

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion and conclusion of this study. The chapter highlights the background context of this study followed by the discussion of the research objective, questions, and findings of hypotheses testing. Theoretical, methodological and practical implications of this study are discussed in this study followed by the limitation and the direction for future work. The conclusion of this study is given in this chapter.

5.2 Background Context

This study was conducted in Jordan to understand the factors that affect the performance of academic staff. In Jordan, there is an issue with the performance of academic staff that affects the performance and ranking of universities and the country. In term of research performance, the academic staff are behind their counterpart in regional countries. The universities in Jordan are also behind the rank of the regional universities. This mainly was related to issue of HRM practices in recruitment and selection, training and development, promotion, and performance appraisal of academic staff. The issues were also related to the self-efficacy of the academic staff. Nepotism in the country is critical and affecting the practice of HRM,

self-efficacy, and the performance of academic staff. Based on this background, the relevant theories such as resource-based view and social cognitive theory as well as the self-efficacy model were deployed to understand the effect of the independent variable (HRM practices and Self-efficacy) on the dependent variable (performance of academic staff). Based on this background, the study aimed to achieve the following objectives:

1. To identify the effects of HRM practices on performance of academic staff in Jordan.
2. To identify the effect of self-efficacy on the performance of academic staff in Jordan.
3. To investigate the moderating role of nepotism between HRM practices and performance of academic staff in Jordan.
4. To examine the moderating role of nepotism between self-efficacy and performance of academic staff in Jordan.

In line with these objectives, the study aimed to answers the questions that are related to the effect of the IV on the DV and the moderating role of nepotism. Thus, the study proposed the following questions.

1. What are the effects of HRM practices on performance of academic staff in Jordan?
2. What is the effect of self-efficacy on the performance of academic staff in Jordan?
3. Does nepotism moderate the effect of HRM practices on performance of academic staff in Jordan?

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

Several gaps were identified in this study and by answering the questions and fulfilling the objectives, the study managed to fill the gaps. Among the gaps of this study is the notion that the performance of academic staff was investigated in a few studies while the majority of previous studies focused on the performance of employees in private sector. Education institutions and the staff performance received less attention (Fernández-López et al., 2018; Malik et al., 2019; Olson et al., 2018; Sánchez-Barrioluengo & Benneworth, 2019; Triguero-Sánchez et al., 2013).

Further, among the studies that examine the academic staff, the majority focused on the performance appraisal while the performance in term of teaching performance and research performance received less attention (Hassna et al., 2009; Turk, 2008; Turk, 2010; Masron et al., 2012; Yousif & Shaout, 2018). Previous studies also neglected the role of nepotism. Despite the weak performance of academic staff in developing countries compared with the developed countries, the literature in general focuses on this topic in the developed countries.

Nepotism is a widely spread phenomena in developing countries, the role of nepotism did not receive adequate attention from the literature. More importantly, previous studies tend to describe the level of the variables or to conduct correlational studies while the causal relationship between the variables were examined in few studies. For these above-mentioned reasons, majority of previous studies deployed the SPSS because they did not include a complex model that includes intervening variables such as moderator or mediator (e.g. Salau et al., 2018; Turk, 2010, 2008; Kiruja, 2013; Ologunde et al., 2013; Victor & Babatunde, 2014; Emin Türkoğlu et al.,

2017; Victor & Babatunde, 2014; Dhillon et al., 2015) while few in the literature used the SEM such as AMOS (e.g. LiLin, 2018; Ghabban et al., 2018; Tshuma et al., 2017). The filling of these gaps is discussed in the implications of this study.

5.3 Discussion of the Findings

This study has developed four main hypotheses and sub-hypotheses. The hypotheses are divided into direct hypotheses and moderating hypotheses. This study was conducted to affirm the status of the proposed hypotheses by testing these hypotheses using regression analysis.

The hypotheses are tested to answer the research questions and fulfil the objectives of this study. Hypotheses of this study are as follows:

H1: HRM practices has a positive significant effect on the performance of academic staff in public universities.

H1a: Recruitment and selection have a significant positive effect on performance of academic staff in Jordan.

H1b: Training and development has a significant positive effect on the performance of academic staff in Jordan.

H1c: Promotion has a significant positive effect on the performance of academic staff in Jordan.

H1d: Performance appraisal has a significant positive effect on the performance of academic staff in Jordan.

H2: Self-efficacy affects positively the performance of academic staff in Jordan.

H2a: Past experience affects positively the performance of academic staff in Jordan.

H2b: Vicarious experience has a significant positive effect on the performance of academic staff.

H2c: Verbal persuasion affects significantly and positively the performance of academic staff in Jordan.

H2d: Emotional cues has a significant positive effect on performance of academic staff in Jordan.

H3: High nepotism will reduce the positive effect of HRM practices on performance of academic staff.

H4: High nepotism will reduce the positive effect of self-efficacy on performance of academic staff.

For better discussion of the findings, the research objectives are listed, and their fulfilment are discussed.

5.3.1 Objective 1: HRM practices and performance of academic staff

The first research objectives aimed to identify the effect of the HRM practices on the performance of academic staff. In line with this objective, one main hypothesis and four sub hypotheses were developed. The main hypothesis predicted that the effect of HRM practices on performance of academic staff is positive “H1: HRM practices has a positive significant effect on the performance of academic staff in public universities”. The findings of the hypotheses testing showed that the HRM practices is a positive predictor of the performance of academic staff. The

enhancement of the HRM practices lead to a positive impact on the performance of academic staff. Accordingly, the first hypotheses H1 is supported.

The positive impact of HRM practices on the performance of academic staff could be related to the notion that management of the universities that can master the processes of selecting, recruitment, training and development, promotion, and performance appraisal will increase the satisfaction of the academic staff, and this will lead to positive impact on the performance of these staff.

In line with this finding, the resource-based view suggested that organizations that can manage its capabilities are able to achieve a competitive advantage and improve the individual and organizational performance (Chadwick & Flinchbaugh, 2021; Hossain et al., 2021; S.-H. Lee, 2021; Ployhart, 2021). Researchers who deployed the RBV indicated that the effective use of HRM can increase the performance of employees as well as the organizations (Barney et al., 2021; Doğru, 2021; Gerhart & Feng, 2021; S.-H. Lee, 2021; Ployhart, 2021).

Further, previous studies suggested that good HRM practices will have a positive impact on the performance of academic staff (Leroy et al., 2018; Turk, 2008; Turk, 2010). Thus, findings of previous studies agree with the findings of this study. This leads to a conclusion that HRM practices are important predictor of the performance of academic staff, and this fulfil the main part of the first research objective.

The first sub hypothesis of HRM practices proposed that the effect of recruitment and selection on the performance of academic staff is positive “H1a: recruitment and selection have a significant positive effect on performance of academic staff in Jordan”. The findings of hypotheses testing showed that recruitment

and selection are important practices of HRM, and it has a positive direct effect on the performance of academic staff. Thus, it is concluded that the increase in the selection and recruitment of the university will have a positive impact on the performance of academic staff.

The positive link between selection and recruitment with performance of academic staff could be related to the notion that when the university's selection and recruitment is objective and based on experience and expertise in academic matters, the academic performance of the staff will improve. In addition, it could be related to the ability of universities to master the practices of recruitment and selection of future potential that possess the skills of research and teaching. In agreement with this finding, previous studies also indicate that the recruitment and selection of academic staff is important and can play essential role in improving the performance of academic staff (Allui & Sahni, 2016; Xing, 2010; Jouda et al., 2016; Fitri et al., 2021; Lim & Ahmad, 2021; Mahmood, 2021).

From Islamic point view, the selection and recruitment were critical in selecting leaders and people who practice Dawah (spreading the Islam and inviting new people to convert to Islam). For example, Prophet peace be upon him selected Khalid Ibn Al-Waleed to lead several battles despite that his conversion to Islam was late compared with others such Abu Bakar and Omar. The selection was based on the capabilities and the leadership traits (Mūsá, 2010). By this conclusion, the first sub part of the first research objective is fulfilled.

The second sub hypothesis that is associated with the first research objective, is related to the effect of the training and development on the performance of academic staff "H1b: Training and development has a significant positive effect on the

performance of academic staff in Jordan”. The findings of hypotheses testing showed that training and development significantly affects the performance of academic staff. Academic staff who receives adequate and proper training will affect positively his or her performance in term of teaching and research. In Jordanian context, the performance of academic staff will increase if the training and development practices increases.

The positive association between training and development, and performance of academic staff in Jordan is related to the fact that the Jordanian universities, in this sample, has official and comprehensive training activities. In addition, the universities conduct training program for the new hires of academic staff and this training is beneficial for the new academic staff to sharpen their skills in research and teaching. As a result, the training and development of skills and capabilities of the Jordanian academic staff helps in improving their research and teaching performance. In line with the above findings, the prior literature agreed that the training and development of academic staff is essential for the improvement in performance of academic staff. It also agreed that training can change the attitude and skills of academic staff and can enhance their learning ability and activities (Agyenim-Boateng, 2021; Lim & Ahmad, 2021; Suwanto et al., 2021).

It is also a learning method that supports the acquisition of new skills and capabilities that helps in improving the performance of academic staff (Guerci, Radaelli, Siletti, Cirella, & Rami Shani, 2015; Irshad & Afridi, 2011; Khan & Rasheed, 2015). Researchers found that effective training and development programs and policies can be a critical factor in improving the performance of employees (Albloush et al., 2020; Malik et al., 2019; Olson et al., 2018; Twumasi, 2018).

From Islamic perspective, training is critical. Clearly, the prophet stated that “Allah will be pleased with those who do their work in a perfect way” (Hafidhuddin, 2006) indicating that Muslim have to be prepared and do perfect in their job. Accordingly, it can be concluded that training and development are important for the performance of academic staff in Jordan and the increase in training and development will lead to an increase in the performance of academic staff in Jordan. This confirms the that the hypothesis is true, and it fulfills the second part of the first research objective.

The third sub hypothesis that is related to the first research objective, proposed that promotion has a significant effect on the performance of academic staff in Jordan “H1c: Promotion has a signifcnat positive effect on the performance of academic staff in Jordan”. The results in this study showed that promotion affected significantly the performance of academic staff in Jordan. Promotion is important to enhance the performance of academic staff. The increase in the practices of promotion will affect positively the performance of academic staff in Jordan.

The positive effect of promotion on the performance of academic staff in Jordan could be related to the fact that universities in Jordan utilize a fair promotion policies that is based on merit. In addition, the academic promotion in Jordanian univeristies is following a well-defined career ladder and this promotion is associated with fiancial rewards.

Findings of previous studies agreed with the findings of this study. Job performance of academic staff is highly linked to the satisfaction with promotion policies (Shahzad et al., 2008; Alfagira et al., 2017). Thus, when univeristies implement a fair and merit base promotion, the performance of academic staff will

increase (Ologunde et al., 2013). This finding fulfils the third part of the first research objective and confirms that promotion is an important component of HRM practice that leads to better performance of academic staff in Jordan.

The fourth sub-hypothesis in HRM practices proposed that performance appraisal has a significant effect on the performance of academic staff “H1d: performance appraisal has a significant positive effect on the performance of academic staff in Jordan”. The findings of hypotheses testing showed that the effect is positive and significant. Performance appraisal is vital for improving the performance of academic staff in Jordan and the increase in the level of performance appraisal will lead to positive increase in the performance of academic staff.

The positive relationship between performance appraisal and performance of academic staff is related to the notion that the performance appraisal in the Jordanian universities focuses on the development of the capabilities of the academic staff. It also a result-based appraisal and a behaviour-based appraisal that aims to assess fairly the performance. Findings of this study is consistent with the findings of previous studies that examined the relationship between performance appraisal and performance of academic staff. Previous studies found that efficient performance appraisal is effective and positively associated with the performance of academic staff (Jouda et al., 2016). In order for university to improve the performance of academic staff, an objective performance appraisal must be applied (Turk, 2008; Turk, 2010).

By identifying the effect of HRM practices and its components (selection and recruitment, training and development, promotion, and performance appraisal) on the performance of academic staff in Jordan, it can be concluded that the HRM practices and its components have positive impact on the performance of academic staff in

Jordan and the increase in these practices will result in a positive increase in teaching and research performance. This has answered the first research questions and fulfilled the first research objectives. It has also confirmed the H1, H1a, H1b, H1c and H1d are supported.

5.3.2 Objective 2: Self-efficacy and performance of academic staff

The second research objective aimed at finding the effect of self-efficacy and its components on the performance of academic staff in Jordan. The research objective stated as “To identify the effect of self-efficacy on the performance of academic staff in Jordan”. In accordance with this research objective, one main hypothesis and four sub hypotheses were proposed. The first main hypothesis predicts that the effect of self-efficacy on the performance of academic staff in Jordan is positive and significant “H2: Self-efficacy affects positively the performance of academic staff in Jordan”.

The findings of the hypotheses testing in Chapter 4 showed that self-efficacy of the academic staff is important predictor of the performance of these staff in Jordan. High self-efficacy will result in a better performance of academic staff, and it will lead to better research and teaching performance. Therefore, the increase in self-efficacy will lead to an increase in the performance of academic staff in Jordan.

The positive effect of the self-efficacy can be related to the high verbal and verbal persuasion of the academic staff as well as their emotional cues. In line with this finding, previous studies found that self-efficacy is important for the organizations as the high self-efficacy led to higher performance, which in turn increases the organizational performance (Chung et al., 2021; Liberatore & Wagner, 2021). High self-efficacy improves the expectation of employees and increases their

responsiveness as well as problem solving and decision making, which result in better employee performance (Chung et al., 2021; Park et al., 2021). Other studies also noted the important effect of the self-efficacy on employee performance (Abun, 2021; Redifer et al., 2021). Bandura (1998) in his theory predicted that self-efficacy is vital for the performance, motivation and satisfaction of employees with their works. This has answered the second research objective and lead to a conclusion that the self-efficacy of academic staff has a significant effect on the performance of academic staff in Jordan.

The first sub-hypothesis of self-efficacy predicted that the effect of past experience on the performance of academic staff is positive “H2a: Past experience affects positively the performance of academic staff in Jordan”. The findings indicate that the effect of past experience on the performance of academic staff is positive and significant. Thus, the hypothesis is accepted. Past experience has a significant relationship with the performance of academic staff in Jordan.

The significant effect of past experience could be related to the fact that experience of academic staff in the selected sample, is based on their teaching of subject and working experience which showed in the background that they have at least working experience of more than five years.

The findings are in agreement with the findings of previous studies. Previous studies indicated that the past experience of academic staff is important not only for the performance of the staff but also for the performance of the universities (Baron, 2018; Lai, 2012; Green, 2012; Haddad & Taleb, 2016). Researchers also found that the past experience is important for the performance of employees. In the study of Spanjer and van Witteloostuijn (2017), past experience has affected the performance

of employees. Teachers' past experience affect the performance in the study of Rashid (2011). Thus, it is concluded that past experience of Jordanian academic staff is an important predictor of their academic performance.

The second sub-hypothesis of self-efficacy proposed that the vicarious experience will have a significant effect on performance of academic staff “ H2b: Vicarious experience has a significant positive effect on the performance of academic staff”. The findings of data analysis showed that the hypothesis is not true. Vicarious experience did not affect the performance of academic staff. Thus, the increase of the decrease in vicarious experience has no effect on the performance of academic staff in Jordan.

A possible explanation of the insignificant effect of vicarious experience could be related to the fact that academic staff in Jordan do not accept the failure or the fact that some other academic staff to be better than them in teaching or researching. The insignificant effect of vicarious experience is not consistent with the previous studies. Vicarious experience has a positive impact on the performance of organization and individual as proposed by Bandura (1998). By observing others like themselves perform tasks, individuals make judgments about their own capabilities (Holleb, 2016). Vicarious experience increased and affected positively the self-efficacy and performance of teachers (Jiménez & de la Fuente, 2016; Wagler, 2011; Haddad & Taleb, 2016). Nevertheless, previous studies also showed that vicarious experience can be an ineffective predictor of self-efficacy and performance. For instance, in the study of Paton, Johnston, Bebbington, Lai and Houghton (2000), vicarious experience did not affect the self-efficacy or the performance. In a more related study to the context of this study, the findings of the study of Looney (2003) showed that vicarious

experience has insignificant effect on the performance of teachers. Thus, in the context of this study, vicarious experience has insignificant effect on the performance of academic staff in Jordan and H2b is rejected.

Social or verbal persuasion is the third components of self-efficacy and it proposed to have a significant effect on the performance of academic staff in Jordan “H2c: Verbal persuasion affects significantly and positively the performance of academic staff in Jordan”. The findings of hypotheses testing showed that the effect of social persuasion on performance of academic staff in Jordan is positive and significant indicating that the increase in the social persuasion will result in a positive increase in the performance of academic staff in Jordan.

This positive effect may it comes from the ability of the academic staff to pursue their students to be more involved and to enhance their self-efficacy as well as their behavior and interest in the courses that they teach. In line with this finding, previous studies showed that the verbal or social persuasion affects several aspects of employee performance such as the teaching performance (Hendel, 2016), the clarity of tasks and the performance (Haddad & Taleb, 2016), task choice (Lamarche et al., 2014) and it improves the performance of employees (Wright et al., 2016). Thus, it is concluded in this study that academic staff with high social persuasion will have a better teaching and research performance in Jordan.

The last part of the second hypothesis in this study is related to the effect of the emotional cues as a component of self-efficacy on the performance of academic staff in Jordan. The related hypothesis proposed a positive effect of emotional cues on the performance of academic staff in Jordan “H2d: Emotional cues has a signficnat positive effect on performance of academic staff in Jordan”. The findings of

hypotheses testing showed that emotional cues is important indicators of the performance of academic staff and it has a positive effect on the performance. Thus, it is concluded in this study that the increase in the emotional cues of the academic staff will result in a positive increase in the performance of academic staff in Jordan.

The possible explanation of the positive effect of emotional cues is due to the fact that academic staff in Jordan are patient and can control their anger. They have the ability to control their emotions and do not let the emotions control their behaviour so that it can be reflected on their performance in term of teaching and research. Previous studies agreed with the findings of this study. Findings of the study of Haddad and Taleb (2016) showed that emotional cues has a positive impact on the performance and clarity. More importantly, previous studies found that the ability to manage the emotional cues affect the memory performance (Yang et al., 2018), as well as the physical, mental performance and the productivity (Hostler et al., 2018). Thus, it is concluded that emotional cues is a critical factor and it affect significantly the performance of academic staff in Jordan. With this result, the study has managed to fulfill the second research objective and to confirm that self-efficacy and its components verbal or social persuasion and emotional cues only are the important predictors of the performance of academic staff in Jordan. Accordingly, H2, H2c, and H2d are supported in this study.

5.3.3 Objective 3: Moderating Role of Nepotism between HRM Practices and Performance of Academic Staff

The third objective aimed to identify the moderating effect of nepotism between HRM practices and performance of academic staff. In line with this objective, the hypothesis was stated as follows:

H3: High nepotism will reduce the positive effect of HRM practices on performance of academic staff.

The findings of moderating testing of nepotism showed that nepotism moderate the effect of HRM practices on the performance of academic staff in Jordan. This indicates that the increase in nepotism as a moderator will lead to a decrease in the positive relationship between HRM practices and performance of academic staff. The significant negative effect could be due to the notion that HRM practices is highly affected by nepotism in term of the recruitment and selection, training and development, promotion, and performance appraisal. This negative moderating effect is a normal result since academic staff who has no influential networks and relationship with the management or those in decision making will be affected by the nepotism in the university.

Previous studies agree with the findings of this study in term of the moderating effect of nepotism. For instance, in the study of Sulieman and Rjoub (2018), nepotism has a negative moderating effect between selection and recruitment and job performance of employees. In addition, previous studies found that nepotism has a negative direct effect on the organizational justice (Seçilmiş & Uysal, 2016). Other studies also found that the effect of nepotism is negative on performance of employees in Jordan (Abdalla et al., 2002). Thus, the third research objective is fulfilled, and

nepotism is a negative moderator between HRM practices and performance of Jordanian academic staff.

5.3.4 Objective 4: Moderating Role of Nepotism between Self-Efficacy and Performance of Academic Staff

The fourth objectives aimed to identify the moderating effect of nepotism between self-efficacy and performance of academic staff in Jordan. In line with this objective, the fourth hypotheses also proposed that nepotism will negatively moderate the effect of self-efficacy on the performance of academic staff:

H4: High nepotism will reduce the positive effect of self-efficacy on the performance of academic staff.

The result of the hypotheses testing showed that nepotism has negatively moderated the effect of self-efficacy on the performance of academic staff. Thus, the increase in the level of nepotism as a moderator will lead to a decrease in the relationship between self-efficacy and performance of academic staff in Jordan.

The possible explanation of the significant moderating effect of nepotism between self-efficacy and performance of academic staff could be due to the wide spread of this phenomenon in the Middle East countries in general and in Jordan in particular. This widespread made no difference between those who perform well with those who perform less. Thus, this has made the academic staff not willing to differentiate themselves from other since their efforts are not being rewarded and their positive behaviour is not recognized by the management.

In line with the findings of this study, the study of Seçilmiş and Uysal (2016) indicated that nepotism moderated the effect of competence on organizational justice. Overall, it can be concluded that the high level of nepotism in Jordan is affecting directly and negatively the performance of academic staff. It moderated the effect of HRM practices and self-efficacy on the performance of the academic staff in Jordan. Thus, H4 is accepted. This has fulfilled the fourth research objective. To this end, all the research objectives were fulfilled.

Overall, this study has confirmed the hypotheses and fulfilled the objectives. To summarize the result of the hypotheses testing and the causal relationships in this study, Figure 5.1 shows a summary of the hypotheses and their status in a graphical illustration. It can be seen that the effect of HRM practices on performance of academic staff is significant and H1 is accepted. Similarly, Figure 5.1 shows that the effect of self-efficacy on performance of academic staff is accepted and H2 is accepted. For H3 which represents the moderating effect of nepotism between HRM practices and performance of academic staff, the hypothesis is accepted. H4 is accepted because the moderating effect of nepotism between self-efficacy and performance of academic staff is significant.

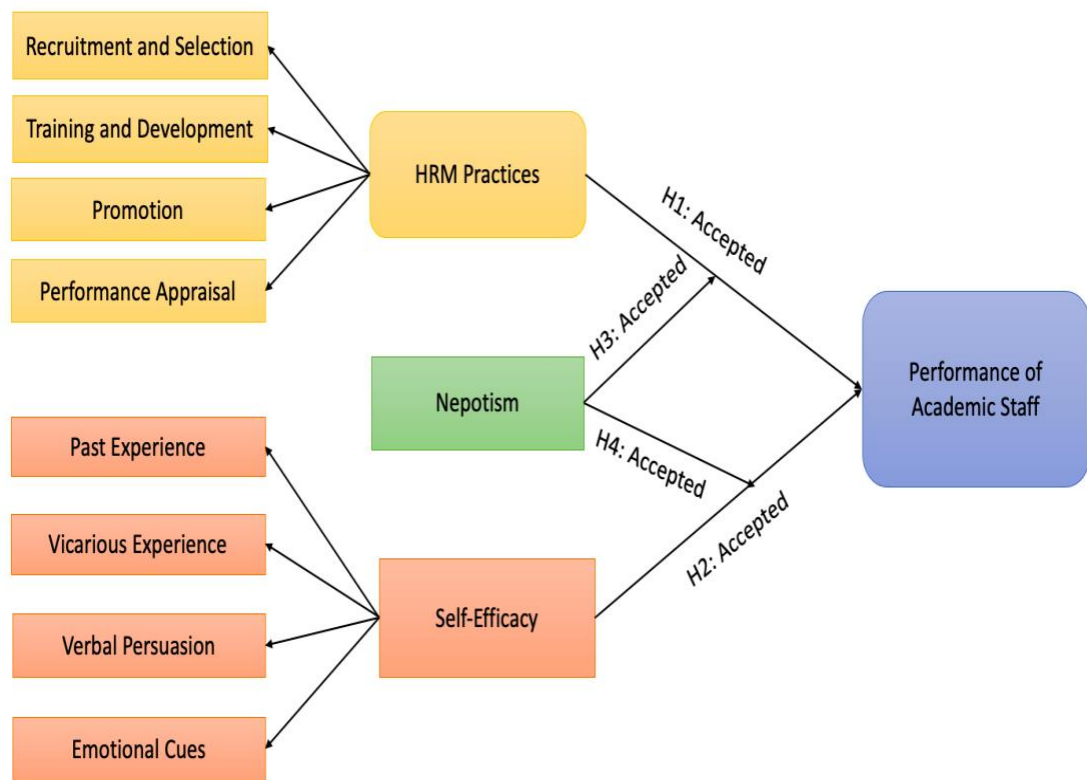


Figure 5.1: Hypotheses Indications and Results

This study achieved all the objectives and confirmed the hypotheses of this study. In Figure 5.1, only the main hypotheses were presented. To sum up all the research objectives, questions, and hypotheses, Table 5.1 summarizes the findings and present the summary of the study.

Table 5.1: Summary of the Study

Research objective	Research question	Hypothesis path	Sig	Results
To identify the effects of HRM practices on performance of academic staff in Jordan.	What are the effects of HRM practices on performance of academic staff in Jordan?	HRM Practices→Performance of Academic Staff	0.000	Accepted
		Recruitment and Selection→Performance of Academic Staff	0.000	Accepted
		Training and Development →Performance of Academic Staff	0.000	Accepted
		Promotion →Performance of Academic Staff	0.000	Accepted
		Performance Appraisal	0.014	Accepted

Research objective	Research question	Hypothesis path	Sig	Results
To identify the effect of self-efficacy on the performance of academic staff in Jordan.	What is the effect of self-efficacy on the performance of academic staff in Jordan?	→Performance of Academic Staff Self-efficacy →Performance of Academic Staff	0.000	Accepted
		Past Experience → Performance of Academic Staff	0.000	Accepted
		Vicarious Experience → Performance of Academic Staff	0.810	Rejected
		Verbal Persuasion → Performance of Academic Staff	0.012	Accepted
		Emotional Cues → Performance of Academic Staff	0.000	Accepted
To investigate the moderating role of nepotism between HRM practices and performance of academic staff in Jordan.	Does nepotism moderate the effect of HRM practices on performance of academic staff in Jordan?	Nepotism*HRM Practices → Performance of Academic Staff	0.016	Accepted
To examine the moderating role of nepotism between self-efficacy and performance of academic staff in Jordan.	Does nepotism moderate the effect of self-efficacy on performance of academic staff in Jordan?	Nepotism*Self-Efficacy → Performance of Academic Staff	0.006	Accepted

5.4 Limitation of the Study

There are some limitations that need to be highlighted in this study and deployed for future research. The sample of this study is limited to academic staff in public universities in Jordan. Due to time and cost consideration, the academic staff in three public universities were chosen in this study as the respondents. However, due to the notion that each university have different number of academic staff, the stratified sampling is used to represent the universities well. Therefore, the findings can be generalized on public universities and academic staff in these universities.

Despite the fact that the study collected data from specific university, which includes three public universities out of which 248 responses were collected. The findings of this study can be generalized to other universities that share the same characteristic in Jordan and other countries. This is because the study deployed the stratified random sampling technique which allows for generalizing the findings of this study. Nevertheless, for accuracy of the generalization, this study can be replicated to allow for confirmation and comparison of the findings.

Therefore, the findings of this study are limited to the perception of the respondents with the ability to generalize the findings on other public universities in Jordan due to the use of stratified random sampling. However, the findings cannot be generalized on private universities due to the differences in the structure and the purpose of each university.

The study included variables such as HRM practices, self-efficacy, and nepotism. The choice of the variables is based on the issues that have been derived in this study. HRM practices was measured using four dimensions namely, recruitment and selection, training and development, promotion, and performance appraisal. Self-efficacy also included four dimensions namely, past experience, vicarious experience, verbal persuasion, and emotional cues. For the performance of academic staff, it included the teaching performance and the research performance. Therefore, the findings of this study should be viewed based on this information.

For nepotism, the variable is deployed in this study as a moderator. The role of nepotism as a moderator was based on the notion that in Jordan, nepotism is high, and the variable has been researched in few studies in the context of HRM. The findings of this study can be interpreted in the light of RBV and social cognitive theory as well

as the self-efficacy model. These theories and model were deployed in this study to explain the interrelationship among the variables.

5.5 Implications

This study has contributed to the body of knowledge and practices in relation to the performance of academic staff. The theoretical and practical implications as well as the methodological implications are discussed in the following sections. The theoretical implications focus on the contribution of this study to the theory while the practical implication focuses on the practical steps that can be taken by the decision makers to enhance the performance of academic staff. The study also includes the methodological contribution which mainly focuses on the methodological implication that this study has provided.

5.5.1 Theoretical implications

This study contributed to the body of knowledge and the literature of performance of academic staff. The study deployed the resource-based view in the context of employee performance. RBV is known to explain the performance of organization and few studies have deployed the theory in the context of employee performance and in particular in the performance of academic staff. However, the RBV can be linked to the resource that the organization are using to produce the organizational outcome which is the aggregate of the performance of organizational members. The study confirmed the applicability and the usability of the RBV in the context of the performance academic staff. The use of the RBV and social cognitive

theory along with the self-efficacy has enabled the study to develop a model that can be tested using the analytical tools.

Further, the study also used the social cognitive theory which include the self-efficacy as a core variable. Self-efficacy model was also derived from the social cognitive theory and the study has confirmed the applicability of the theory and the model in explaining the effect of self-efficacy on the performance of academic staff.

In term of the gaps in the literature, the study has contributed to the body of knowledge by filling the gaps. Previous studies mainly focused on the performance of employees in private and business sector while the performance of academic staff in educational institutions received less attention. Thus, the study has contributed to the literature in this field. Previous studies also were interested in the factors that affect the performance appraisal while performance itself did not receive much attention and a contribution has been made by this study in this regard.

The HRM practices and self-efficacy has been researched by few studies in the context of academic staff and previous studies focused on the link between HRM practices and the organizational performance. This study examined the effect of HRM practices and self-efficacy on the performance of academic staff in Jordan. Thus, the study established a link between HRM practices and the individual level of performance. By this, the study has contributed to the knowledge and respond to the call of researchers to examine the effect of HRM practices on employee performance.

The study also contributed to the literature of performance of academic staff in developing countries as most of the previous studies were conducted in developed countries. The study also solved the contradiction in term of the findings of previous studies. Some studies found that the components of self-efficacy could have either

significant or insignificant effect. In this study, it is confirmed that some components have positive significant effect while other has insignificant effect. Lastly, the study examined the role of nepotism which is a new variable that is being investigated in the context of HRM.

Previous studies are either descriptive focusing on describing the sample or correlational that examine the univariate relationship between the variables. Multivariate analysis such as regression has been used in few studies and this study has contributed to the methodology by examining the causal relationship between HRM practices and self-efficacy as independent variable and the academic staff as a dependent variable. The study also managed to examine the effect of the main variable such as the HRM practices and self-efficacy as well as the effect of their dimensions.

Such analysis cannot be done using SPSS which has dominate the previous studies. Previous studies used intensively the SPSS which is a first-generation data analysis tool and cannot be deployed effectively for complex models which include mediator and moderator. This study fills this gap by examining the causal relationship and the moderating effect of nepotism using AMOS.

The study contributed to literature by also measuring the performance of academic staff using teaching and research performance. Previous studies were unidimensional and use a set of items to measure the performance of academic staff. In addition, the study also measured the variables of HRM practices and self-efficacy using dimension and confirmed the relatedness of the dimension using EFA and CFA analyses.

5.5.2 Practical Implication

This study examined the effect of HRM practices and self-efficacy on the performance of academic staff. The findings showed that HRM practices is more critical and important, in term of coefficient, than self-efficacy. Universities in Jordan have to establish efficient and effective HRM that can support the performance of the universities and improve their ranking and reputation. Among the HRM practices, selection and recruitment is the most important practice. This is because when universities select the right candidate to be an academic staff, the performance of the universities will increase. Accordingly, universities in Jordan are advised to select the right candidate to fill the right position. recruitment and selection must be based on the capabilities and the skills of the candidates rather than any other irrelevant criteria.

Promotion is the second most important HRM practices and decision makers in the universities of Jordan have to consider establishing fair and merit-based promotion policy so that the academic staff can improve their performance to be promoted. In this case, the teaching and the research performance will improve because staff will compete between each other to be liable for promotion. Training and development are also critical and decision makers are advised to establish training based on the need of the academic staff. Mastering the English language and being knowledgeable about the research publications and process of publication is important and decision makers can establish workshops to educate and train the academic staff in this area. Performance appraisal must be fair and objective. Decision makers are recommended to create a fair and objective as well as for-improvement performance appraisal. This increases the job security of academic staff and leads to more productive staff.

Self-efficacy is important for the staff to enhance their performance. The findings showed that only social or verbal persuasion and emotional cues are important for the performance of academic staff. Therefore, management of the universities are advised to enhance the emotional cues by conducting stress control workshops and training for the academic staff. The social persuasion is also important, and management can deploy this type of persuasion to show the importance of the academic staff from religious perspective. This can be done by ensuring that quality and high productivity is a preferable trait in Islam.

Nepotism is unhealthy phenomenon and universities that seek to increase their ranks must avoid the nepotism in all the practices and procedures. Nepotism can bring the wrong staff to the right position. This does not affect only the performance of academic staff and overall performance of the university, but it also has adverse effect on the new generation and the quality of education as well as the graduates. Thus, in all means, universities are strongly advised to use HRM practices based on merit, skills, and capabilities rather than relationships.

5.6 The Recommendation of the Study

The findings of this study allow to suggest some recommendations for decision makers to benefit from this study in increasing the performance of academic staff in Jordan. It also provides direction for researchers to extend the findings of this study.

For decision makers, the performance of academic staff is important not only for the university but also for the society and the students. Fair evaluation must be conducted periodically to assess the capabilities of academic staff and suggest the training that they need to enhance their skills and capabilities. For example, using the

technology in teaching is important. Academic staff must be aware about the use of Microsoft office, projectors, designing courses, and teaching online. Such skills need to be assessed and intensive courses should be provided for the academic staff in Jordan.

Recruitment and selection are important for the performance of academic staff. Accordingly, decision makers are advised to follow a fierce policy of recruitment. Only those who meet the job requirement should be recruited. In light of high nepotism, this could be difficult for the management of universities. Thus, to avoid the external influence of others on the management, the HRM should turn to online HRM, and the recruitment and selection should be points based. In other words, there should be criteria that need to be meet for the recruitment and selection. These criteria must be computer based without human intervention.

The Electronic HRM (E-HRM) can play an essential role in reducing the nepotism in all HRM practices from recruitment to selection, training and development, promotion, and performance appraisal. Thus, universities in Jordan are advised to study the move to the E-HRM.

In term of research performance, the language of research is English. Management of the universities have to assess the English capabilities of the staff and suggest corrective action. English certificate should be provided for the academic staff to be recruited and employed. For existing staff, intensive courses of English language should be administrated so that the staff can start publishing in reputable journals. A key performance indicator for research alone should be practices. The university should put research publishing requirement and staff who cannot meet these

requirements should be evaluated to understand the reasons for not meeting the requirement. Based on the reasons, corrective actions should be taken.

For researchers, there are several directions for future work to extend the findings of this study. For future work, they are suggested to examine the performance of academic staff in different countries. Middle East and developing countries are in need for more studies regarding the performance of academic staff and the effect of HRM, self-efficacy and nepotism. Thus, replicating this study could be a direction for future work. Further studies are needed to examine the performance of academic staff using different population such as the private universities. Future studies are also recommended to increase the sample size so that the generalizability can improve.

This study was quantitative in nature and collect data using a questionnaire. Future studies are recommended to conduct qualitative study and collect data using interview or focus group. Additional factors can be also a direction for future work. Further studies are recommended to include other variables such as the leadership styles, organizational justice, trust, organizational commitment to enhance the explanatory power of the performance of academic staff.

The moderating effect of nepotism in this study was significant. Further studies are recommended to examine the nepotism in different settings such as to examine the nepotism in business organization. Lastly, it is recommended to examine the other practices of HRM and find their effect on the performance of academic staff.

5.7 Conclusion

This study was conducted in Jordan to examine the performance of academic staff. There are issues with the performance of academic staff in term of teaching and publication. These issues are caused by HRM practices as well as self-efficacy and the high nepotism in the country. Accordingly, this study developed a set of research objectives and questions to understand the impact of these variables on the performance of academic staff.

Building on the RBV and social cognitive theory as well as the self-efficacy model, the study proposed that HRM practices and self-efficacy will have a direct effect on academic staff. This effect is proposed to be negatively moderated by nepotism. In order to examine these hypotheses and fulfil the objectives, a questionnaire has been used to collect the data from respondents. The population is three public universities in Jordan. The data collected from 248 academic staff in the three universities using stratified sampling techniques. A validation and reliability processes were conducted before the field data collection. The data analysis was conducted using SPSS and AMOS. Missing value as well as outliers, normality, multicollinearity, and exploratory factors analysis were conducted using SPSS. The CFA was conducted. In addition, the measurement model and the structural model were also assessed using AMOS.

The findings showed that the effect of HRM practices and its components i.e., selection and recruitment, training and development, promotion, and performance appraisal are significant on the performance of academic staff. The findings also showed that self-efficacy and its components past experience, social or verbal persuasion and emotional cues have significant effect on the performance of academic

staff. Vicarious experience has insignificant effect on the performance of academic staff. The nepotism moderated the effect of HRM practices and self-efficacy on the performance of academic staff and it has a significant negative effect on the performance of academic staff.

Based on the findings, decision makers are advised to enhance the practice of recruitment and selection. Recruitment and selection must be based on the skills, capabilities, and competence of the candidate rather than on the relationships. Training must be provided to academic staff to strengthen their skills and capabilities. Decision makers are also advised to eliminate the nepotism in the university and adopt fair and just process of promotion and performance appraisal. Self-efficacy of the academic staff should be improved and developed to enhance the performance of academic staff and the ranking of universities as well as the country.