

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the performance of academic staff. The chapter consists of six sections. First section introduces the chapter followed by the review of the performance of academic staff. Existing models and frameworks are discussed in the third section, and it includes the studies that have examined the performance. This is followed by the underpinning theories of this study in the fourth section. The fifth section presents and discusses the hypotheses development followed by the conceptual framework in the sixth section. The last section summarizes the chapter.

2.2 Performance of Academic Staff

The importance of performance is increasing due to its ability to increase the effectiveness and efficiency of organizations. The high job performance enables organizations to achieve their objectives and ensure that these organizations survive and thrive. Due to the increasing competition among organizations, both educational and services, it has become imperative for the organizations to improve their performance and focus on their human component to ensure excellence and prosperity (Alaarj et al., 2016).

Employees' job performance enables senior management to assess the performance of the organization and to develop programs and frameworks that can help in improving the overall performance of the organization (Salau et al., 2018). The job performance of employees is important in all organizations, but its importance increases in educational organizations in general and in universities in particular, because the pivotal role played by the academic staff of the universities in creating and nurturing future generations that are capable of advancing the country and the society. Thus, academic staff has important role and contributes to the society in term of teaching and conducting scientific research that increases the efficiency of the university and society (Dhillon et al., 2015; Ghabban et al., 2018).

Given the importance of the performance of academic staff, this study is devoted to examining this variable among academic staff in public universities in Jordan. This section is devoted to discussing and reviewing previous studies in the context of performance of academic staff. The section also discusses the definition and the measurement of performance of academic staff.

2.2.1 Definition of Performance

There are many definitions that are related to job performance. Jamal (2007) defined performance as "a function that an individual can successfully perform within framework of normal constraints and available resources". Performance is defined as "the accomplishment, execution, carrying out, working out of anything ordered or undertaken leading to outputs/ outcomes (accomplishment) or achieving of results" (Armstrong & Taylor, 2014).

Other definition of performance was given by Hafeez and Akbar (2015) who defined performance as “the achievement of specified tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed”. The three above definitions refer to achieving the goals and objectives within the specified framework, time, and cost. For instance, the definition of (Armstrong & Taylor, 2014) refers to the accomplishment of specific task that within a period of time as the job performance. Similarly, in the definition of Hafeez and Akbar (2015), the authors refer to the task achieved associated with cost, completeness, and time. This study adopts the definition of Jamal (2007). This definition suits the purpose of this study. This is because academic staff have obligation to achieve certain level of publication and teaching within a specific period of time and using the available resources of classes, projectors, databases, and search engines.

In this study, performance of academic staff 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. Next section discusses the measurement of performance of academic staff.

2.2.2 Measurement of Performance

The process of measuring the job performance of employees provides feedback to both the staff member and the organization. Rewards systems and incentives can be linked with the performance so that assessment systems become an incentive instrument that benefits both the employee and the organization. Tinuke (2015) suggests that performance evaluation represents the systematic description of the strengths and weaknesses associated with the job, both individually and collectively, to serve two basic purposes in the organizations: to develop the performance of the staff, and to provide managers and employees with the necessary information for decision-making.

Performance of academic staff was measured in previous studies as unidimensional and multidimensional. Several researchers have used performance as a unidimensional such as in the studies of Mehmood and Ahmad (2016) who used three questions to measure performance of academic staff. Similarly, the study of Salau et al. (2018) used performance of academic staff as one dimension. Ali and Musah (2012) also used one dimension. Similar approaches were followed in several previous studies (Nadarajah et al., 2012; Kiruja, 2013; Victor and Babatunde, 2014; Hussain et al., 2014; Vatankhah et al., 2017; Masa'deh et al., 2017; Igbinoba et al., 2018; LiLin, 2018).

Other studies have measured performance using two dimensions. For instance, in the study of Türk (2008) performance was measured using teaching performance and quality publication. Similarly, in the study of Turk (2010) teaching and publication were used as dimension of performance of academic staff. Ali (2012) used the teaching and research activities as dimensions of performance of academic staff.

Dhillon et al. (2015) used the scholarly publication product as the dimension of performance of academic staff. Cadez et al. (2017) measured performance using teaching quality and research productivity.

Three dimensions and more were used also in previous studies. Hassna et al. (2009) has used teaching, scholarly endeavour, and service to the university as the dimensions of performance of academic staff. Zhou et al. (2010) has also used the teaching, research, and social service as the dimensions of performance of academic staff. Similarly, Ologunde, Akindele and Akande (2013) have used the same dimensions of teaching, research, and services. Alfagira et al. (2017) also used three dimensions namely, teaching, research, and publication. On the other hand, few studies have used more than three dimensions such as in the study of Abba and Mugizi (2018) where teaching, supervision, research and publication, innovation, and community services were used as the dimensions of performance of academic staff. Similarly, the study of Masron et al. (2012) has used the teaching, supervision, research, publication, and consultation as the dimensions of performance of academic staff.

It can be seen that performance of academic staff is a multi-dimensional construct, and it has to be measured using different aspects that focuses on the tasks and duties of an academic staff. The use of one dimension might not accurately measure the performance. Among the multi-dimensions, it can be seen that all the measurements include the teaching performance and research performance. Thus, these two dimensions are adopted in this study to measure the performance of academic staff. This is also because the academic staff in Jordan mainly has two tasks

that include the publication of articles and the teaching of students. Thus, this selection suits the context of academic staff performance in Jordan.

2.3 Existing Frameworks of Performance

In the previous sections, a discussion of the theories related to performance of academic staff was conducted. In this section, the models that examined the performance of academic staff are reviewed. To select the related articles, keywords such as HRM practice, performance of academic staff, self-efficacy, nepotism, and a combination of these words were used to find articles related to the topic of this study. As a result, 209 articles were identified. Duplicated articles and non-English, non-related articles were removed. This has resulted in removing 118 articles. The remaining articles of 91 was reviewed for title and abstract. As a result, 22 articles were excluded because they focused on different scope of this study. A full review of 69 articles was conducted and another 24 articles were excluded. This made the total articles 43. Figure 2.1 shows the process of refining and selecting the articles of this study.

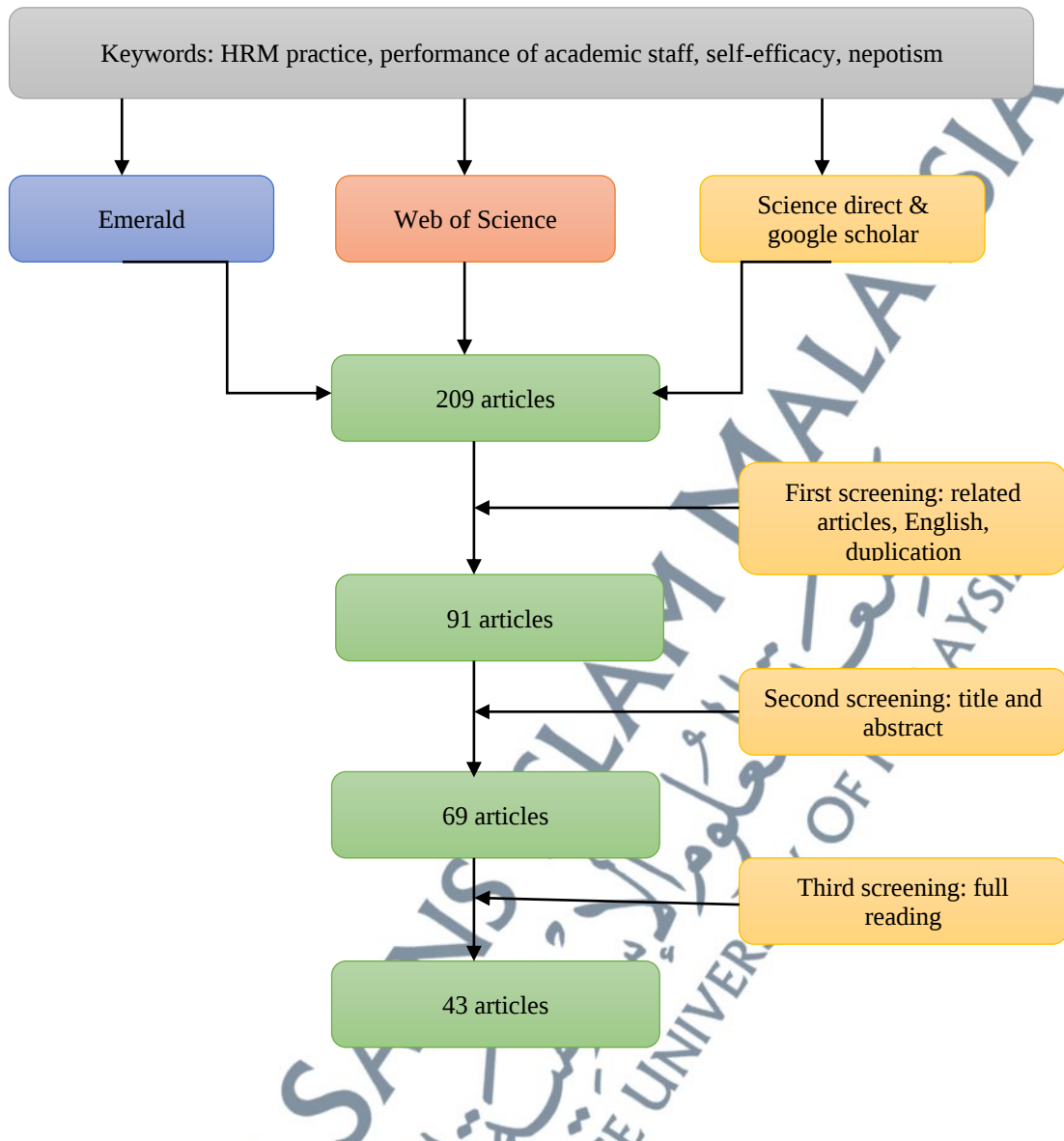


Figure 2.1: Process of Refining the Articles

A summary of the reviewed studies can be found in Appendix A. Previous studies attempt to find the factors that affect the performance of academic staff. Hassna, Lina and Raza (2009) examined the performance of academic staff in Qatar and found that teaching affects service performance while scholarly endeavour did not affect the teaching or service performance. Türk (2008) in Estonia related the performance of academic staff to the appraisal system and the compensation. The findings indicated that compensation and performance appraisal has increase the

performance of academic staff. Another study was also conducted by Turk (2010) in Estonia found that Performance 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.

Salau et al. (2018) in Nigeria also examined the effect of talent management practices on the innovation performance of academic staff. The findings indicated that talent management improved the innovation performance of staff which resulted in better organizational performance of universities. In Malaysia, Ali and Musah (2012) related the performance and job satisfaction of academic staff to quality culture. The results of their study showed that quality culture and its components affect the performance and job satisfaction of academic staff.

Victor and Babatunde (2014) in Nigeria found that motivation affect the performance of academic staff. In Jordan, Masa'daeh et al. (2017) examined the effect of knowledge management (KM) process and KM performance on the performance of academic staff. The findings showed that KM process affect the KM performance which in turn affected the performance of academic staff in Jordan. Ghabban et al. (2018) also examined the effect of knowledge sharing and computer mediated communication on the performance of academic staff in Saudi Arabia. The findings indicated that knowledge sharing, and computer mediated communication significantly enhance research productivity at Saudi universities.

Zhou et al. (2010) discussed the evaluation and measurement of performance of academic staff in China. The finding showed that performance of academic staff can be evaluated using three dimensions that are the teaching, research, and social services. Researchers also examined the effect of certain variables on the performance

of academic staff. For example, Dhillon et al. (2015) investigated the effect of personal factors, environmental factors, and behavioural factors on the scholarly publication production of academic staff in Malaysia.

The findings showed that personal, environmental, and behavioural factors have significant effect on scholarly publication production. In Nigeria, Ologunde, Akindele and Akande (2013) investigated the effect of university expansion, moonlighting, welfare, condition of work, attitude, promotion, and infrastructure on the performance of academic staff. The findings showed that the performance of staff who do moonlighting (work for second job) is different from those who do not do moonlighting.

Nadarajah, Kadiresan, Kumar, Kamil, and Yusoff (2012) in Malaysia examined the effect of HRM practices and career development on the performance of academic staff. The authors proposed that the HRM practices are expected to contribute to the job performance and career development of academic staff. LiLin (2018) investigated the effect of leadership style, organizational commitment, and self-efficacy on the job performance of academic staff in China. The findings indicated that leadership style as well as organizational commitment and self-efficacy has strong effect on job performance of academic staff in China. Alfagria et al. (2017) proposed in a conceptual paper that the individual factors which include job satisfaction and work stress as well as the work environment factor which includes salary, rewards, training, university policy, promotion, facilities, work condition will have a significant effect on the performance of academic staff.

HRM practices in business studies outperform the studies in academic institutions. Olson et al. (2018) examined the effect of fit, selection, training, appraisal, and compensation on the organizational performance of business organization and found that the level of application of HRM practices caused positive changes in the organizational performance. HRM practices were also found to have a significant effect on the financial and subjective performance of Spanish companies (Triguero-Sánchez et al., 2013). Triguero-Sanchez et al. (2013) indicate that the effect of HRM practice is stronger on the subjective performance, which include the individual, group, and organizational performance, compared with the financial performance.

Garg (2019) examined the effect of performance work practices on the organizational performance of companies in India including educational institutions. The findings showed that performance work practice has a significant effect on organizational performance. In Jordan, the effect of knowledge management on the knowledge management performance and job performance of academic staff was investigated (Masa'deh et al., 2017). The findings indicated that KM process affect KM performance which in turn affect the job performance of academic staff. Hamid, Maheen, Cheem and Yaseen (2017) found that the HRM practices has a significant effect on the organizational performance.

Saha (2018) reviewed the literature related to HRM practices and organizational outcome. The findings showed that HRM results in several organizational outcome such as money and market performance, operational performance, and worker perspective and behaviour. Wang, Zhang, Tian and Zhang (2016)proposed that HRM

and organizational culture will have significant effect on the organizational performance.

Saridakis, Lai and Cooper, (2017) conducted a meta-analysis study on the effect of HRM and high-performance work practices on organizational performance. The findings showed that there is a positive correlation between HRM and HPWP as well as organizational performance. Zhang, Edgar, Geare and O’Kane (2016) examined the entrepreneurial orientation (EO) and capability based HRM on organizational performance of business organizations. The findings showed that the interaction between entrepreneurial orientation and capability based HRM performance is positive. In addition, EO and HRM affected the organizational performance.

Kaufman (2015) reviewed the literature related to the HRM and market competition and their effect on the organizational performance. The findings showed that 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. Similar study was conducted by Lerory et al. (2018) to examine the effect of HRM and leadership on employee’s outcome. The study suggested to examine the HRM and the leadership and their interaction to increase the employees’ outcome.

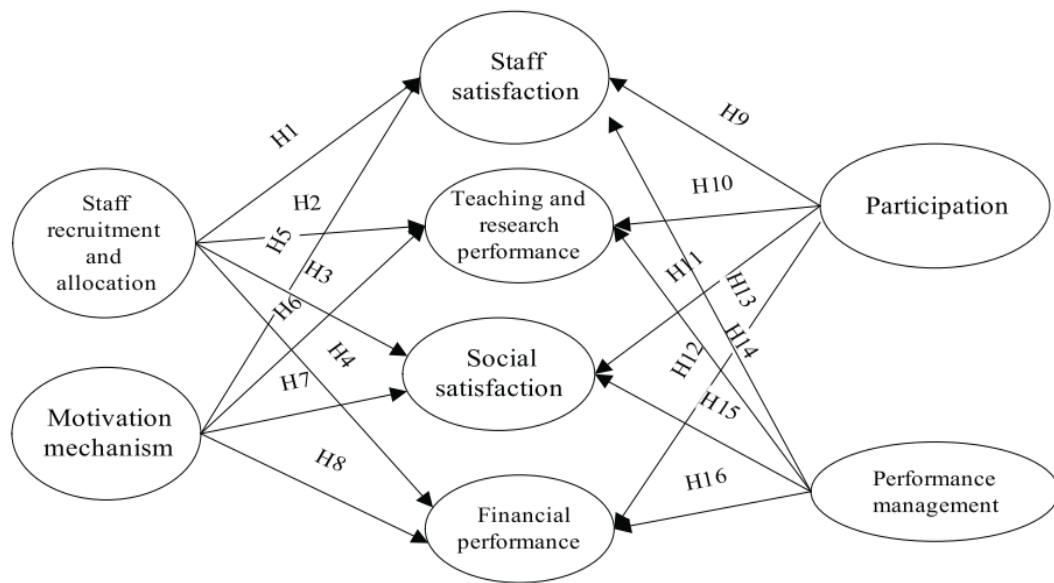
More studies were conducted to examine the effect of HRM on the organizational performance. In the study of Ali et al. (2018), the HRM has significant effect on organizational performance and employee relation climates mediated the effect of HRM on organizational performance. Rana and Malik (2017) examined the effect of HRM practices on the organizational performance. The study also examined the application of Islamic principles as a moderating variable.

The findings of Rana and Malik (2017) showed that HRM practices such as recruitment and selection, training and development, compensation and performance appraisal has a significant effect on the performance of organization in Pakistan. In addition, application of Islamic principle moderated the effect of HRM on performance.

In the context of the performance of a university, previous studies also examined the performance of a university. For example, Fernández-López, Rodeiro-Pazos, Calvo and Rodríguez-Gulías (2018) examined the effect of knowledge management, human capital acquisition, and organizational design on the organisational performance of Spanish universities. The findings indicated that KM has significant effect on performance through IT solution as a mediator.

Sánchez-Barrioluengo Benneworth (2019) examined the organizational performance of UK universities represented by the contribution to knowledge. The findings showed that academic heartland creates more engaged university and improve the regional and entrepreneurial performance of universities. In Colombia, Cricelli, Greco, Grimaldi, and Llanes Dueñas (2017), examined the effect of intellectual capital on the performance of universities in Colombia. Human capital and relational capital as well as structural capital are critical for the performance and innovation of Colombian universities.

Xing (2010) examined the effect of HRM practices such as recruitment and allocation, motivation mechanism, participation, and performance management on the teaching and research performance as well as the organizational performance of universities in China. Figure 2.4 shows the conceptual framework of Xing (2010).



Source: Xing (2010)

Figure 2.2: Effect of HRM Practices on Teaching and Research Performance

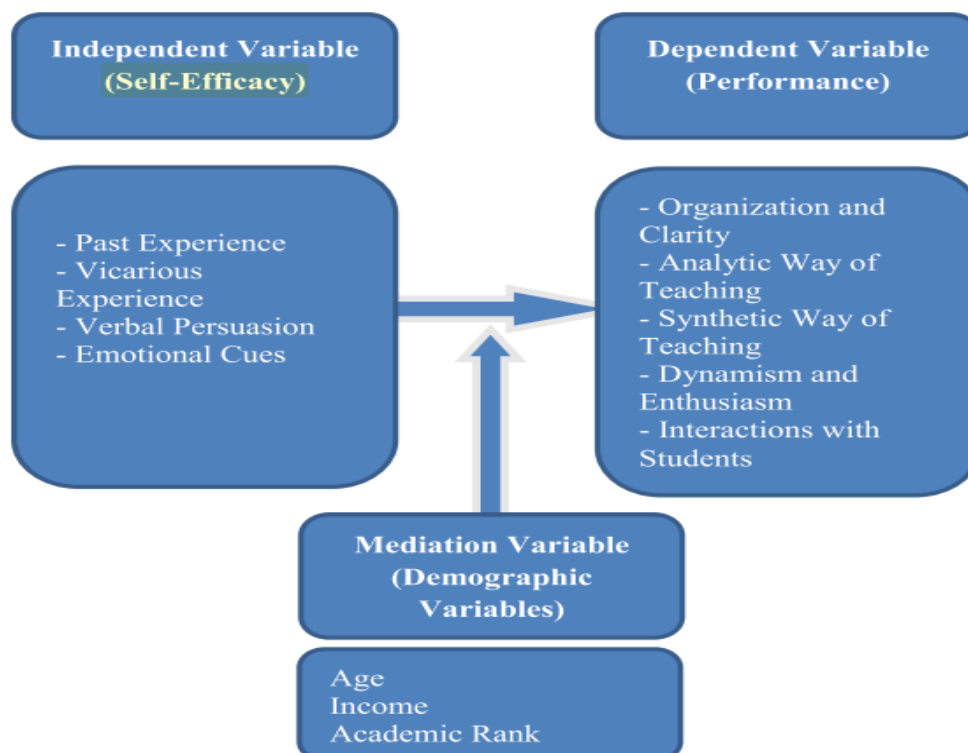
The findings of the study showed that the recruitment and allocation, motivation mechanism, participation, and performance management have significant effect on the performance of universities. The staff recruitment and allocation, motivation mechanism, participation, and performance management affected the teaching and research performance as well as the staff and social satisfaction and the financial performance of the universities.

The performance of academic staff was also examined in few studies. In Vietnam, the effect of employee participation in decision making on the academic performance of staff was examined. Findings showed that employee participation in decision making has a positive effect on academic staff results. Organizational learning moderates the effect of employee participation on academic performance. The level of HRM practices in universities was examined in the study of Allui and

Sahni (2016). The findings showed that the level of HRM in Saudi Arabia is low and need more attention.

Shahzad, Bashir and Ramay (2008) investigated the effect of HRM practices on the performance of academic staff. Findings showed that compensation practices and promotion practices have strong relationship with perceived employee performance. Performance evaluation practice has insignificant relationship with the perceived employee performance. Jouada, Ahmad and Dahleez (2016) also examine the effect of HRM practices on employee performance. The findings showed that recruitment and selection, training and development, compensation and incentives, performance appraisal has significant effect on employee performance.

Few of the previous studies examined self-efficacy and nepotism in the context of educational institution. Bandura (1998) developed the social cognitive theory and included the self-efficacy as a component of the theory. In later research, Bandura indicated that the source of self-efficacy is mastery experience, vicarious experience, social persuasion, and emotional cue. Haddad and Taleb (2016) examined the self-efficacy and operationalized self-efficacy to be past experience, vicarious experience, verbal persuasion, and emotional cues. Conceptual framework developed by Haddad and Taleb (2016) is given in Figure 2.3.



Source: Haddad and Taleb (2016)

Figure 2.3: Effect of Self-Efficacy on Organization and Clarity

The findings showed that self-efficacy as a construct as well as its dimension such as past experience, vicarious experience and verbal persuasion have significant effect on the performance of faculty member of the Jordanian university. In addition, the findings showed that income, age, and academic rank has insignificant effect on the performance of faculty member.

Self-efficacy as a mediator was examined in the study of Tshuma et al. (2017) between susceptibility, severity, barriers, and perceived benefits. Self-efficacy mediated the effect of susceptibility, severity, barriers, and benefits on behaviour. The effect of self-efficacy on job satisfaction of teacher was examined in the study of

Emin Türkoğlu, Cansoy and Parlar (2017) and they found that self-efficacy is important predictor of job satisfaction.

Little studies examine the nepotism in the context of educational institutions. In the study of Arasli, Bavik, and Ekiz (2006), the effect of nepotism, HRM, job satisfaction, and quitting intention on word of mouth was examined. The findings showed that nepotism affect HRM, job satisfaction, and quitting intention as well as word of mouth (Arasli et al., 2006). In a comparative study conducted by Abdalla, Maghrabi and Raggad (2002), the authors compared the nepotism and its effect of HRM in Jordan and USA. The findings showed that the perception of HRMs about nepotism in Jordan and USA is less positive and tend to be negative. Adisa, Osabutey, Gbadamosi, and Mordi (2017) conducted an exploratory study to identify the factors that affect the employee selection. The findings indicate that quota system policy, favouritism, ethnicity, age, and gender discrimination, as well as corruption significantly affect the selection of employees.

2.3.1 Gap Analysis

Based on the above discussion of previous studies that are related to the performance of academic staff, it can be seen that the majority of the studies focused on factors that are related to appraisal of the performance of academic staff (Hassna et al., 2009; Turk, 2008; Turk, 2010; Masron et al., 2012; Yousif & Shaout, 2018) while the studies that investigate the causal effect of certain variables on the performance of academic staff are limited. In addition, most of the study conducted in western countries and on business organization (Fernández-López et al., 2018; Malik et al., 2019; Olson et al., 2018; Sánchez-Barrioluengo & Benneworth, 2019; Triguero-

Sánchez et al., 2013) while studies pertaining to performance of academic staff in developing countries are limited. Previous studies noted that the level of HRM practices and its impact of employee performance in developing countries is low and it needs more attention (Allui & Sahni, 2016).

Studies also were interested in the organizational performance of business organization or universities while the performance of academic staff were not investigated in previous studies. 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. 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 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. LiLin, 2018; Ghabban et al., 2018; Tshuma et al., 2017).

The intensive use of SPSS in previous studies indicates that these studies were correlational or descriptive. In other words, the previous studies attempt to find the mean score value of the variables involved in the study without determining the causal effect between the variables. In addition, the correlational studies attempt to find only the relationship between the variables such as in the study of Hamid, Maheen, Cheem and Yaseen (2017) and Shahzad, Bashir and Ramay (2008). Complex analyses that include the testing of higher order variables as well as the moderating variable were limited in previous studies. Furthermore, the focus on self-efficacy and HRM practices and their effects on academic staff performance is limited as shown from

reviewing 43 articles. In addition, research on nepotism and its potential role as a moderator are not well investigated in the literature.

Consequently, this study aims to examine the effect of a higher order variable such as HRM practices and self-efficacy, on the performance of academic staff in Jordanian public universities. The study also aims to test the moderating role of nepotism between HRM practices and self-efficacy and the performance of academic staff.

2.4 Underpinning Theories of Performance

Johnson and Christensen (2000) referred to the need of examining and reviewing previous theories and frameworks to understand the findings of previous studies and to support the link between the variable. This is also to support the findings and the conclusion of the research. In this study, the resource-based view theory is deemed suitable for the context of this study. The theory indicates that organization can improve their performance by focusing on their resources and capability to create competitive advantage and better organizational performance. In addition, the theory suggested that the capabilities and resource of the organization is essential for improving the performance of organizational member which will lead to better organizational performance. Along with the RBV, the study deploys the social cognitive theory and pays special attention to the model of self-efficacy by Bandura (2001). In the next section, the theory of Resource Based View (RBV) and the model of self-efficacy are discussed.

2.4.1 Resource Based View

RBV attributes superior performance to organizational resources and capabilities (Bharadwaj, 2000; Collins, 2021). RBV views an organization as a bundle of resources and capabilities (Alexy et al., 2018; Estensoro et al., 2021; Gupta et al., 2018; Wernerfelt, 1984). Resources are defined as “stocks of available factors that are owned or controlled by an organization” (Alexy et al., 2018; Amit & Schoemaker, 1993; M.-J. Chen et al., 2021) and they consist of tangible components include financial and physical assets such as property, plant and equipment, and intangible components like human capital, patent, technology knowhow, and experience of the top management (Amit & Schoemaker, 1993; Arbelo et al., 2021; Campbell & Kubickova, 2020; Lai et al., 2010). On the other hand, capabilities are defined as “the ability of an organization to use its resource to affect a desired end” (Amit & Schoemaker, 1993; Campbell & Kubickova, 2020). They are same as intermediate goods generated using organizational processes to provide enhanced productivity to resources (Amit & Schoemaker, 1993; Collins, 2021). In addition, capabilities are invisible assets, tangible or intangible organizational processes developed over a period of time that cannot be easily bought; but they must be built (Sony & Aithal, 2020; Sukaatmadja et al., 2021; Teece et al., 1997).

RBV argues that organizations will have different nature of resources and varying levels of capabilities. Organizations’ survival depends on their abilities to create new resources, build on their capabilities platform, and make the capabilities more inimitable to achieve competitive advantage (Arbelo et al., 2021; Estensoro et al., 2021; Peteraf, 1993; Prahalad & Hamel, 1990). The RBV has been widely used in the marketing, operations, and strategic management literature to understand the

interaction between these functional capabilities and their effects on performance improvement (Doğru, 2021; Sharma, 2021; Song et al., 2005).

The notion that the human resource policies and practices of the organization have implications for the creation of competitive advantage by providing the organisation with a unique source of talent that is difficult to replicate has been prevalent for many years (Ahammad et al., 2020; Lytras et al., 2008; Perez Lopez et al., 2005; Widyanty et al., 2020).

However, interest in this notion has intensified as academics and practitioners have explored ways to put this notion into practice. For example, Bailey (1993) argued that human talent is often ‘under-utilised’ and that organisational efforts to elicit discretionary effort from employees are likely to provide a source of competitive advantage that cannot be easily replicated by competitors. It is also argued that certain HRM practices such as basic skill training, coaching, mentoring and incentive compensation can affect such discretionary effort through their influence on employee skills and provide employees with the competencies that are needed to yield returns in excess of any relevant costs (Barney et al., 2021; Gerhart & Feng, 2021; Hiltrop, 1996; Lee, 2021).

In this study, the theory is deployed due to the fact that the HRM practices are resources and capabilities of the university through which the university can select, recruit, train, promote and apprise the performance of its human capital and capitalize on these human capitals to improve their organizational performance. Thus, the HRM practices of the academic staff can create a competitive advantage for the university through which the performance academic staff and the universities can improve.

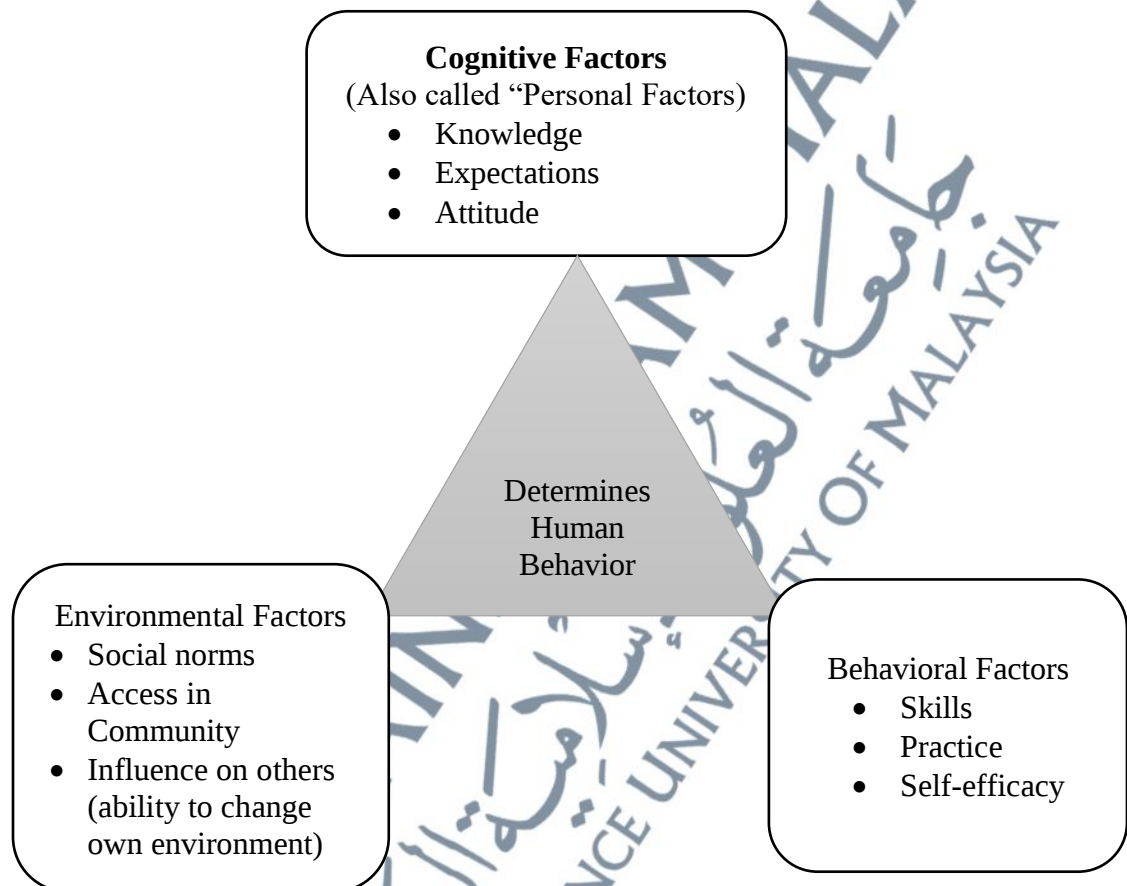
2.4.2 Social Cognitive Theory

Social Cognitive Theory (SCT) developed by Bandura (1977, 1986) states that people learn by observing and imitating others with positive reinforcement (Romeo et al., 2021). SCT also posits that behavioural change is affected not only by personal factors and internal dispositions but also by environmental influences (Zalazar-Jaime & Medrano, 2021). In this respect, behavioural change is not a uniform exercise but rather a complex process influenced by internal and external factors (Bandura, 1991). Central to this theory is the question of academic self-efficacy.

According to Bandura (1991; 1986) academic self-efficacy is the degree or strength of individual belief in their own capability and willingness to accomplish tasks and goals. Individuals with high academic self-efficacy have high expectation that outcomes or consequences of the tasks they perform must be effective, valuable, and beneficial to them and the reverse is true. In practice, academic self-efficacy is influenced by both individual's capability and surrounded people who may have a positive or negative attitude towards specific behaviour (Bashirian et al., 2021).

To date, researchers have widely been using SCT to address different aspect of human functions as organizational behaviour, mental as well as physical health, career choice, and athletics (Bandura, 1993; Banks & Mhunpiew, 2012; Locke & Latham, 2002; Romeo et al., 2021). There are possible explanations for this experience. First, it implies that researchers acknowledge the fact that human development is a continuous process subject to reshape individuals from one tradition to another and from one group to another (DeAndrea et al., 2012; Zalazar-Jaime & Medrano, 2021). Second, diversity in social practices is inclined to produce significant individual transformations in the abilities that are refined and those that remain unused (Bandura, 1989).

For that reason, SCT is extensively used by researchers interested in studying motivation, classroom teaching and achievements (Hirshberg, 2020; Schunk & DiBenedetto, 2020; Schunk & Usher, 2012; Stewart et al., 2020). Figure 2.4 shows the social cognitive theory. The model is adopted from Bandura (1986).



Source: Bandura (1986)

Figure 2.4: Social Cognitive Theory

The social cognitive theory has important implications for grounding this study on influential predictors of academic performance. This theory is employed because of the theoretical appeal of the concept academic self-efficacy. This theory is

employed because self-efficacy is one of its independent variables. The main idea is that having high academic self-efficacy is one of key contributing factor to help academic staff to perform better research and teaching.

The theory of social cognitive theory fits in this study because among other things, it pays attention on role modelling, individual's self-system and the dynamics of self-regulation (Bashirian et al., 2021; Braungart & Braungart, 2011). Besides, this theory along its central theme of academic self-efficacy also adopts what Bandura (2014) calls as cognitive interactionist standpoints which acknowledge individual moral thought, affective self-restrictions, ethical conduct and environmental factors. In essence, this theory presumes that people can, through self-reflection, self-regulatory processes, and consideration, exercise significant influence over their own outcomes as well as the environment.

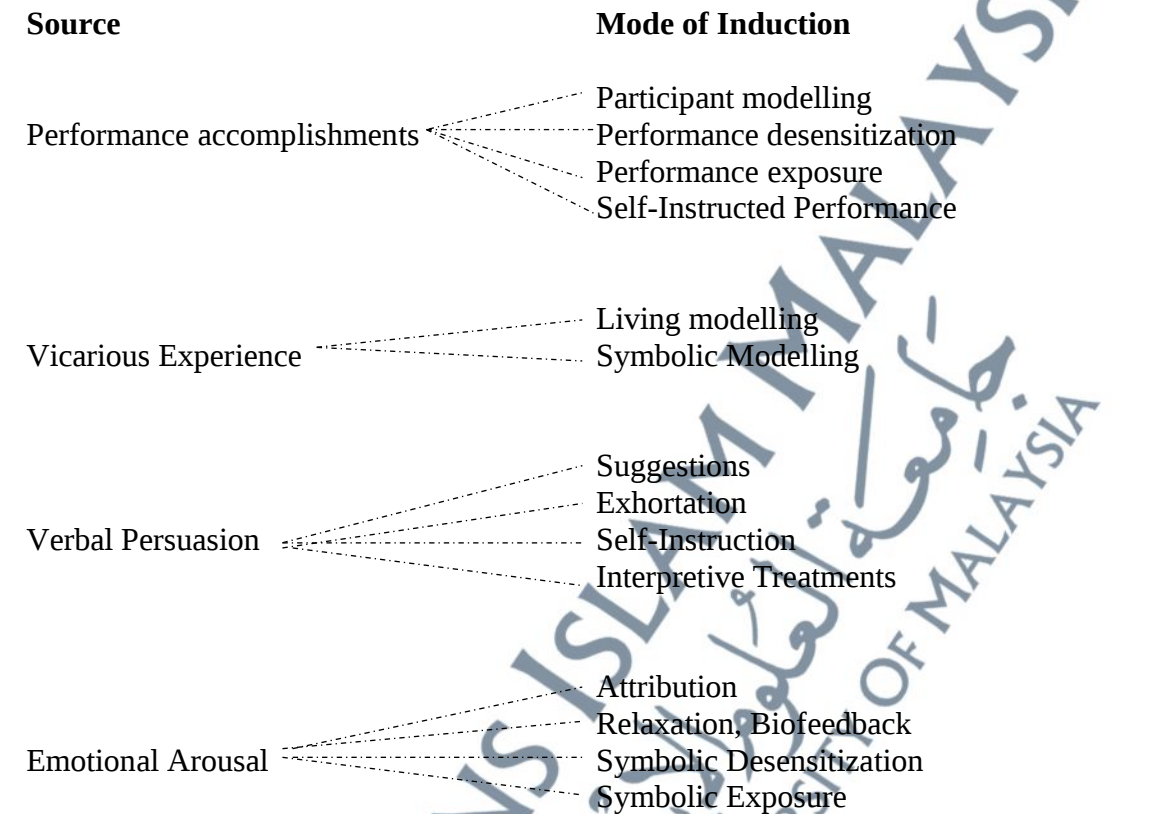
As an extension of the social cognitive theory, Bandura (2001) developed the model of self-efficacy. In the next section the model is discussed.

2.4.2.1 Model of Self-Efficacy

The literature explaining the effects of self-efficacy on performance is established on the grounds of the social cognitive theory (Bandura, 1998). Bandura (1994; 1998; 2001) concluded that the evidence across studies is consistent in showing that "perceived self-efficacy" contributes significantly to the level of motivation and performance accomplishments (Bandura, 1994, 1998; Haddad & Taleb, 2016). Bandura (1978) proposed four main sources that people draw upon when evaluating their levels of self-efficacy: performance accomplishment, vicarious experience, verbal persuasion, and emotional arousal is generally held to be the

strongest and most convincing source of individuals' self-efficacy (Bandura, 1998).

Figure 2.5 shows the original source of self-efficacy by Bandura (1978).



Source: (Bandura, 1978)

Figure 2.5: Model of Self-Efficacy

Performance accomplishment as a component of self-efficacy is derived from the person's experience in successfully performing a behavior in the past, such as exercising regularly, they will tend to be confident that they can do so in the future. In the context of academic staff, publishing a paper in a reputable journal will give the academic staff the confidence that they can publish more articles in different reputable journals. Similarly, if a person has repeatedly failed at performing a behavior in the past, e.g., writing an academic research, then his or her self-efficacy for future writing will tend to be low.

Bandura (1998) also include the vicarious experience as a component of self-efficacy, and which is defined as seeing another person performing the behavior. Its influence on self-efficacy for that behavior will be strongest when the other person is seen as being similar in terms of salient features. In contrast, seeing a person successfully engaging with exercise is more likely to increase self-efficacy, where that person is perceived as being similar in terms of levels of activity, age, and gender especially where other personally salient barriers are similar. Persuasion is generally held to be the least convincing source of information (Bandura, 1998), consisting of messages designed to convince that the behavior is easy or under a person's control or that the messages have the capability to perform the behavior. Finally, emotional cues refer to the influence of internal sensory or emotional cues on evaluations of self-efficacy.

The social cognitive theory and model of self-efficacy are used in previous studies to explain the effect of self-efficacy on performance. For example, in the study of Haddad and Taleb (2016) deployed the model of self-efficacy to explain the effect of self-efficacy on the performance. The model was able to explain the performance. In this study, the model along with the social cognitive theory are deployed to explain the effect of self-efficacy on the performance of academic staff in Jordanian universities.

2.5 Hypotheses Development

This section discusses the hypotheses development of this study. The hypotheses includes the direct effect along with the moderating effect of nepotism.

2.5.1 HRM practices and Performance of Academic Staff

HRM practices in this study were operationalized to include selection and recruitment, training and development, promotion, and performance appraisal. Previous studies that have examined the HRM practices found a positive link between HRM and performance of employees. Leroy et al. (2018) reviewed the literature and examined the effect of HRM practices on employee performance and found that there is a positive effect between the two variables. In the context of business organizations, several studies indicated that the effect of HRM practices on employee performance is positive (Ismail et al., 2021; Lim & Ahmad, 2021; Mahmood, 2021; Meijerink et al., 2021).

In educational context, few of the previous studies have examine this association between HRM practices and performance of academic staff. For instance, Turk (2008) and Turk (2010) examined the effect of the components of HRM on job performance of academic staff and found significant effect. In this study, it is proposed that the effect of HRM practices on performance of academic staff is positive and significant. Thus, it is hypothesized:

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

2.5.1.1 Recruitment and Selection and Performance of Academic Staff

Recruitment and selection are essential practices of HRM, and they can determine the performance of the organization. For this reason, it is believed that organizations spend 31% of their annual budget on the process of recruitment and selection (Adisa et al., 2017). Previous studies in non-educational context found a positive link between the recruitment and selection practices and the organizational and individual outcome (Bakhashwain & Javed, 2021; Fitri et al., 2021).

The effect of selection and recruitment on the performance of academic staff was investigated in few studies. Allui and Sahni (2016) found that the recruitment and selection process are low in Saudi universities. Xing (2010) found that staff recruitment and allocation has a significant effect on teaching and research performance. Jouda et al. (2016) found a significant effect between recruitment and selection and employee performance. Accordingly, in this study, it is assumed that the recruitment and selection procedures of academic staff has a significant effect on performance of academic staff in Jordan.

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

2.5.1.2 Training and Development and Performance of Academic Staff

Training is defined as “the process by which individuals change their skills, knowledge, attitudes, and/or behaviour” (De Cenzo & Robbins, 1998; Twumasi, 2018). Based on this definition, training is designed to support the learning activities to achieve the desired performance by employees (Irshad & Afridi, 2011). In this sense, researchers view training as an educational process through which employees

learn and apply new information and practices and have the opportunity to apply their knowledge and skills as well as to think about doing the work in different methods that can be more efficient and effective than previous methods so that their performance can improve and achieve the organizational goals (Guerce et al., 2015; Irshad & Afridi, 2011; Khan & Rasheed, 2015).

Researchers referred to the fact that organizations with a trained workforce outperform those without training. In other words, those organizations that have training program and train their employees has high productivity and better performance than those who do not have training in place. This is because training is a systematic planned process to increase the knowledge, skills, and competency of the employees so that they can improve their work output (Appiah, 2012; Alfagira et al., 2017; Salau et al., 2018).

Findings of previous studies referred to the positive effect of training and development on performance of employees. Appiah (2012) pointed out that there are mutual benefits for employees and organization when training is conducted. The employee will be more satisfied due to the improvement in his or her skills, knowledge, competency and will increase his or her performance. In turn, the organizations will benefit from better performance of employees.

Similarly, the findings of the study of Singh and Mohanty (2012) indicated that training is vitally important for employees and organizations. It is important for employees because it improves their productivity and performance which ultimately increases the productivity and performance of the organizations. Jouda et al. (2016) found that training and development have significant effect on academic staff performance. In Saudi universities, the level of training was low and it was highly

associated with the performance of academic staff (Allui & Sahni, 2016). Alfagira et al. (2017) proposed training and development as important factor for the job performance. Thus, this study assumes that an effective training and development program will have a positive impact on the performance of academic staff in Jordan. Thus, it is proposed:

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

2.5.1.3 Promotion and Performance of Academic Staff

Satisfaction with promotion policies and practices is associated with the performance of employees and organizations. Shahzad et al. (2008) found that promotion of academic staff can encourage and motivate them to achieve better performance. The author found positive link between promotion and performance of employees. Ologunde et al. (2013) found also that promotion of academic staff has increased the self-importance of the staff and resulted in positive increase of their performance. Alfagira et al. (2017) proposed that promotion of academic staff will have a significant effect on the job performance. Thus, in this study, it is proposed:

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

2.5.1.4 Performance Appraisal and Performance of Academic Staff

Previous studies focus more on the performance appraisal rather than the performance of academic staff. Among the few studies that examines the impact of performance appraisal on the performance of academic staff is the study of Joudeh et

al. (2016) who found that performance appraisal affects positively the employee performance of academic staff. Hassna et al. (2009) found that fair appraisal system has a significant effect on job performance of academic staff. This is because employees when they perceive that they have fair and just performance appraisal will tend to have better performance. Similar findings were derived in the study of Turk (2008) and Turk (2010) who indicate that the objective and performance-based appraisal is critical for improving the performance of academic staff. Accordingly, an effective performance appraisal will have a positive impact on the performance of academic staff in Jordan. Therefore, it is proposed that:

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

2.5.2 Self-Efficacy and Performance of Academic Staff

Bandura (1998) defines that 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 high productivity and efficiency. Brazeel (2010) reveals that decision makers in any organization focus on employee self-efficacy to encourage employees to achieve organization objectives. Employee self-efficacy determines the level of ability, knowledge and skills that are required in an employee.

Self-efficacy has a significant effect on the performance of employees. Tshuma et al. (2017) found that self-efficacy affect the behavior of employees. Emin Türkoğlu et al. (2017) found that self-efficacy affect the job satisfaction of teachers in Turkey.

LiLin (2018) found that self-efficacy affected the job performance of academic staff

in China. Accordingly, this study proposed that self-efficacy will have a direct significant effect on performance of academic staff in Jordan. Thus, it is hypothesized:

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

2.5.2.1 Past Experience and Performance of Academic Staff

Baron (2018) defines the past experience as “the previous knowledge and experience in other organization in the same or different field that lead the employee further his skilled”. Bandura (1998) proposed that past experience is a components of self-efficacy. Lai (2012) reveals that the past experience is essential for the benefits of the organization. The organization will benefit of how the employee using past experience especially when the organization faced challenges. In addition, Green (2012) found that past experience has a significant effect on productivity. Haddad and Taleb (2016) indicated that past experience has a significant effect on the organizational performance.

However, some research found different results. Spanjer and van Witteloostuijn (2017), found that the past experience is not always a positive predictor of performance. The findings showed that past experience has negative effect on the performance of employees. Rashid (2011) found that in educational institutions, the past experience of teachers has insignificant effect on their performance. In this study, past experience is expected to have a significant effect on the performance of academic staff and universities in Jordan. Accordingly, it is hypothesized:

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

2.5.2.2 Vicarious Experience and Performance of Academic Staff

The second source of creating employee self-efficacy is through observational experiences provided by social models the so-called vicarious experiences (Bandura, 1998). By observing others like themselves perform tasks, individuals make judgments about their own capabilities (Holleb, 2016). Few studies examined the effect of vicarious experience on performance of academic staff. A study conducted by Jiménez and de la Fuente (2016) found that vicarious experience has increased the performance of employees in Spanish companies working overseas. A study conducted by Wagler (2011) found that vicarious experience increased the efficacy of teachers. Haddad and Taleb (2016) found that vicarious experience has a significant effect on performance and clarity. Other researchers found that vicarious experience has insignificant effect on the performance of employees. 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. In this study, it is expected that vicarious experience will affect positively the performance of academic staff in Jordan. Accordingly, it is hypothesized:

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

2.5.2.3 Social Persuasion and Performance

The third source of employee self-efficacy is through verbal persuasion or also known as social persuasion (Bandura, 1998). Essentially this involves convincing people that they have the ability to succeed at a particular task. Verbal persuasion has affected several aspects of individual and organizational outcome. Verbal persuasion affected the teaching (Hendel, 2016). In the study of Haddad and Taleb (2016), the verbal persuasion was found to have significant effect on performance and clarity. In addition, the verbal persuasion affected the task choice among employees (Lamarche et al., 2014). A study also found that verbal persuasion is important to improving the performance (Wright et al., 2016). Accordingly, in this study, it is expected that verbal or social persuasion affect the performance of universities and academic staff in Jordan. Thus, the following is hypothesized:

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

2.5.2.4 Emotional Cues and Performance

Bandura (1998) argues that fourth dimension of self-efficacy is emotional cues, and it refers to the act of reducing people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states. The emotional cues are very essential to encourage the employees to cooperate between each other. Few studies examined the effect of emotional cues on performance. In the study of Haddad and Taleb (2016), the author found that emotional cues has a significant effect on the organizational performance and clarity.

Majority of previous studies focused on the effect of emotional cues on health domain. A study found that emotional cues enhance the memory performance (Yang et al., 2018). In a meta analysis study, it was found that emotional cues improve the physical and mental activities of individual and lead to better memory function as well as performance and productivity (Hostler et al., 2018). Accordingly, the effect of emotional cues on performance of academic staff and universities is expected to be positive and significant. Thus, it is hypothesized:

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

2.5.3 Nepotism as a Moderator

Nepotism is defined as practice of allowing relatives to work for the same employer (Mathis & Jackson, 2010). Nepotism is a certain type of conflict of interest. In heavily nepotism-oriented businesses, if nepotism is felt intensively, the HRM practices cannot work independently. Due to this, it is not possible to have meritocracy in the organization (Arasli & Arici, 2020; G. Chen et al., 2021). In the presence of nepotism, the employee may not be sufficiently motivated. Whether the employees undertake managerial or non-managerial work, it is very difficult to promote them if they compete with the one who has a family member, relative or friends in the higher level position in the organization (Bozer et al., 2017; Momand, 2020). Nepotism can also directly affect the level of satisfaction of employees. Because of this, it can also have effects on the behavioural intentions of employees such as quitting intention, performance, and negative word of mouth (Arasli et al., 2006; Arasli & Arici, 2020; Kabul & Momand, 2020). Arasli et al. (2006) found that

nepotism affect negatively the HRM and the word of mouth. Abdalla et al. (2002) found that the perception about nepotism in Jordan is negative and affect the performance of employees.

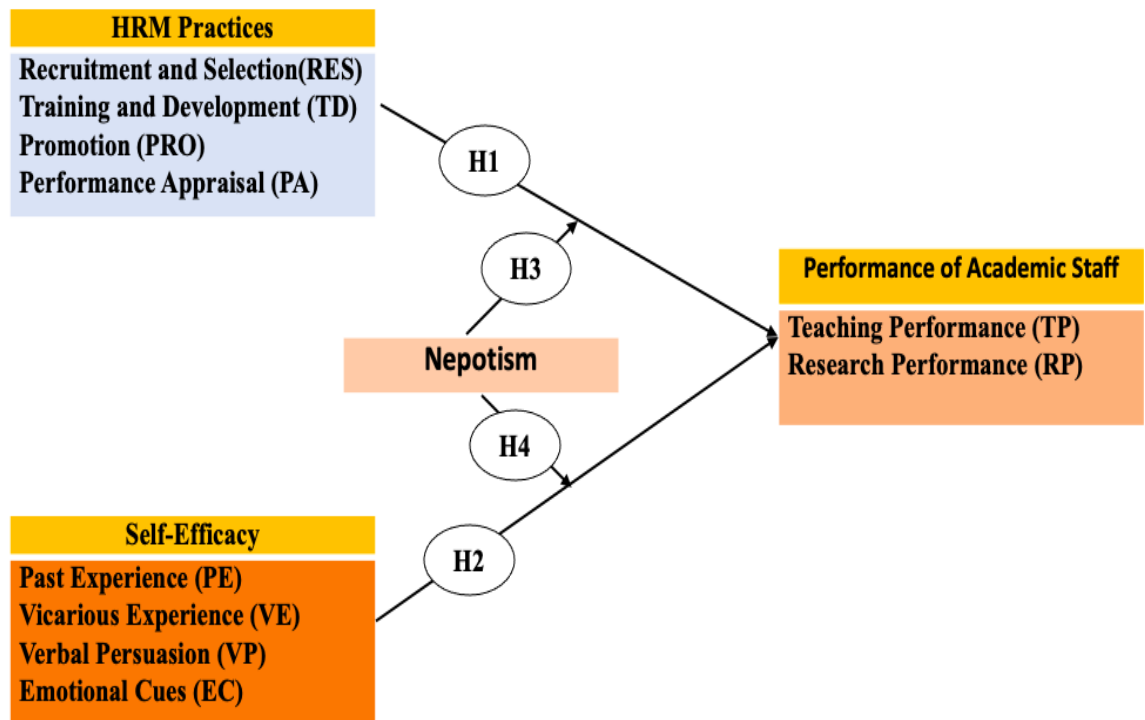
Few studies examined the moderating effect of nepotism in the context of educational institutions. A conceptual study was conducted by Sulieman and Rjoub (2018) suggested that there is moderating effect of nepotism between selection and recruitment and the job performance of academic staff in Jordan. The study also recommended to examine other variables such as promotion and training. A study conducted by Seçilmiş and Uysal (2016) examined the moderating effect of nepotism between employment empowerment (competence, self-determination, impact dimension) and organizational justice. The findings are mixed. Nepotism moderated the effect of competence on organizational justice but did not moderate the effect of self-determination and impact dimension on organisational justice. In addition, the study found that nepotism has a negative direct effect on organizational justice. Other studies also found that the effect of nepotism is negative on performance of employees in Jordan (Abdalla et al., 2002). Thus, based on the lack of studies, this study aims to examine the moderating effect of nepotism between HRM practices and self-efficacy on one hand and performance of academic staff on the other hand. Accordingly, it is hypothesized that:

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 the performance of academic staff.

2.6 Conceptual Framework

Based on the theory of resource-based view, social cognitive theory and self-efficacy model as embedded in the social cognitive theory as well as the review of existing frameworks, this study proposes that HRM practices will have a significant positive effect on the performance of academic staff. In addition, the study propose that self-efficacy will have a direct positive effect on performance of academic staff. Further, nepotism is proposed in this study as a moderating variable between HRM practices and self-efficacy on one hand and performance of academic staff on the other hand. Figure 2.6 shows the conceptual model of this study.



Source: Self-developed

Figure 2.6: Conceptual Framework

2.7 Conclusion

This chapter reviewed and discussed the literature related to performance of academic staff. The chapter reviewed the definition of the performance of academic staff and its measurement. Based on the established literature, the performance of academic staff in this study is measured using the teaching and research performance. Theories that link the variables of this study were discussed. The resource-based view is reviewed to explain the relationship between HRM practices and performance of academic staff. Further, the social cognitive theory and the model of self-efficacy were reviewed to explain the effect of self-efficacy on the performance of academic staff.

Existing frameworks in the literature were reviewed to understand the findings of previous studies and identify the gaps in the literature. Based on the theories and the review of the literature, this study proposed that HRM practices will have a significant effect on the performance of academic staff in Jordan. In addition, the study proposed that the self-efficacy will also affect positively the performance of academic staff. Nepotism in this study is proposed as a moderating variable. It is expected to moderate the effect of HRM practices and self-efficacy on the performance of academic staff. Based on these hypotheses, the conceptual framework that explains the hypotheses was drawn.