




“The influence of human resource management practices on employee performance: A case study of Al-Balqa Applied University”

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THE INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE PERFORMANCE: A CASE STUDY OF AL-BALQA APPLIED UNIVERSITY

Abstract

Human resources management (HRM) has become critical in modern empirical studies. This study examines the impact of several critical HRM practices, including workforce planning, recruitment and selection, training and development, compensation, and employee appraisal, on employee performance. The study selected employees of Al-Balqa Applied University in Jordan to conduct a survey totaling 150 respondents. The paper adopted a quantitative research approach to achieve the study objectives using self-administrated questionnaires for data collection. The study used the SPSS software to conduct the primary analyses. The results showed that the university's application of HRM practices was at a high level, where training and development took first place in priority. However, the study suggested a change in HRM practices in the pursuit of excellence to improve the productivity of employees at the university. Therefore, personnel management should always strives to implement one or another strategy of the university, based on which appropriate human resource management practices are chosen.

Keywords

human resources, employee performance, regression coefficient, Al-Balqa Applied University, Jordan

JEL Classification

O15, J24, L25, D22

INTRODUCTION

Global business changes the character and nature of the competitiveness of universities, which is transformed under the influence of new factors. According to the new classification of factors that shape the competitiveness of universities in the modern world, the determining factors of their competitiveness are innovativeness in the broad sense of this term, the ability to achieve leadership based on more effective use of production systems on a global scale, ensuring high quality and satisfying people's needs and effective use of various intangible assets, for example, knowledge, human capital, experience, qualifications, and motivation. The quality of human resources management, therefore, acts as a marker of the innovative capacity of the university.

HRM practices have gained deep concerns in different types of organizations. This topic also triggers the management of organizations to develop effective human resources practices to achieve success. In addition, this means that desired development and objectives can be achieved through important strategic human resources activities since the workforce is the base of organizational success (Phutela, 2016). Furthermore, various HRM practices and organizational aspects, such as employee performance, were scrutinized. As a result, HRM holds several essential practices to address and consider to reach optimal organizational outcomes (Tiwari & Saxena, 2012).

Moreover, employee performance is critical nowadays (Siraj et al., 2022). It is vital for business survival and development during fierce competition. Moreover, organizations strive to hire and select talented and high-performing specialists and obtain efficient human resources by implementing effective management practices (Jiang et al., 2022). On the other hand, employee performance still needs to be examined.

The stimuli to deepen the research topic of employee performance arose behind the increasing measures and factors enhancing this topic (Al-kharabsheh et al., 2023). Therefore, this study addresses employee performance and its relationship with HRM practices. Moreover, it seeks to cover the research gap by focusing on higher academic institutions in Jordan. Currently, HRM practices have become an integral part at all universities. Hence, this study assesses the potential effects of effectively managing human resources to achieve desired organizational outcomes (Shrouf et al., 2020).

Al-Lawama et al. (2021) indicated the need for a clearer understanding of those factors leading to employee performance considering different HRM practices in university settings. Moreover, limited examination of the higher education industry motivated the current study to investigate this issue. Thus, it is vital to estimate how much HRM practices (performance appraisal, recruitment, workforce planning, training, development, and compensation) can influence employee performance at Balqa Applied University (BAU) in Jordan. The results will contribute to understanding the relationship between HRM practices and employee performance.

1. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

In modern times, human resources management has become an urgent necessity. Applying the optimal recruitment, selection, training, development, preservation, and motivation of human resources characterizes it. All these aspects clarify its fundamental role and impact on employee performance, thus helping the organization succeed (Alfes et al., 2013). Through this, the human resources department's role in raising employee performance is evident, as it provides the specialized human elements with competence that affects organizational performance (Amir et al., 2022). Therefore, organizations should constantly improve their HRM practices to enhance their strengths and influence the markets, especially in highly competitive markets (Hee & Jing, 2018).

HRM is one of the most critical management approaches that effectively link formulating the appropriate strategy for business organizations (Cooper et al., 2019). It also balances what the organization intends and what the individuals want to achieve. Human resources management has many definitions (Alsafadi & Altahat, 2021).

Boxall and Purcell (2022) indicated that managing human resources is the mechanism by which management staff is generated. Dessler (2016) defined it as a series of practices, policies, and sub-strategies used to achieve all human resource activities that management can appropriately employ.

Armstrong (2016) states that human resource management is a strategic, integrated approach to employee employment, development, and well-being in organizations. The literature classified human resources management activities as the designed human resource deployments and the organization's improvement that purposed to achieve the goals through human resource management. According to Paul et al. (2015), managing human resources is one of the most successful handling and controlling human resources programs. Laursen et al. (2013) stated that all organizations use diverse human resources management practices to achieve their goals. Storey et al. (2019) concluded that human resources practices assist human elements in coordinating and achieving maximum human efficiency in organizations.

HRM includes many practices, i.e., management preparation, selection and recruiting, training and development, compensation, and performance evaluation. The vigorous implementation

of these practices relates to the number of workers required for potential work (Gould-Williams & Mohammed, 2021). The main goal of human resource planning is to ensure that the people are at the right places and time and can perform their duties and tasks successfully (Subashree & Subramaniam, 2017). Phutela (2016) defined human resources planning as a mechanism used to ensure the appropriate numbers of qualified people available to perform tasks and meet the company's and individuals' needs. As for recruitment and selection, Oaya et al. (2017) indicated recruitment as a method that seeks to fulfill the vacant position with suitable workforce candidates. Recruitment also precisely identifies business requirements (capabilities, skills, and individuals), enabling the organizations to perform well and determining the number of working duties (Bratton et al., 2021).

On the other hand, recruitment is an activity to explore organizational needs and access the best applicants to ensure the organization's operation, including searches for qualified human resources to fill vacancies and explore potential candidates (Noe et al., 2019). Richardson et al. (2009) argued that recruiting is a systemic mechanism in which many potential job candidates are found and drawn to fill their vacant position in due course. Gamage (2014) stated that selection involves using one or more methods to evaluate the applicant's suitability for making the correct selection decision concerning training and development. Dessler (2016) defined training as equipping employees with required skills to perform work successfully.

Training and development ensure that the human resources working in the organization have the skills, abilities, and knowledge required to deal with current and future job provisions (Rodjam et al., 2020). In addition, this would increase the knowledge of employees and their awareness of the work culture and competitive environment to enhance the quality of a product or service provided (Alkhazali et al., 2020). In addition, it encourages them to investigate opportunities and areas of self-learning to ensure greater flexibility in executing work. Accordingly, the training and development practice is an ongoing, planned, and designed process to provide the individual with the appropriate expertise to reach the required

performance. This responsibility falls not only on the direct head of the trainee but also on the organization's management as a whole (Alkhazali et al., 2019). Therefore, organizations are trying to develop management-training units permanently to improve their staff performance (Kianto et al., 2017).

Adeoye and Fields (2014) described compensation and wages as one of the leading human resources functions and critical determinants of staff motivation. Performance appraisal is an official system for reviewing and evaluating individual or task performance (Fong et al., 2011; Hennekam & Herrbach, 2013). Evaluating staff performance is a complex process that is influenced by several factors, which requires all those interested in evaluations to evaluate employee performance through logical steps and be sequential to achieve the evaluation objectives.

Ali et al. (2016) explained that evaluating employee performance is concerned with studying and analyzing their performance in work and observing their behaviors while carrying out the tasks entrusted to them. This helps to judge their ability to accomplish their duties successfully and efficiently and achieve progress for themselves and the organization (Sweis et al., 2020).

Ahmad et al. (2011) addressed the impact of three human resources practices on the perceived performance of university teachers in Azad Jammu and Kashmir. The study concluded that compensation practices affect employee performance. Karoo (2016) explored the influence of human resource management practices on employee performance at Jude Company. Employee performance was affected by new human resources management practices. The study also concluded that all practices positively influence employee performance. Finally, Nassazi (2013) evaluated the impact of training on employee performance, using the telecommunication industry in Uganda as a case study. Thus, training significantly affected employee performance.

Shahzadi et al. (2014) investigated the impact on employee morale in Pakistan and how motivation can affect employee performance. Thus,

the relationship between motivation and employee performance was significant and positive. Dakhoul (2018) examined the determinants of employee performance in the Jordanian industrial sector. The study found training significant. Shaukat et al. (2015) assessed the contributions to the perceived employee performance, including selection, preparation, career planning, compensation, performance evaluation, and employee engagement. The study found that the impact of HRM activities on employee performance is economically and statistically significant. Next, Mohammed et al. (2017) indicated that HR recruiting, selection processes, training, and development, compensation, performance management, and succession planning affect employee performance. Lucky et al. (2014) investigated the impact of HRM practices on employee performance at MSI in Malaysia. They indicated that recruitment selection and compensation significantly correlated with employee performance. Finally, Hassan (2016) examined the relationship between human resources management practices such as compensation, career planning, performance appraisal, training, employee involvement, and employee performance. The study found that the relationship between training and employee performance was positive.

The concept of performance is broad and involves many terms related to success and failure; it reflects the status of organizations or individuals working in different areas (Hypko et al., 2010). It is the interaction between behavior and achievement to produce valuable outputs that help to sustain work at the level of individuals or organizations within what is planned and required by both parties (Shields et al., 2015). Guan and Frenkel (2018, p. 65) described employee performance as the degree to which one can perform a particular activity within the context through the abilities, skills, and job requirements. In this regard, Hermawati and Mas (2017) considered employee performance as the result of an effort made by a particular individual in the organization and compared it to their job requirements. Fongkeng (2018) defined employee performance as a result of work based on the quality and quantity an employee achieves. Employee performance is also identified as ac-

tual behavior expressed by all as completing work produced by the appropriate employee for their role in the organization.

The issue of employee performance is receiving increasing attention in developing and developed societies. All individuals are working to improve the level of performance and raise its rates to the point that it has become an essential criterion and indicator of economic and administrative progress (Ogbonnaya & Messersmith, 2019). It affects economic and social development rates in the economies, national income, and the standard of living depend mainly on raising the level of efficiency of workers (Veth et al., 2019). Therefore, the primary challenge for organizations is to raise the level of performance in all socio-economic units. The performance also receives exceptional attention at all levels, starting from the level of the individual, regardless of the position within the organization (Ngwenya & Aigbavboa, 2017). Furthermore, organizations are interested in the performance of their employees because the level of progress and success of any organization is directly related to the performance of its employees (Al-Busaidi et al., 2021).

Therefore, based on an in-depth literature review, the study found critical findings on the impact of different HRM practices on employee performance. The scholarly also attempted to cover the emerging issues in this area that trigger modern studies to provide new insights and research implications and cover the research gaps (Devi, 2018). Thus, this study aims to address the role of HRM in employee performance, particularly in higher education institutions. Since the HRM practices are varied, this study mainly focuses on performance appraisal, recruitment, workforce planning, training, development, and compensation from the perspective of BAU employees. Therefore, the research hypotheses are formulated as follows:

H1: Human resources practices (workforce planning, recruitment and selection, training and development, compensation, and performance appraisal) do not affect employee performance at a significance level of $\alpha \leq 0.05$.

H1.1: Workforce planning does not affect employee performance at a significance level of $\alpha \leq 0.05$.

H1.2: Recruitment and selection do not affect employee performance at a significance level of $\alpha \leq 0.05$.

H1.3: Training and development do not affect employee performance at a significance level of $\alpha \leq 0.05$.

H1.4: Compensation and development do not affect employee performance at a significance level of $\alpha \leq 0.05$.

H1.5: Performance appraisal does not affect employee performance at a significance level of $\alpha \leq 0.05$.

2. METHODOLOGY

This descriptive-analytical study intends to describe the identified phenomena. The study population comprises all employees working at BAU. Due to a large population, the study used a random sample of 150 employees representing different management levels. A self-administered questionnaire was designed based on the previous literature to collect data from the target sample. The questionnaire was offered in two language versions (Arabic and English).

Secondary data were collected from journals, government publications, organizational reports, the Internet, and previous studies. The primary data were obtained using a self-administered questionnaire. The research validity and reliability of the questionnaire were assessed. Cronbach's alpha tested the consistency of the study instrument. The reliability result was 95.1, following the recommendations of Sekaran (2016) for each questionnaire variable and the whole questionnaire. Table 1 shows Cronbach's alpha values.

Table 1. Instrument reliability

| Variable | Cronbach's Alpha |
|---------------------------|------------------|
| Workforce planning | 86.2 |
| Recruitment and selection | 80.8 |
| Training and development | 83.4 |
| Compensation | 82.4 |
| Legal responsibility | 88.4 |
| Employee appraisal | 90.0 |
| Total | 95.1 |

3. RESULTS

3.1. Demographic profile

The study uses SPSS software to analyze the frequency and percentage of the demographic factors. Table 2 presents the results of this analysis. Most respondents were male, with 69.3%; the females were only 30.7%. Respondents were younger than 25 years old, with a percentage of 69.3%. Thus, generally, the young staff is working at the university. The dominant educational level was secondary education or less (81.3%). Their experience ranged between 10-15 years (42%). Lastly, 71.3% were employees.

Table 2. Sample demographics

| Variables | Items | Frequency | Percentage |
|-------------------|-----------------------------|-----------|------------|
| Gender | Male | 104 | 69.3 |
| | Female | 46 | 30.7 |
| Age | Less than 25 | 104 | 69.3 |
| | 25-34 | 17 | 11.3 |
| | 35-44 | 12 | 8.0 |
| | 45+ | 17 | 11.3 |
| Educational level | Secondary or less | 122 | 81.3 |
| | Diploma | 5 | 3.3 |
| | BSC | 19 | 12.7 |
| Experience | Higher studies | 4 | 2.7 |
| | Less than five years | 12 | 8.0 |
| | Five to less than ten years | 17 | 11.3 |
| | 10 to less than 15 | 63 | 42.0 |
| Position | 15+ | 58 | 38.7 |
| | Employee | 107 | 71.3 |
| | Department head | 15 | 10.0 |
| | Manager | 13 | 8.7 |
| | Teacher | 15 | 10.0 |

3.2. Hypotheses testing

The study used multiple and simple regressions to test the study hypotheses and examine the relationships between dependent and independent variables. Tables 3 and 4 indicate a statistically significant impact of human resources practices on employee performance in BAU (H1). The correlation coefficient (R) is 0.850, which implies a positive relationship between human resources practices and employee performance. In contrast, the determination coefficient R^2 is 0.723; thus, 72.3% of changes in employee performance are due to changes in human resources practices, and the

Table 3. Model summary for H1

| Variable | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------------------|-------|----------|-------------------|----------------------------|
| Human resources practices | 0.850 | 0.723 | 0.714 | 0.33309 |

Table 4. Regression coefficients for H1

| Model | Unstandardized Coefficients | | Standardized Coefficient | T | Sig. |
|---------------------------|-----------------------------|------------|--------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | -.335 | .236 | | -1.417 | .159 |
| Workforce planning | -.067 | .040 | -.081 | -1.654 | .100 |
| Recruitment and selection | .112 | .057 | .110 | 1.952 | .053 |
| Training and development | .296 | .076 | .253 | 3.898 | .000 |
| Compensation | .266 | .092 | .223 | 2.905 | .004 |
| Employees appraisal | .465 | .084 | .416 | 5.506 | .000 |

rest, 27.7%, is due to other factors not included in the study. The results also revealed that the regression coefficients (*B*) equal -0.067, 0.112, 0.296, 0.266, and 0.465. Furthermore, the significance level for each regression coefficient is less than $\alpha = 0.05$, except for workforce planning and recruitment and selection. Therefore, there is an impact of human resources practices in all of its dimensions, except workforce planning and recruitment and selection, on employee performance. Thus, the null hypothesis is rejected, and the alternative one is accepted.

Table 5 shows a significant effect of workforce planning on employee performance in BAU (H1.1). The correlation coefficient (*R*) is 0.230, which indicates a positive relationship between workforce planning and employee performance. The determination coefficient *R*² is 0.053; this denotes that 5.3% of changes in employee performance are due to changes in workforce planning. Table 6 presents the regression coefficient *B* = 0.189, *t* = 2.881 at Sig 0.005 for workforce planning. At the same time, this confirms a significant effect of workforce planning as a practice of human resources management on employee performance at $\alpha = 0.05$.

Table 5. Model summary for H1.1

| Variable | R | R Square | Adjusted R Square | Std. Error in the Estimate |
|--------------------|-------|----------|-------------------|----------------------------|
| Workforce planning | 0.230 | 0.053 | 0.047 | 0.60780 |

Table 6. Regression coefficients for H1.1

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 3.244 | .241 | | 13.479 | 0.000 |
| Workforce planning | 0.189 | 0.066 | 0.230 | 2.881 | 0.005 |

Table 7 reveals a statistically significant effect of recruitment and selection on employee performance (H1.2). The correlation coefficient (*R*) is 0.530, revealing a positive relationship between recruitment and selection and employee performance in BAU. The determination coefficient (*R*²) = 0.281. This means that 28.1% of changes in employee performance are due to changes in recruitment and selection. Table 8 shows the regression coefficient *B* = 0.541, *t* = 7.609 at Sig 0.000 for recruitment and selection. This establishes a significant effect of recruitment and selection as a practice of human resources management on employee performance in BAU at $\alpha = 0.05$.

Table 9 reveals a significant effect of training and development on employee performance in BAU (H1.3). The correlation coefficient (*R*) is 0.728, confirming a positive relationship between training and development and employee performance. The determination coefficient *R*² is 0.527, meaning that changes in training and development cause 52.7% changes in employee performance. Table 10 presents that the regression coefficient *B* = 0.851, *t* = 12.853 at Sig 0.000 for training and development, which means there is a significant impact of train-

Table 7. Model summary for H1.2

| Variable | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------------------|-------|----------|-------------------|----------------------------|
| Recruitment and selection | 0.530 | 0.281 | 0.276 | 0.52956 |

Table 8. Regression coefficients for H1.2

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---------------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 1.878 | 0.272 | | 6.904 | 0.000 |
| Recruitment and selection | 0.541 | 0.071 | 0.530 | 7.609 | 0.000 |

Table 9. Model summary for H1.3

| Variable | R | R Square | Adjusted R Square | Std. Error in the Estimate |
|--------------------------|-------|----------|-------------------|----------------------------|
| Training and development | 0.726 | 0.527 | 0.524 | 0.42936 |

Table 10. Regression coefficients for H1.3

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.512 | 0.268 | | 1.913 | 0.058 |
| Training and development | 0.851 | 0.066 | 0.726 | 12.853 | 0.000 |

ing and development on employee performance in BAU at $\alpha = 0.05$.

Table 11 reveals an excellent correlation between compensation and employee performance since R equals 0.750, indicating a positive relationship between the independent and dependent variables. The determination coefficient R^2 is 0.562. This means that 56.2% of changes in employee performance are due to changes in compensation. The results of the regression coefficients in Table 12 are $B = 0.895$, $t = 13.791$ at Sig 0.000. This confirms a significant effect of compensation on employee performance in BAU at $\alpha = 0.05$.

Table 11. Model summary for H1.4

| Variable | R | R Square | Adjusted R Square | Std. Error in the Estimate |
|--------------|-------|----------|-------------------|----------------------------|
| Compensation | 0.750 | 0.562 | 0.559 | 0.41319 |

Table 12. Regression coefficients for H1.4

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.410 | 0.257 | | 1.594 | .113 |
| Compensation | 0.895 | 0.065 | 0.750 | 13.791 | .000 |

Table 13. Model summary for H1.5

| Variable | R | R Square | Adjusted R Square | Std. Error in the Estimate |
|-----------------------|-------|----------|-------------------|----------------------------|
| Performance appraisal | 0.800 | 0.639 | 0.637 | 0.37503 |

Table 13 shows that the correlation coefficient between performance appraisal and employee performance (R) is equal to 0.800, which indicates a positive relationship between the independent and dependent variables. The coefficient R^2 is 0.639; this means that 63.9% of workplace changes are due to efficiency in performance appraisal. Meanwhile, Table 14 showed $B = 0.893$, $t = 18.203$ at Sig 0.000. This implies there is a significant impact of performance appraisal as a practice of human resources management on employee performance in BAU at $\alpha = 0.05$.

Table 14. Regression coefficients for H1.5

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-----------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.384 | 0.221 | | 1.743 | 0.083 |
| Performance appraisal | 0.893 | 0.055 | 0.800 | 16.203 | 0.000 |

4. DISCUSSION

The study results revealed the positive effect of human resources practices (management planning, recruitment and selection, training and development, compensation, and performance evaluation) on employee performance at BAU. The paper indicated the high level of HRM practices, where training and development ranked first in priority, followed by compensation. As a result, the level of employee performance was also at a high level. The results found a statistically significant effect at $\alpha = 0.05$ of human resources management practices individually in achieving more extraordinary employee performance. However, workforce planning and recruitment and selection showed the most significant effect on employee performance at $\alpha = 0.05$.

The study results are consistent with Sweis et al. (2020). The HRM practices obtained a level of agreement among the study sample. All the average values of the questionnaire items were also high and indicated an excellent level of HRM practices. It aligns with Lucky et al. (2014), who also confirmed a significant effect of human resources practices on employee performance.

The findings reinforced the significance of workforce planning on employee performance in BAU. The coefficient of variance interpretation was 5%, which identifies the needs of human resource management, and raises the level of their efficiency and performance, with increased attention to the dimension of human resources planning. This result is consistent with Al-kharabsheh et al. (2023). Furthermore, the findings demonstrated an impact of recruitment and selection on employee performance in BAU, where the coefficient of variance interpretation was 28%. This result is consistent with Veth et al. (2019). The attraction and employment of highly experienced human resources are essential factors that contribute to raising the performance and even the company's continuity. Putting the right person in the right place and

employing efficient workers who can work ideally will develop and improve the performance of the enterprise while employing ineffective and inexperienced workers will lead to a decline in company performance and lower profits.

On the other hand, the findings confirmed the effect of training and development on employee performance in BAU, where the coefficient of variance interpretation was 52.7%. Thus, the study can infer that the training and development function undoubtedly improves employee performance by reducing waste and raising productivity. The impact of performance appraisal on employee performance is also confirmed, where the interpretation coefficient was 63.9%. This is consistent with Ahmad et al. (2011). Performance appraisal is an essential condition for the success of human resource management, as good planning is only a success factor if a performance evaluation accompanies it. Evaluation and planning are two sides of the same coin, and it is undoubtedly an expected result that explains the evaluation by a high percentage.

Furthermore, the same results asserted the effect of compensation on employee performance in BAU, where the coefficient of interpretation was 56.2%. This result is consistent with Hee et al. (2018). Compensation generally increases workers' performance, and performance is directly proportional to compensation. It affects individual behavior and makes individuals feel satisfied, reflecting positively on the organization. The reason for the high coefficient of interpretation is that these practices significantly affect employee performance.

In general, the method of practicing human resource management directly affects the performance of employees in different organizations. Therefore, poor human resource management reflects negatively on the performance and activities of the organization and its employees. Therefore, the university management should achieve de-

velopment for its human resources to improve its employees' performance, which mainly depends on the level of human resources performance. However, respondents mentioned some human manifestations that indicate the extent of their HRM levels and their impact on the levels of weakness that some of the university's HRM practices suffer.

CONCLUSION

The study examined the impact of HRM practices on employee performance at BAU. The results concluded the importance of establishing training programs continuously for employees to follow up on developments related to human resources management practices. Furthermore, the findings confirmed the theoretical research assumptions about the effect between the respective constructs and supported the growing concern of the universities to improve their employee performance.

Research implications highlight the need to expand the related HRM factors influencing employee performance to better understand this topic. The study suggests ensuring a stable and safe work environment to maintain current employees and attract highly qualified specialists by reconsidering the compensation policies and linking them to inflation rates to offer a decent life for employees. The results provide recommendations for academic institutions in general, and BAU in particular, in increasing employee performance. Thus, HRM practices need to be reviewed and redesigned to be more effective and influential to achieve favorable organizational outcomes. For future studies avenues, the study suggested conducting similar research on different contexts with different practices of human resources management and workplace factors, considering crucial issues like the obstacles to applying effective human resources management practices.

Based on the gained findings, the study recommends exerting tremendous effort to attract talents that serve the university effectively and satisfactorily. In light of the current crisis and the migration of professionals outside BAU, obtaining and retaining talents has become challenging. In addition, regular internal and external training ensures that employees are aware of their jobs and are fully prepared to face any problem. Thus, management can allow staff to choose training programs commensurate with their capabilities, training needs, and tasks. Furthermore, the university should follow an open-door policy. It allows any worker with constructive and creative ideas to propose, consider, and apply them according to their capabilities and involve all employees in evaluating and developing strategies and policies. Finally, it is crucial to give more attention to human resources in the company as a source for achieving competitive advantage.

Furthermore, university leadership should develop performance appraisal criteria permanently, as they are chosen according to the job descriptions to be clear, understandable, and measurable. This helps to keep pace with work developments and future needs, which makes the evaluation results accurate. Finally, it is worth introducing a feedback system that follows the performance appraisal process that enables the employees to identify the results of their job performance appraisal, revealing strengths and weaknesses in their performance.

AUTHOR CONTRIBUTIONS

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Data curation: Rania Alkhalailah.

Formal analysis: Salameh Mjlae.

Funding acquisition: Salameh Mjlae.

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Methodology: Salameh Mjlae.
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Supervision: Salameh Mjlae.
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