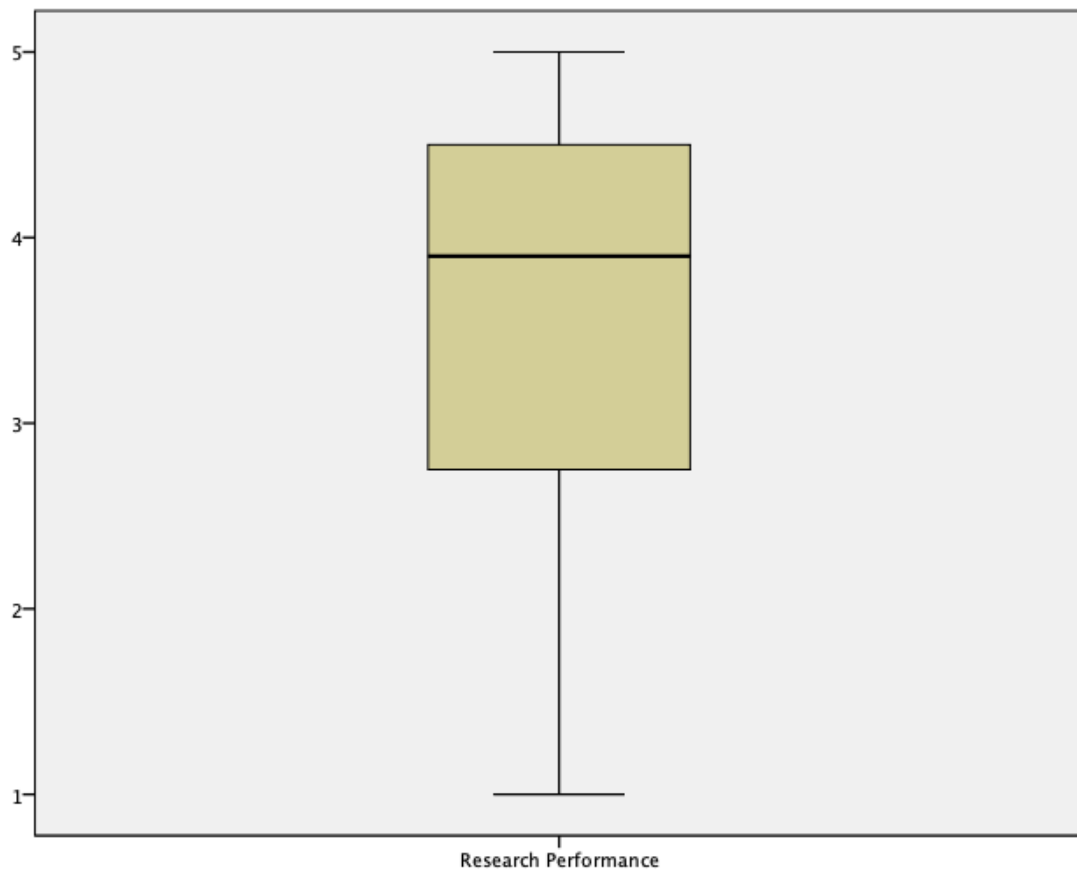
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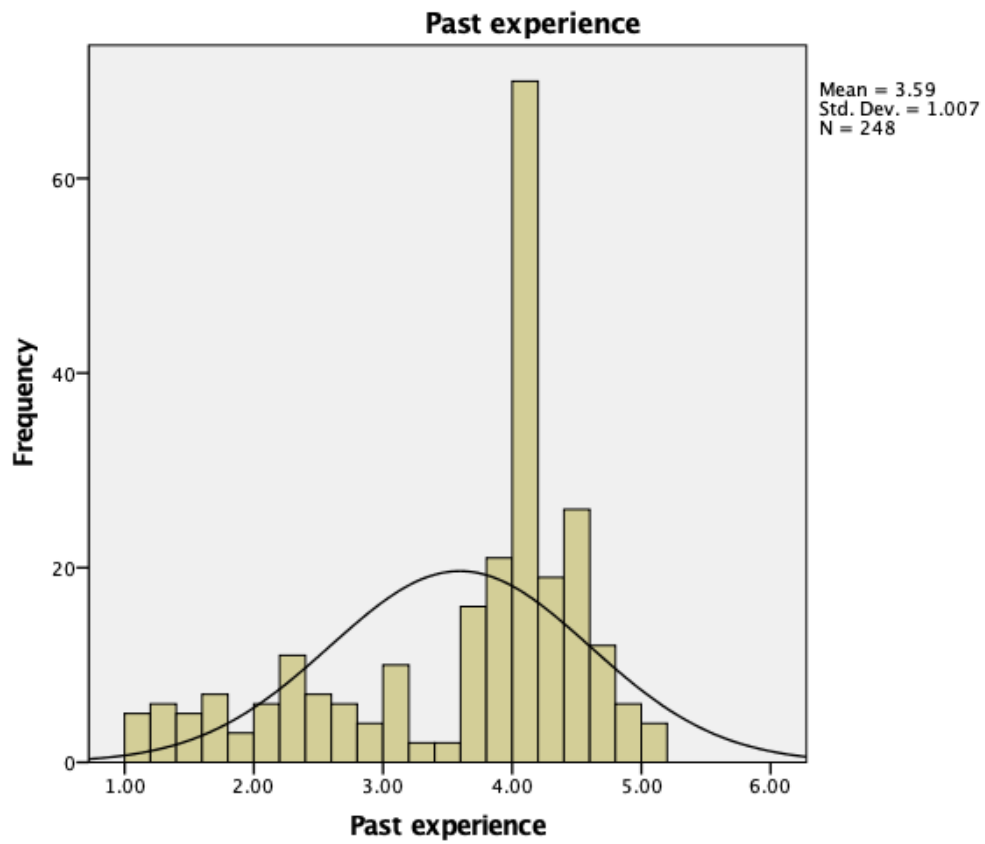


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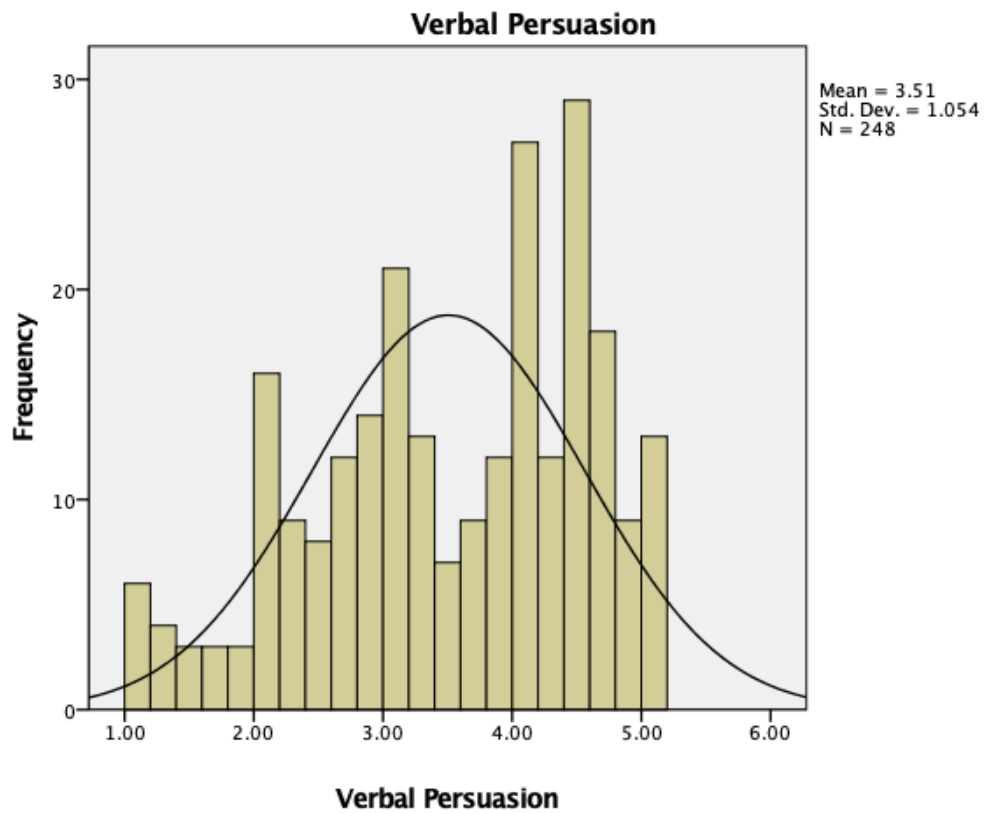
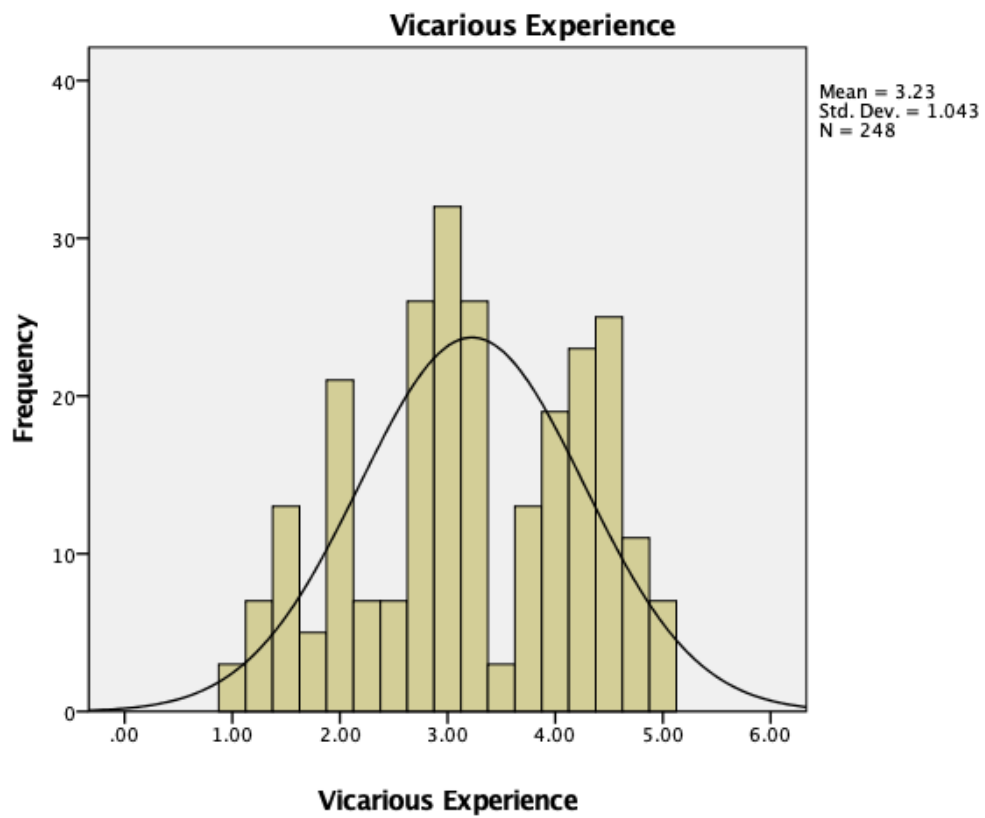


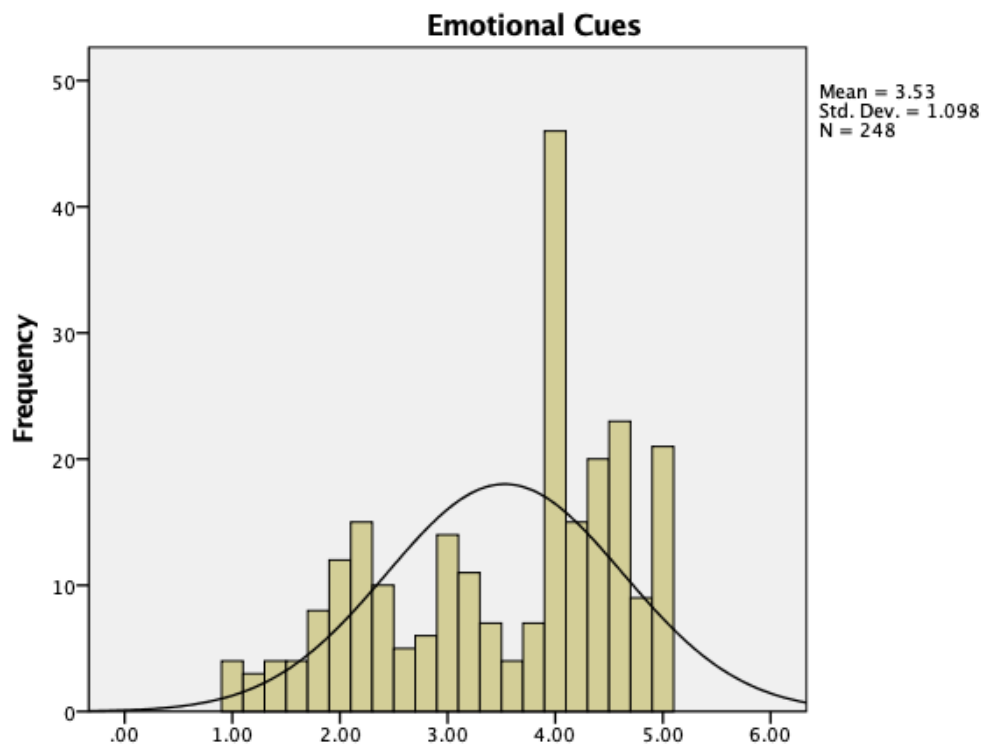
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Appendix D: Normality

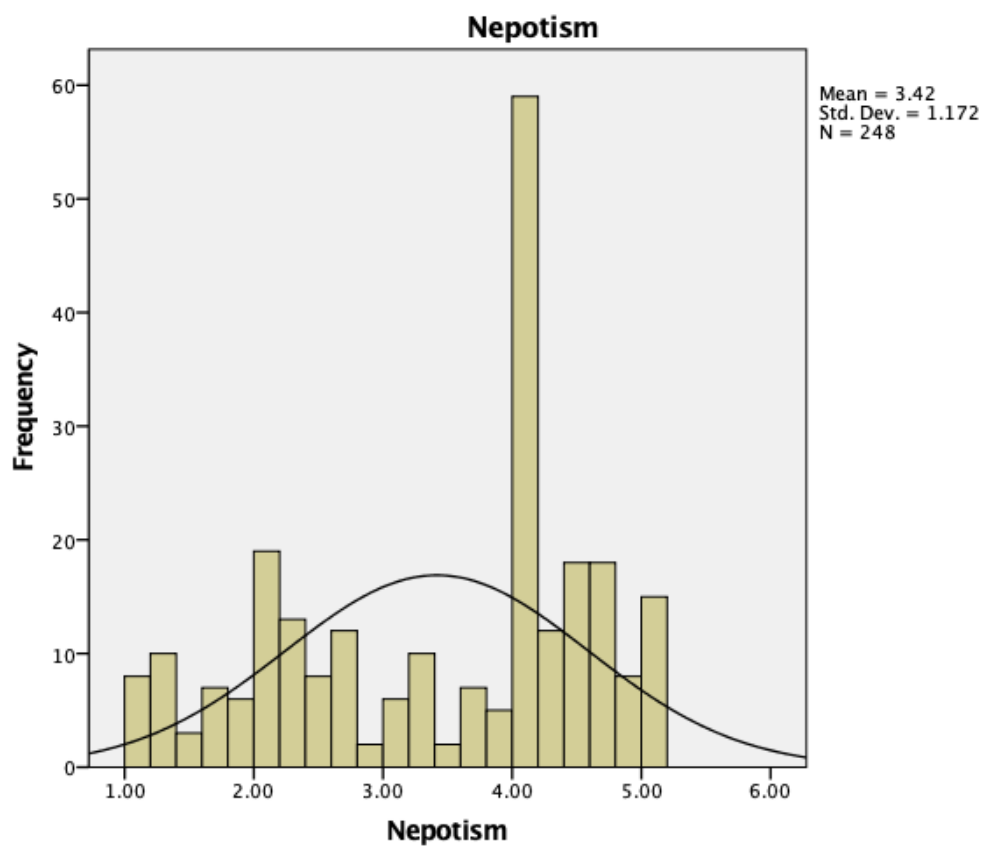


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Emotional Cues



Nepotism

