

The Mediating Effect of Organizational Citizenship Behavior on the relationship between Human Resource Management Practices and Job Performance of academic staff in universities of Thi-Qar and Sumer

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ABSTRACT

Job performance is always a significant concern of every educational institution particularly in the case of academic staff. This requires institutions' management to have an efficient job performance system to evaluate and enhance the job performance of their academic staff. Unfortunately, minimal research has examined the relationship between human resource management (HRM) practices, organizational citizenship behaviour (OCB) and job performance among academics in the context of public universities of Thi-Qar, Iraq. The current study examines the effects of HRM practices and OCB on job performance among academics in the target population based on social exchange theory and the resource-based view theory. Quantitative research approach along with cross-sectional research design has been used to collect data from 450 academic staff in the target population through a self-administrated questionnaire. The response rate of 71.5% was achieved by receiving complete survey tools and returns from 322 respondents. Based on the concept of Response Rate, a response rate of 71.5% is sufficient for analysis in this study. Among the 322 questionnaires received. The collected questionnaires for unusable questionnaires (either blank or partially completed only) were examined, and 11 of the questionnaires were excluded from the analysis. With 311 profitable returns and questionnaires out of 450, the response rate was 69.1%. The results of the current study will provide empirical evidence on key issues related to the job performance of academics in Thi-Qar university. This study examined the effect of HRM practices (recruiting and selection, training and development, and performance appraisal) on the job performance of academic staff with the mediating effect of organizational citizenship behavior in public sector universities of Iraq. This study has added up to the literature by proposing a model on the mediating role of OCB in the relationship of HRM practices (recruiting and selection, training and development, and performance appraisal) and job performance among academic staff in the higher education sector of Iraq. It is concluded that lack of OCB and poor HRM policies are major problems and negatively affect the output of academic staff. The results of this study revealed that the performance of academic staff could be improved if OCB among academic staff could be enhanced by providing them many opportunities for training and development, performance.

Keywords: Human Resource Management Practices, Organizational Citizenship Behavior, Job Performance, academic staff, Thi-Qar and Sumer.

1. Introduction

The process or activity of performing or carrying out an action, task, or function is called job performance. It is the fulfilment of a specified job. Job performance is an employee's output and outcomes in quantity and quality required from every employee. Job performance examines whether a person performs a job successfully. It also pertains to the act of executing a job. It involves attaining a goal or set of objectives within a job, function, or organisation (Manzoor, Wei, Bányai, Nurunnabi, & Subhan, 2019). Job performance should be relevant for the whole spectrum of methods and treatments that the discipline of industrial-organizational (I-O) psychology could apply to increase human performance in work organisations (Paauwe, 2009). Recruitment and selection, training and development, and motivation are part of many of these techniques (Motowidlo & Kell, 2012). Thus, a definition of performance should allow for variation attributable to differences in (a) traits measured in selection programmes, (b) participation in training and development programmes, (c) exposure to motivational interventions and practices, and (d) situational constraints and opportunities (Motowidlo & Kell, 2012).

Job performance refers to the observable behaviours that workers exhibit in their employment related to the organization's objectives (Cook, 2008). Job performance is of interest to enterprises because of the necessity of good productivity in the workplace (Cook, 2008). Performance criteria should be based on behaviours rather than outcomes (Murphy, 1989). Focusing on outcomes may drive workers to seek the simplest approach to accomplish the required results, which will likely damage the organisation because other critical behaviours will not be done. Job performance is always a big worry of any educational institution, notably in the case of academic staff (Manzoor, Wei, Bányai, Nurunnabi, & Subhan, 2019).

A distinction is made between in-role and extra-role performance (Katz & Kahn, 1978). Cook (2008) proposed that performance may be split into two aspects, task and contextual performance. Task performance is the effectiveness with which employees formally complete their job tasks and contribute to the organization's technical core. Contextual performance encompasses volitional organizational acts, not required by the job, and therefore do not directly contribute to the technical core (Cook, 2008). The contextual performance comprises activities such as aiding, collaborating with others, and volunteering, which is not officially part of the job but may be crucial for all jobs. Although this distinction does occur, the current study will focus on task, or in-role, performance.

Several factors can affect an employee's job performance, There by negatively affect ting the productivity and objectives of the institution to which the employee belongs. These include administrative negligence resulting from the weak administrative organization due to inefficient leadership style or supervision and organizational culture prevailing in the institution, leading to wastage of working hours (Jankingthong & Rurkkhum, 2012).

Another factor is the inability of many of the workers to distinguish between performance and effort. The effort refers to the energy exerted by the individual, but performance is a measure of the results achieved by the individual (Song, Wang, Chen, Benitez, & Hu, 2019). Another factor that can affect functionality is the lack of effective and positive communication between managers and employees. This can be avoided by establishing confidence in the employees, directing them to, engaging them in the objectives and strategy of the institution, and guiding them in achieving the strategic objectives. In addition, the organization's lack of detailed plans for its work and its objectives can contribute to the failure to measure the achievement or conduct accountability of its

employees at the level of their performance since there is no predefined standard. Therefore, the employee performs well with the low-performing employee (Msallam, Al Hila, AlHabil, Abu-Naser, & Al Shobaki, 2019).

Human Resource Management (HRM) is the act of managing tasks and duties to establish and maintain a competent employee (Truss, Mankin & Kelliher, 2012). HRM is concerned with the employees in an organisation and how they contribute to organisational efficiency and effectiveness. Senyucel (2009) described HRM as a mix of people-centered management practices that view employees as assets and those targeted to establishing and maintaining a competent and dedicated workforce for attaining organisational objectives. The HRM function of an organisation focusses on the management level. It includes practices that assist the organisation practices that assist the organisation in successfully managing employees throughout the several stages of employment, including pre-hire, staffing, and post-hire. HRM organisational performance (Abdi & Azizpour, 2013). The companies utilize diverse HRM practices to reach their relevant aims. A welcoming workplace, financial recognition for performance, offering feedback to employees, a fair assessment system for employees, an awards show, employee empowerment, extrinsic and intrinsic motivating incentives, recruiting and selection, training and participation of employees, and performance review are all examples of effective human resource management in an organisation (Abdi & Azizpour, 2013). This research seeks to analyse the influence of Human Resource Management (HRM) practices on job performance and organisational citizenship behaviour (OCB) among academics in the public universities of Thi-Qar, Iraq. The research attempts to examine the influence of recruitment and selection, training and development, and performance evaluation on job performance in the publicly owned universities of Iraq. This needs institutions' management to create an effective job performance system to assess and improve the job performance of their academic personnel. This research now would give empirical information on major concerns

connected to the job performance of professors in Thi-Qar and Sumer universities.

2. Literature Review

2.1 Human resource management practices (HRM)

One of the most researched organizational factors is HRM activities. HRM activities, however, are not well specified because researchers concentrate on various methods (Tella & Ibinaiye, 2019) but also as the method of managing human talent to achieve the target of the organization if the organization competes for success by people; this achievement is calculated by the ability to handle human capability. HRM is typically associated with employee involvement and OCB growth (Lakiara, 2015). HRM is a method of systematic and comprehensive management of people in organizations. It includes recruiting employees, keeping people, setting and maintaining wages and benefits, performance management, change management and taking care of the company's exits to round off the activities (Psychogios & Prouska, 2019). Mokgolo and Barnard (2019) also claimed that HRM involves the management of individuals from a broad perspective in organizations, i.e., managing individuals in the form of a collective partnership between management and employees. HRM also refers to policies, processes, and structures that impact employees' actions, attitudes, and results (Baig, 2019), so many businesses refer to HRM as a people practice. Effective HRM practices support business goals and objectives; hence, it is broadly believed that HRM plays a key role in determining businesses' survival, effectiveness, and competitiveness (Som, 2006). In addition, comprehensive research shows that efficient HRM activities can boost business efficiency by contributing to employee satisfaction, innovation and customer satisfaction (Chuang, Jackson, & Jiang, 2016).

HRM activities include evaluating and designing work, defining requirements for human resources (HR planning), attracting new workers (recruiting), hiring employees (selection),

teaching employees how to do their roles and preparing them for the future (training and development), rewarding employees (compensation), measuring their performance (performance management), and creating a positive work environment (employee relations (Noe, Hollenbeck, Gerhart, & Wright, 2017). This study explains the key aspects of HRM at an academic level, focusing on the connections between organizational strategies and human resources practices.

HRM practices are critical for successful integration in today's global corporate climate. HRMP issues and trends have changed dramatically throughout the years (Long, Perumal & Ajagbe, 2012). The management of human resources in modern companies is often shown as an interrelated group of activities that enhance the performance of employees in a manner consistent with the strategic objectives of the top management (Nguyen, Teo, & Ho, 2018). Moreover, new directions of globalisation have compelled organisations to rethink human resource practices and establish more motivating criteria of excellence and perfection. In the early 1970s, organisations functioned in a stable environment with unique domestic markets and fewer complications. The fundamental transformation in the management of human resources in the company happened around 1980 (Bratton & Gold, 2017). The area of HRM has been increasing and becoming more connected with the strategic requirements of the company, and has been defined by a dynamic global economy with cutthroat competition, improved information technology, and the rise of emerging economies in organisations problems are unavoidable, such as retaining competent people, assuring best practices, policies, and procedures, generating good working environments, and adapting to technical, economic, and societal changes. The organization's sustainability relies on handling human resource practices and their execution efficiently (Waiganjo, 2014).

Many studies have investigated human resource management practices and their relationship to individual and organisational results. For example, Kehoe and Wright (2013) discovered

that high-performance HR practice had a moderating effect on workers' attitudes and behaviours. According to their research findings, high-performance HR practices are favourably associated with workers' attitudes and behaviours, impacting organizational commitment and mediating the relationship between employee retention and HR practices. Similarly, the study revealed that organizations that do not have effective training programs have a lack of HR practices that result in low organizational citizenship behaviour (Baig, 2019).

Previous studies that examined the definition of HR practices and their relationship with the organization's various variables have concluded that HR practices differ from organization to organization and country-to-country as factors that influence HRMPs. These factors could be "internal", which depends on the organization's size, structure, business strategy, and culture or "external" factors that depend on economic, technological changes, industry characteristics, competitors, and globalization. There, HRM practices directly or indirectly affect several organizational variables (Long et al., 2012). Iraqi institutions are now suffering from neglect in terms of employee performance at the academic level. Moreover, due to the lack of HR practices at the administrative level, patronage corruption and financial corruption are rampant in most Iraqi institutions (DeCenzo, Robbins, & Verhulst, 2016). There is an increasing concern predicated on the view that human resources should be recognised as important assets rather than a cost for the business and as a strategic aspect that promotes sustainable competitive advantage (Wright et al., 2001; Sun et al., 2007). In addition, good HRM practices contribute to enhanced individual and organisational performance (Chang and Huang, 2005).

The literature in the field of HRM practices broadly discussed its functions and outcomes by many researchers. Its basic role starts with employing a new workforce by an organization or institute and entails implementing human resource management (HRM) practices. These practices specifically include recruitment, selection, hiring the workforce, training and

development and employee performance. Additionally, when an individual is hired, he/she needs to be integrated into the company's framework through training and socialization (Iqbal, Arif & Abbas, 2011). As a result, measuring the success of these personnel and encouraging them via incentives are equally important aspects of human resource management (Schuler & MacMillan, 1984). There are various issues that businesses face regarding selection, training, appraisal, compensation, and communication with their employees. It may not be easy to manage personnel who do not have the same beliefs, values, and outlooks as those held by its leadership (Iqbal et al., 2011). For this reason, academics are investigating how successfully human resource management strategies can be transferred across various nations and which activities need additional attention to achieve their particular goals (Begin, 1992; Budhwar & Khatri, 2001).

Aiming to determine the relationship between human resource management methods and performance in Taiwanese high-tech businesses located in the Hsinchu science-based industrial park, Chang and Chen (2002) performed their study in the spring of 2002. They collected data from 197 participating organizations. The findings showed that HRM activities hugely impact employee engagement, such as training and growth, teamwork, compensation, human resource planning, and performance evaluation. Furthermore, employee turnover is adversely connected to benefits and human resource planning. Another study done by Ahmad and Schroeders (2003) endeavours to simplify the applicability of seven HRM practices provided by Pfeffer (1998) in the nation and industry, concentrating particularly on the impact of these practices on operations. The seven HRM practices are employment security, selective recruiting, teams and decentralisation, performance-based compensation/incentives, comprehensive training, status inequalities, and information sharing. The operational performance encompasses cost, quality, delivery, flexibility, and organisational commitment. Their results give general support for the relationship between the seven HRM

practices and operational performance. The researchers have investigated the relationship of different HRM practices with the performance and results of businesses. According to research, incentive compensation schemes positively and significantly impact worker performance when paired with innovative work practices such as 'flexible job design, employee engagement in problem-solving teams, training to give employees with diverse abilities, comprehensive screening and communication, and employment security.' Therefore, the policies connected to training and development and employee remuneration are also key to debate among the HRM literature researchers. The relationship between equity-based remuneration and a company's performance has also been investigated and declared well by Frye (2004). He suggested that capital-intensive human remuneration plays a significant role in 'attracting and maintaining highly qualified personnel.

Education plays an important role in human development, personality-building, and the whole nation (Baig, 2019). Moreover, human beings are also very competitive to respond to innovations and discoveries positively, so they like to adopt them and are willing to take on future challenges (Iqbal et al., 2011). In addition, education can bring change in society, community, or organization; therefore, in this scenario, HRM practices of the universities can help recruit competitive and skilled academicians or train them to be effective for the institute.

HRM practices can be illustrated as follows:

- i. Recruitment and selection;
- ii. training and development; and
- iii. performance appraisal.

2.1.1 Recruitment and Selection

Human resource practice have two significant and different functions: recruitment and selection, which is referred to as "employment discipline" in the industry (Bailey, Mankin, Kelliher, & Garavan, 2018). The process of seeking for and recruiting competent, skilled individuals to apply for job openings in an organisation is known as recruitment. At the

same time, the selection is the process of selecting the best-qualified candidate from a pool of candidates recruited to fill a specific job position (Gamage, 2014). According to Guest (1997), severe selection practices impact workforce quality, promoting employee motivation. Employees, for example, are more driven to work hard and succeed when they work alongside competent coworkers. When companies hire highly qualified workers, employees benefit from a competent team, which creates a pleasant work environment.

As a consequence, the organisation can support constructive job performance. According to Rafa (2019), a firm's recruitment and hiring practices require the workforce's skills, expertise, and employee engagement. According to Noe et al. (2017), Higher selectivity will assist in assuring employee-job fit, which will lead to increased employee motivation. Employee engagement changes according to their beliefs of the advantages they obtain from a position done, according to Kahn (1990); hence, increased employee engagement at work may be predicted if they perceive a larger number of incentives and acknowledgment for their role performance. Guyo (2015) claims that selection practices improve the workforce's skills and abilities, which he refers to as "workforce quality." That choice involves a series of actions aimed at assisting the firm in obtaining the workforce it needs to carry out the correct actions necessary for the successful execution of the business strategy. Written examinations are used to illustrate the difficult selection procedure. Programming exams and interviews assist recruiters in identifying skilled applicants, and this procedure ensures that only competent individuals join the organisation (Schweyer, 2010). Recruitment is the process of obtaining eligible applications for open jobs inside an organisation and selecting whether to hire or reject suitable individuals (Gamage, 2014).

Selection entails selecting the most qualified individuals who meet the qualifications for a certain job. Selection is a decision-making action or a psychological assessment of suitability (Chapman et al., 2005). Organizations that use suitable selection methods are certain to

choose employees who have the necessary skills and levels of confidence for the job (Becker et al., 2001). According to several studies, discretionary recruitment and selection practices positively impact organisational performance (Paul & Anantharaman, 2004). Similarly, Saifalislam et al. (2014) discovered that successful recruitment and selection procedures positively impacted organisational performance, emphasising the need to implement suitable employee recruitment and retention tactics to enhance organisational performance (Ekwoaba, Ikeije, & Ufoma, 2015). According to other academics, there is a strong and favourable association between recruitment/selection and organisational performance (Teclmichael Tessema & Soeters, 2006).

Furthermore, full-cycle recruitment starts with sourcing people, which entails searching for potential applicants whose credentials match the job opportunities you have. With the rise of job and career sites in recent years, sourcing has changed. Many newspapers that formerly carried pages of job advertisements in the Sunday edition have been supplanted by job sites (Sampathkumar, 2012).

According to Ikvesi (2015), if an applicant is designated as a candidate, it means she or he has the necessary abilities to justify the time and effort needed to plan, prepare for, and conduct an interview. Nowadays, interviews are one of the most important parts of the employment process. The recruiter and hiring manager are looking for more than just what the applicant can do for the company; they are looking for soft skills such as build and personality. While interviews for administrative and support posts may be conducted one-on-one, applicants for managing and director-level positions should anticipate being interviewed in panels and graded on their ability to connect with a varied range of personalities while attempting to market their qualities to the potential employer. The employment division of the human resources department should decide whether or not to extend an offer of employment. While the prospective employer or directors who conducted the interviews will ultimately be the people the prospective employee would report,

employment specialists have the expertise and knowledge to handle the final steps of the hiring process (Anderson & ECQLBN, 2001).

2.1.2 Training and development

Training and development are critical components of human resource management (Vlachos, 2009). These aspects are concerned with growing employees as individuals to make them competent and confident in their employment and hence in their lives. As a result, it is a systematic procedure for enhancing workers' knowledge and skills (Elnaga & Imran, 2013). Training and development may improve organisational performance in various ways (1Saifalislam et al., 2014). Training is a planned activity that tries to convey instructions or information to enhance the trainee's performance, knowledge, or abilities (Saeed & Asghar, 2012). All-inclusive training and development assist trainees in concentrating on the skills, behaviors, and knowledge required to accomplish objectives and provide competitive advantages for a business (Gonzalez-Bosquet et al., 2011).

Several scholars have shown that training might boost productivity and provide employees and companies with mutual advantages (Frazis & Loewenstein, 2005). A substantial association between training/development and organisational performance has also been discovered in various research (Akong'o Dimba, 2010). Improved performance implies measurable changes in knowledge, skills, attitude, and social behaviour; training is viewed as a tool for human resource development; training has enormous potential for the transfer and utilisation of cutting-edge technical know-how, leadership development, organisational skills, formation of self-help groups, mobilisation of people and resources, empowerment of resource-poor rural masses, entrepreneurship development, and securing the future (Srivastava & Shree, 2019).

According to Nda and Fard (2013), training is the process of mastering a series of pre-programmed behaviours; it is the application of knowledge. It aims to improve employee performance in their current jobs while also

preparing them for future employment. Training is a brief procedure that employs a systematic and organised approach to acquiring technical knowledge and skills necessary to accomplish a specified objective. Instruction in technical and mechanical operations, such as the operation of a machine/equipment, is referred to as training (Berman, Bowman, West, & Van Wart, 2019). Training is directed toward a specific job objective; training is about developing employees as people and assisting them in becoming more confident and competent in their lives and occupations; training is centred on the learning process; the modes and opportunities for learning are numerous and diverse; and education and training define the formal, ongoing efforts made by firms to increase their workers' self-efficacy and self-reliance (Campaner, Heywood, & Jirjahn, 2018).

In recent years, training and development have grown as a formal company function, a significant strategic component, and a recognised profession with different ideas and approaches. As a means of boosting employee performance and securing a highly trained staff, an increasing number of businesses of all sizes have embraced "skill development" and other aspects of training and development. Indeed, worker quality and continual skill and efficiency development via training are now widely regarded as key components in assuring long-term performance and professional success and the profitability of small enterprises. "Create a business culture that encourages lifelong learning," said Charlene Marmer Solomon¹⁵ in Workforce (Kennedy, 2009). "Employees nowadays must have access to a variety of sorts of ongoing training in order to stay up. You will lose ground if you do not aggressively stride against the momentum of skill lack. If your employees do nothing, your company will fall behind in the fight for competence." The primary goal of training is to develop the workforce's capacity and capability to perform to fulfill the demands, wishes, and expectations.

Training and development are concerned with the skills and competencies developed by employees via a succession of training and development programs. In today's competitive

climate, driven by the information economy, certain personal qualities and competencies are essential to competitiveness (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). No question, highly informed and competent subordinates or employees will increase productivity, improve the quality of products and services, effect positive changes in processes, and provide excellent service to customers. To put it another way, they boost organisational competitiveness and performance. In essence, training and development provide measurable results like increased production, higher product and service quality, and resource maximisation or optimization. It also produces intangible advantages such as increased self-esteem, morale, and subordinate satisfaction due to new skills, knowledge, and talents learned through training and development programmes (ALDamoe et al., 2012). Because of the significance of training and development, ALDamoe et al. (2012) recommended that businesses spend extensively on training their employees to adopt customer-oriented initiatives effectively.

Similarly, Blair and Sisakhti (2007) shown that expenditures in training and development provide huge returns. Authors such as ALDamoe et al. (2012) have confirmed that training investments provide enterprises and organisations with a strategic competitive edge. According to Noe and Peacock (2008), a dynamic business climate necessitates firms that engage extensively in staff training since it helps create organisational competence, allowing them to adapt to new problems positively. Other studies have found that comprehensive training and development programmes positively relate to staff retention, productivity, and organisational effectiveness. These findings have reaffirmed the previously assumed positive relationship between training and development and organisational performance (Lee & Bruvold, 2003; Noe & Peacock, 2008). Overall, training and development have a strong correlation with organisational performance.

2.3.3 Performance appraisal

Performance appraisal is the rudimentary process of improving performance in an organization (Oh & Lewis, 2009). Other terminology for performance evaluation includes performance appraisal and performance management (Armstrong, 2014). Additionally, performance assessment is described as the systematic process of evaluating and enhancing employees' job performance in an organisation against criteria for a certain time to accomplish different goals (Opatha, 2010). Reimann, Schilke, and Thomas (2010), affirmed that the importance of performance evaluation is the linkage of goals and strategies in a business, which supports critical business initiatives. Performance evaluation is a tool to improve the value of work output, employee inspiration, and advance performance among employees in an organization (Xavier et al., 2013). The purpose of performance evaluation is to capture and describe the direction for employees within a company through achievements, goals, and implementation of the organizations' mission, vision, values, and objectives (Holtbrügge & Mohr, 2011). Evaluation of employee should more likely occur during a fiscal year and establish building blocks for employees to improve upon (Xavier et al., 2013).

According to Chahal, Jyoti, and Rani (2016), their findings stated that the performance appraisal can be performed quarterly, include a self-appraisal, performance assessment, offer a friendly working environment, and determine the employee direction in connection to organizational development. Performance evaluation is described in two forms: modern and traditional views (Holtbrügge & Mohr, 2011). In a traditional view, the prior performance of the employee determines judgment (Brown, 2017), while the modern view is that future development in totality is formatted through satisfaction, improvement, and effectiveness determined to achieve company objectives, evaluations should focus on development programs, judgment, and improvement (Wyner, 2014; Brown, 2017). Adverse uses of performance evaluations include punishment of employees' performance but are not recommended (Armstrong, 2014).

The main benefit of a performance evaluation is identifying significant performance and areas that lack growth (Armstrong, 2014). Discretion should be minimal for the individuals administering the evaluations, including the prior year's objectives to complete, planning, training, new objectives, and career path management (Armstrong, 2014). Important to the development and encouragement of performance of employees is an analysis specific to each individual rather than general (O'Boyle & Aguinis, 2012). Managers or supervisors can evaluate high-performing and low-performing employees separately while still executing fair and just evaluations that may support human capital development (Dipboye & Dipboye, 2018b). As employees strive to align their efforts with the purpose, mission, vision, and objectives, performance evaluation may vary in influence depending upon the business (Obiwuru, Okwu, Akpa, & Nwankwere, 2011). Uddinet al. (2019) select seven types of performance appraisal tools include:

- i. Essay appraisal: the employee is free to elaborate on the development of knowledge, challenges, attitudes, weaknesses, strengths, and prior work-related experiences. Areas of improvement are a recommendation to include in the essay evaluation by the employee.
- ii. Self-appraisal: employees conduct a self-assessment without supervisor criticism. The objective of self-evaluation is to encourage interaction between the manager and supervisor and offer increased understanding on performance expectations.
- iii. Behavioral checklist: checklist of behaviors that varies depending on the job assignment. Employee performance is determined according to the job responsibilities and the type of behavior exhibited to complete the job.
- iv. Management by objectives (MBO): a manager and employee mutually agree to a set of definite goals to achieve in a timeframe. Achievement or failure of the goal has a clear value, which the responsibility to meet the sales goal rests with the employee's effort.
- iv. 360-degree feedback: feedback comes from various sources, such as but not limited to managers, customers, subordinates, and colleagues.

v. Rating Scale: a performance system was developed by the business owner to identify the level of performance of an individual. The rating scale determines if the performance is a success—unsuccessful efforts from employees encourage a manager to develop a plan to improve performance.

vi. Psychological appraisal: the evaluation of the employees' intelligence, emotions, and methodical abilities, as well as other psychological capabilities, determines what type of team an individual is compatible.

According to Armstrong (2019), making performance evaluations effective, consideration of three steps is important, first is the measurements of what is relative to the performance of the business. Second, determine realistic goals and highest priority to least priority, and third, record and report the impact on the organization's overall goals. However, Nyilasy, Gangadharbatla, and Paladino (2014) noted that performance evaluation has many benefits, but management and employee communication are most noticeable. Staff may be motivated by a well-designed performance appraisal system. For example, finding skilled workers and rewarding them may result in higher performance. In general, companies want their employees to strive toward reaching objectives in order for the company to succeed, and employees want to stay with the organization if they are kept motivated. Employee and employer commitment are based on motivation, which directly impacts performance (Meyer & Allen, 1991). Performance appraisals may serve two purposes: one is to evaluate employee performance, and the other is to assess how human resource performance contributes to achieving organisational objectives (Gruman & Saks, 2011). According to Dipboye & Dipboye (2018), performance assessment is a defined procedure used to monitor workers, evaluate job performance, and is intended to monitor workers, evaluate job performance, and be used as a management tool to improve employees' performance and productivity.

Brefo-Manuh et al. (2016) feel that performance assessments may increase an employee's

commitment and productivity by explaining and monitoring performance, resulting in better work satisfaction and professionalism. Formally, performance assessments are used for several goals like promotion, demotions, retentions, transfers, determining training needs, psychological testing and developing executives (Ivy, 2018). Appraisals may be crucial for the company to reach its goals if executed appropriately and rationally (Ismail, Rozanariah, & Mohamad, 2014). The organization's success relies upon the motivation of employees by their directors consequently, performance appraisal systems are the most prominent technique used for reforming activities to encourage personnel for enhanced services (Vrinda & Jacob, 2015). Recognizing highly talented employees and rewarding them suitably for their hard work to encourage, retain, and enhance their performance is among the key parts of performance appraisal (Brosamle, 2015).

The performance evaluation is an activity that provides a mutual understanding between the subordinate and the supervisor by directly reviewing the subordinate's job-specific performance objectives and expectations, communication, and allocated tasks. It also offers episodic and planned feedback to increase collaboration and develop higher efficiency and abilities. Existing research has indicated that performance appraisal is favourably connected to organisational performance (Murphy & Cleveland, 1995). Moon et al. (2007) established that good performance appraisal systems boost quality and productivity. Accordingly, Moon et al. (2007) concluded that a complete, transparent, and client-based performance appraisal system promotes business performance.

Similarly, ALDamoe et al. (2012) established that a thorough performance appraisal boosts employees' commitment. Moon et al. (2007) maintained that the performance appraisal system has a favourable relationship with the higher productivity of organisations. Akinbowale, Jinabhai, and Lourens (2013) validated the interaction between employees and supervisors supported by performance. There is strong evidence from the preceding that

performance appraisal is a crucial tool to base professional development, acknowledgment, and opportunities for professional development (ALDamoe et al., 2012).

2.2 Organizational citizenship behaviour (OCB) Mediator of the Study

OCB refers to people's behaviors that encourage productivity in the organization's service. By creating a supportive social and psychological environment in which the employees will develop, OCB achieves this. For workers, OCB is important as it strengthens the social networks that affect job efficiency. The majority of the research on OCB has been done in the area of organizational behavior, including several theoretical articles, primary research, narrative reviews, edited volumes, and meta-analyses that characterise the existence and functioning of the construct (Piccolo, Buengeler, & Judge, 2018; Baig, 2019). This informal behavior has been labelled pro-social organizational behavior (Ng, Lam, & Feldman, 2016). OCB was first developed by (Bateman & Organ, 1983). After Bateman and Organ, several researchers refined and conceptualized the definition (Organ, 1997). The OCB can be interpreted as "individual behavior that is discretionary, not recognized directly or explicitly by the formal reward system, and that promotes the organization's effective functioning in the aggregate. These behaviors support or facilitate, which the organization has not prescribed, and there is no reward or penalty (Azmi, Desai, & Jayakrishnan, 2016). OCB is key to the success of an organization, so an organization must recognize and interact with its employees (Bolino et al., 2018). According to Organ (2013), OCB is considered critical to an organization's existence. OCB may increase the efficiency and productivity of both the individual and the organisation, which eventually leads to the efficient operation of an organisation. OCBs, defined as organizationally beneficial acts and movements that cannot be imposed based on formal position obligations or prompted by contractual promises or pay, may

reflect the amount to which workers go above and beyond for their companies (Oplatka, 2009).

OCB tends to enhance the productivity and performance of an organization (Ariani, 2013). Research shows that OCB contributes greatly to effective evaluation methods and incentive recommendations (Allen & Rush, 1998). Enterprises must consequently guarantee that their workers engage in OCB, since organisations depend on OCB to run smoothly and effectively (Bolino et al., 2018). When an employee learns that his or her firm has failed to keep one or more pledged obligations, he or she is likely to react by reducing their emotional commitment and extra-role performance (Robinson & Morrison, 1995). However, increased employee views of psychological contract fulfillment are certain to boost employee commitment and OCBs (Bordia, Restubog, Bordia, & Tang, 2017; Baig, 2019). Delaney and Huselid (1996) affirm that organizational commitment can be increased by using the tools of HRM practices effectively. . To date, most empirical research has focused on high commitment management practices, emphasizing the relationships between these practices and organizationally relevant outcomes rather than on the techniques themselves. These techniques either directly or indirectly impact employee commitment and behaviour. Guzzo, Noonan, and Elron (1994) argued that it is critical to explore the relationship between human resource management techniques and employee re-evaluations of the amount to which their psychological contracts are being met.

Furthermore, OCB includes behaviors exhibited by an employee characterized by extra-role or discretionary and thus not formally defined or rewarded by organization Kuehnand (Kuehn & Al-Busaidi, 2002). OCB is such behaviour that any authority in organization does not assign that. A discretionary role is not directly or explicitly rewarded within the context of the organization's formal reward structure. However, it is important for an organization's successful and effective functioning (Newton & LePine, 2018). Discretionary behaviour that promotes the effectiveness of an organization if

differs from formal role behavior (Bolino et al., 2018). OCB includes some social behavior, such as being sensitive and concerning the mistakes of others, discussing problems if necessary, finishing work on time, being innovative, helping others, and acting voluntarily (Şeşen, Soran, & Caymaz, 2014).

OCB's benefits have typically been related to organizational success through the achievement of structured objectives. Atta and Khan (2016) argue that most of the OCB studies so far have specifically concentrated on its beneficial effects and contribution to organizational success and the workplace social environment. Nielsen, Bachrach, Sundstrom, and Halfhill (2012) show that people often do more than they are supposed to do, which eventually helps to improve efficiency for organizations. In addition, it was claimed that this conduct is not the result of a requirement required by the functions or definition of the work but simply the product of a personal decision (Spector & Fox, 2010). Personal choices are mostly determined by one's own opinions of one's work environment. These views are associated with happy emotion, which is favorably associated with the presence of OCB (Spector & Fox, 2010).

Additionally, it has been observed that OCB has a negative connotation with some concepts. Lambert and Hogan (2013) discovered that unfavorable job experiences reduce OCB in this setting. Similarly, Tziner and Sharoni (2014) argue that an OCB disadvantage is discernible when workers are compelled to engage in civic behavior. According to Somech and Drach-Zahavy (2013), the role theory's standard stresses of role conflict, role ambiguity, and role overload are inadequate to account for all of the stressful characteristics of commitment in OCB. This shows that more factors may affect work negatively due to OCB that have not been recognised. Additionally, an employee who exhibits OCB behaviour may be more susceptible to stress, resulting in role conflict, role ambiguity, and role overload (Bolino, Hsiung, Harvey, & LePine, 2015). Most crucially, (Nielsen et al., 2012) asserted that civic behaviours do not occur in a vacuum. Due

to time and energy constraints, workers who engage in Organizational Citizenship Behaviors (OCBs) cannot engage in them indefinitely. Using resource allocation theory, Nielsen et al. (2012) asserted that engaging in civic behaviour may hinder workers' in-role job performance, affecting their careers. According to this research, OCBs are more likely to have negative career consequences when performed in organisations that value outcomes above behaviours and when workers engage in time-consuming and demanding OCBs.

According to Lievens and Anseel (2004), OCB aspects that are most often employed in the empirical study include altruism, conscientiousness, civic virtue, sportsmanship and civility. When the related literature is evaluated, scholars cannot agree on the specific dimensions of OCB. For example, in their review study, Podsakoff, MacKenzie, Paine, and Bachrach (2000) defined thirty distinct categories of citizenship behaviour. However, Smith, Organ, and Near (1983), the first scholars to concentrate on OCB dimensions, recognised two factors: altruism and generalised compliance. Moving on from such efforts, Organ, (1988) suggested five OCB dimensions: altruism, conscientiousness, civility, civic virtue, and sportsmanship.

2.2.1 Altruism

According to Organ (1988), Altruism is defined as all discretionary behaviors of employees in assisting other members of the company in their jobs or organizationally relevant difficulties. At the core of this conduct is coworkers' desire to support one another. Altruistic behaviors aid in the development of voluntary cooperation across organisational teams. Muthuraman and Al-Haziazi (2017) define extra-role behaviours as spontaneous, pro-social conduct, such as acts of cooperation and altruism while interacting with colleagues and supervisors that go beyond the individual's specified function. Altruism, which has been highlighted as an important component of OCB by most scholars working on OCB, refers to "behaviours that are directly and

consciously directed at assisting a particular individual in face-to-face circumstances" (ztürk, 2010). Helping behaviours are another name for altruism. These are discretionary behaviours that entail willingly assisting certain people or coworkers with work-related challenges or effectively completing their jobs (Muzanenhano, 2016). Helping behaviours benefit both the company and the employees. Helping behaviours include extra-role acts such as orienting new employees and offering to perform the job of absence (Muzanenhano, 2016).

2.2.2 Civic Virtue

The component of civic virtue comprises the establishment and support of organizational policies and the engagement of organizational members in the operations (Organ, 1988). Civic virtue refers to activities that reflect responsible care for the organization's image and well-being (Redman & Snape, 2005). It requires comprehensive organizational commitment as well as macro-level interest in the organization (Tambe, 2014). Furthermore, when it comes to providing support for organizational growth, civic virtue comprises personal discretion, giving solutions to issues, participating in decision-making, and making helpful proposals to enhance team functions (HsiuJu Rebecca Yen, Li, & Niehoff, 2008). It entails expressing one's thoughts plainly and encouraging others to do the same (Organ, 1988). It is keeping up with the advancements in the organization, carefully tracking the changes in the organisation, and actively participating in the adoption of changes by others (Ozsahin & Sudak, 2015). Furthermore, civic virtue includes activities that demonstrate a strong feeling of duty for the organization, such as providing advice and ideas or solving difficulties to improve efficiency (Ozsahin & Sudak, 2015).

2.2.3 Conscientiousness

Conscientiousness is another crucial antecedent of OCB, and much research has been conducted to study its link with OCB. One study discovered that conscientiousness was strongly related to all OCB forms (facets) (Harper, 2015). According to Muthuraman and Al-Hazi (2017), personnel that are more diligent will keep updated with up-to-date information about the items or services supplied. Furthermore, it is characterised as voluntary behaviours shown by organisation members that go beyond the minimal duties needed in some areas linked to the organization's internal order, such as attendance at work, timeliness, and resource protection. Furthermore, conscientiousness refers to behaviours demonstrating that a person pays extra attention while doing his or her task, such as adhering strictly to the procedure or adhering exactly to working hours (ztürk, 2010). Conscientiousness refers to discretionary behaviours that go beyond the fundamental necessities of the job in terms of following work rules, being on the job, and doing well (Redman & Snape, 2005). In other words, conscientiousness is seen to be the attentiveness that a person never forgets to be a member of an organisation, even though no one is looking (Ullah Bukhari, 2009).

2.2.4 Sportsmanship

According to Organ (1988), Sportsmanship, sportsmanship is the capacity to accept, resist, and prevent prostration due to inescapable negatives and difficulties associated with employment. Sportsmanship is also described as accepting complaints and vexing situations in organisational life without protest or complaint (Schnake & Dumler, 2003). Individuals who demonstrate sportsmanship do not grumble when things go well and instead have a positive attitude. Sportsmanship is associated with displays of a positive attitude and dedication to the company, often stressing quality and the best aspects of the company or minimising attention to less positive aspects (ztürk, 2010). Podsakoff, Ahearne, and MacKenzie (1997) discovered that excellent sportsmanship boosts workgroup

morale and, as a result, reduces employee turnover (Lo & Ramayah, 2009).

2.2.5 Courtesy

Courtesy includes behaviours that concentrate on issue prevention and taking the required steps to mitigate the repercussions of the problem in the future. In other words, courtesy indicates that a member supports other employees when disappointed about their professional progress. Early study studies discovered that workers who demonstrate courtesy lower intergroup conflict and, as a result, the time spent on conflict management operations (Podsakoff, Whiting, Podsakoff, & Blume, 2009). Courtesy includes activities that show particular attention to developing relationships marked by compassion and cooperation, such as avoiding conflicts and being ready to put other people's best interests first (Osman, Othman, Rana, Solaiman, & Lal, 2015). Courtesy refers to constant engagement among organisation members who work for the organization's common goals and collective. Good behaviours include talking with other members about the work completed and decisions taken (Carter, Armenakis, Feild, & Mossholder, 2013). Creating an atmosphere where all parties impacted by decisions may participate in decision-making would provide avenues for critical dialogue (Ozsahin & Sudak, 2015).

2.3 OCB as Mediator

The current study has used resource-based view (RBV) theory and social exchange theory to explain why HRM practices impact job performance via OCB (SET). Various things influence an employee's OCB. The primary goal of every organisation is to improve performance by completing work efficiently, committing to goals, and motivating employees. Motivated employees contribute emotional, cognitive, and behavioural energy and coherence to achieving organisational goals (Andrew & Sofian, 2011). Human resource management urges employees to provide a supportive institutional climate that encourages discretionary behaviours that

contribute to organisational performance. These estimated behaviours are often thought of in OCB (Chamberlin, Newton, & LePine, 2018).

2.4 Research Framework

This study established a framework to report and define research gaps based on previous literature, using content analysis and theoretical foundation. The evidence is developed based on

the earlier literature during the structure creation of the study to find out the relationship between the constructs. In addition, a good number of similar studies are collected and scrutinized in order to obtain the elements that impact job performance. Similarly, the conceptualization of the thesis framework is based on Social Exchange and Psychological Contract theories, as presented in Figure 1.

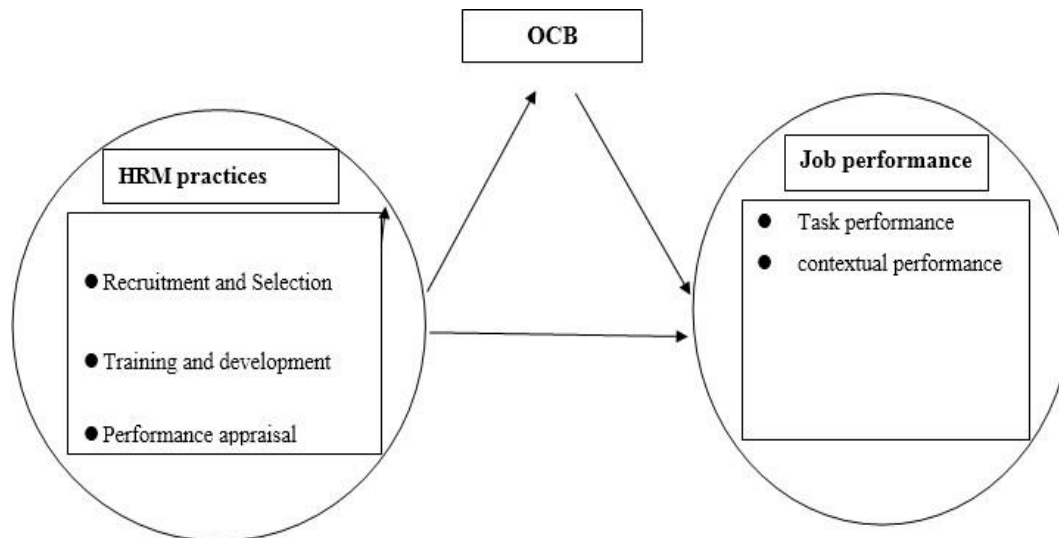


Figure 2: research framework of the study

3. Methodology

The participants in this study were academic staff who employer in Sumer and Thi-Qar universities. Quantitative research approach along with cross-sectional research design has been used to collect data from 450 academic staff in the target population through a self-administrated questionnaire. The response rate of 71.5% was achieved by receiving complete survey tools and returns from 322 respondents. Based on the concept of Response Rate, a response rate of 71.5% is sufficient for analysis in this study. Among the 322 questionnaires received. The collected questionnaires for unusable questionnaires (either blank or partially completed only) were examined, and 11 of the questionnaires were excluded from the analysis. With 311 profitable returns and questionnaires out of 450, the response rate was 69.1%. The results of the current study will provide

empirical evidence on key issues related to the job performance of academics in Thi-Qar university.

This study examined the effect of HRM practices (recruiting and selection, training and development, and performance appraisal) on the job performance of academic staff with the mediating effect of organizational citizenship behavior in public sector universities of Iraq. This study has added up to the literature by proposing a model on the mediating role of OCB in the relationship of HRM practices (recruiting and selection, training and development, and performance appraisal) and job performance among academic staff in the higher education sector of Iraq. It is concluded that lack of OCB and poor HRM policies are major problems and negatively affect the output of academic staff. The questionnaire's validity was investigated using confirmatory factor analysis and smart

PLS software. The questionnaire's reliability was also investigated using composite reliability and Cronbach's alpha, with results exceeding 70%, indicating that the questionnaire is highly reliable (Sarstedt, Ringle, & Hair, 2017). There were four sections to the questionnaire. The demographic information of the respondents is presented in the first section. The second section of the survey asks about HRM Practices (Gamages, 2014). The third section dealt with items of Organizational Citizen Behaviour (Ahmed, 2011). The final section dealt with Performance appraisal (Whiting et al., 2008).

4. Findings and Discussion

4.1 Respondents' profile

The frequency distribution and the percentage of respondents are presented and discussed based on the respondents' demographic characteristics. Table 1 demonstrates the survey participants' characteristics. The analysis unit includes Academic staff. Demographic information includes gender, age, education, Marital status, Years of working experience, Designation, Employment status, and University, as shown in Table 1.

Table 1 Demographic profile of the questionnaire respondents

Variable	Category	Frequency	Percentage%	Total sampling
Gender	Male	187	60.2	311
	Female	124	39.8	
Age	< 25	26	8.3	311
	25 – 34	56	18.1	
	35 – 44	63	20.2	
	45 – 55	84	27.1	
	>55	82	26.3	
Educational	Ph.D.	197	63.3	311
	Master	106	34.2	
	Others	8	2.5	
Marital status	Married	232	74.5	311
	Single	39	12.5	
	Divorced	8	2.5	
	Widow	32	10.5	
Years of working experience	1-5	28	9.1	311
	6-10	49	15.7	
	11-15	63	20.3	
	16-20	76	24.4	
	20 Above	95	30.5	
Designation	Professor	91	29.3	311
	Associate professor	72	23.1	
	Assistant professor	83	26.7	
	lecturer	65	20.9	
Employment status	permanent employee	266	85.4	311
	contract employee	45	14.6	
University	Thi-Qar university	204	65.5	311
	Sumer university	107	34.5	

The majority of the participants were males, as demonstrated in Table 1, 60.2% of the respondents, and the rest, 39.8%, were female. The statistical analysis found that 27.1% was amongst the highest proportion of respondents 45 to 55, followed by 26.3 percent (>55 years old). Followed by 35 to 44 years is 20.2%, followed by 25 to 34 years old at 18.1 per cent, the lowest percentage indicates those under 25 years old with 8.3%. Concerning education grades, the majority of the participants have a per cent Ph.D. degree, represented by 63.3%, master's degree at 34.2 %, and those with others at 2.5% of the total number of the respondents. Table 1 also shows that respondents' position for Married was 74.5.%, and 12.5% was Single, while 10.5% was Widow, the lowest percentage indicates those Divorced with 2.5%. Table 1 also shows that the position of respondents for permanent employees was 85.4.%, while 14.6% was contract employee, while 14.6% was contract employee, the lowest percentage indicates those under 25 years old with 8.3%. Furthermore, the statistical descriptive analysis results demonstrated that the respondents have work experience in the universities. The respondents can be divided into five groups. The first one has 20 years Above with a percentage of 30.5 %, the second group has 16-20 years at 24.4%, the third group has 11-15 years at 20.3%, the fourth group has 6-10 years at 15.7%, and finally, the fifth group has 1-5 years 9.1%. Table 1 also shows that the position of respondents for

Professor was 29.3.%, while 26.7% was Assistant professor, while 23.1% was Associate professor, the lowest percentage indicates those lecturers with 20.9%.

Table 1 also shows that the position of respondents for permanent employees was 85.4.%, while 14.6% was a contract employee. Table 1 demonstrates that 65.5% of the participants work in Thi-Qar University, while 34.5% were in Sumer university.

4.2 Measurement Model

According to Table 3, "latent variables" are classified according to their "convergence validity," and for all variables in the study, the value of (AVE) is greater than 0.5, and for all latent variables, the value of Composite Reliability is greater than 0.7, indicating that the qualified components maintain acceptable reliability. Additionally, when the "Cronbach's" test of reliability is used, all latent values are greater than 0.6, which is sufficient evidence that the study material is reliable. When considering discrimination validity, Table 4 indicates that the values of the AVE root square are greater than the inter-structure correlations for all variables. As a result, it can be concluded that the measurement model is highly reliable and its validity is both constructive and reliable in indicating the study's variables.

Table 2: The result of convergent validity

variables	Construct	Item	Outer Loading	Cronbach's Alpha	Composite reliability	AVE
Management	Recruitment and selection	R&S1	0.788	0.834	0.850	0.804
		R&S2	0.941			
		R&S3	0.886			
		R&S4	0.910			
		R&S5	0.923			
Resource	Training development &	T&D1	0.710	0.835	0.883	0.601
		T&D2	0.810			
		T&D3	0.779			
		T&D4	0.782			
		T&D5	0.791			
Human Practices	Performance appraisal	PA1	0.876	0.807	0.831	0.729
		PA2	0.835			
		PA3	0.858			

		PA4	0.83			
		PA5	0.869			
Organizational Citizen Behaviour	Altruism	AL1	0.714	0.910	0.898	0.739
		AL2	0.913			
		AL3	0.889			
		AL4	0.880			
		AL5	0.887			
	Civic virtue	CV1	0.902	0.846	0.834	0.822
		CV2	0.835			
		CV3	0.941			
		CV4	0.914			
		CV5	0.937			
	Conscientiousness	CON1	0.881	0.879	0.911	0.675
		CON2	0.847			
		CON3	0.824			
		CON4	0.652			
		CON5	0.88			
	Sportsmanship	SP1	0.861	0.839	0.853	0.804
		SP2	0.9			
		SP3	0.902			
		SP4	0.914			
		SP5	0.904			
Courtesy	CO1	0.888	0.735	0.814	0.797	
	CO2	0.908				
	CO3	0.887				
	CO4	0.891				
	CO5	0.891				
job performance	Task performance	TP1	0.917	0.810	0.910	0.744
		TP2	0.918			
		TP3	0.879			
		TP4	0.921			
		TP5	0.641			
	Contextual Performance	CP1	0.742	0.922	0.834	0.765
		CP2	0.902			
		CP3	0.904			
		CP4	0.928			
		CP5	0.884			

Table 3: Correlation of Latent Variables and Discriminant Validity (Fornell-Larcker)

Construct	Human Resource Management Practices			Organizational Citizen Behaviour					job performance	
	Recruitment and selection	Training & development	Performance appraisal	Altruism	Civic virtue	Conscientiousness	Sportsmanship	Courtesy	Task performance	Contextual Performance
R&S	0.860									
T&D	0.517	0.907								

PA	0.566	0.353	0.821							
AL	0.672	0.582	0.410	0.875						
CV	0.594	0.501	0.404	0.681	0.893					
CON	0.628	0.340	0.406	0.605	0.614	0.901				
SP	0.596	0.599	0.430	0.746	0.626	0.617	0.879			
CO	0.510	0.332	0.372	0.495	0.352	0.446	0.415	0.803		
TP	0.705	0.401	0.516	0.643	0.553	0.648	0.537	0.419	0.854	
CP	0.625	0.509	0.476	0.583	0.585	0.651	0.59	0.417	0.719	0.891

Bold Numbers Are Square root of AVE

4.5.3.5 Hypotheses testing (Path Coefficient)

The final step in evaluating the structural model is examining the research hypotheses through assessing the path coefficient. To achieve that end, the hypothesized relationship was examined by running bootstrapping. Bootstrapping is a procedure whereby a large number of subsamples, for example, 5,000, are taken from the original sample with replacement to yield standard bootstrap errors, which, in turn, provides an approximate t-value for significance testing of the structural path.

PLS-SEM does not approve that data are normally distributed; the bootstrapping results estimate data normality. The reason is that the character of PLS-SEM is distribution-free. Therefore, Partial Least Squares-Structural Equation Modelling applies nonparametric bootstrapping that reflects Partial Least Squares estimates precision. As a result, randomly separated samples with replacement from the original one are created to find the standard error for testing the research hypotheses (Hair et al., 2017).

For that purpose, the bootstrapping sampling process assumes that the distribution of the sample is a reasonable representation of the intended population. Therefore, a bootstrapping sample in PLS-SEM enables the estimated coefficient to be examined for significance. In general, applying the bootstrapping approach provides an estimate for the spread, shape, and bias of the sample distribution of a specific statistic (Henseler et al., 2009). The results of all bootstrapping samples in PLS-SEM provide standard errors and t - values for each path coefficient model to measure the significance of such a path model relationship.

Based on that, bootstrapping analysis enables a researcher to test the research hypotheses statistically. However, the criterion to determine whether the assumed relationship is significant is based on the t-value. Commonly used critical values are 1.65 at significance level equal to 10%, 1.96 at significance level equal to 5%, and 2.57 at significance level equal to 1 %. When a study is exploratory, researchers often assume a significance level of 10%. Ultimately, the choice of the significance level depends on the field of study and the study's objective. However, instead of t - values, researchers routinely report p-values that correspond to the probability of erroneously rejecting the null hypothesis, given the data at hand (Hair et al., 2017). The smaller the p-value, the stronger the significance of the relationship will be. Table 4 and Figure 4.6 show below the direct relationship results of the structural model, the relationship between hypothesis as H1a, H1b, H1c, H2a, H2b, H2c, H3.

Table 4 Direct results of hypotheses

Hypothesis	Path Coefficient (β)	Std. Error	T-value	P-value	Inference
H1a - RS > JP	0.248	0.063	3.937	0.000	Significant **
H1b - TD > JP	0.103	0.060	1.718	0.086	Non-Significant
H1c - PA > JP	0.126	0.058	2.182	0.030	Significant *

H2a - RS > OCB	0.328	0.063	5.186	0.000	Significant **
H2b - TD > OCB	0.215	0.067	3.225	0.001	Significant *
H2c - PA > OCB	0.106	0.065	1.617	0.107	Non-Significant
H3 - OCB > JP	0.463	0.051	9.077	0.000	Significant **

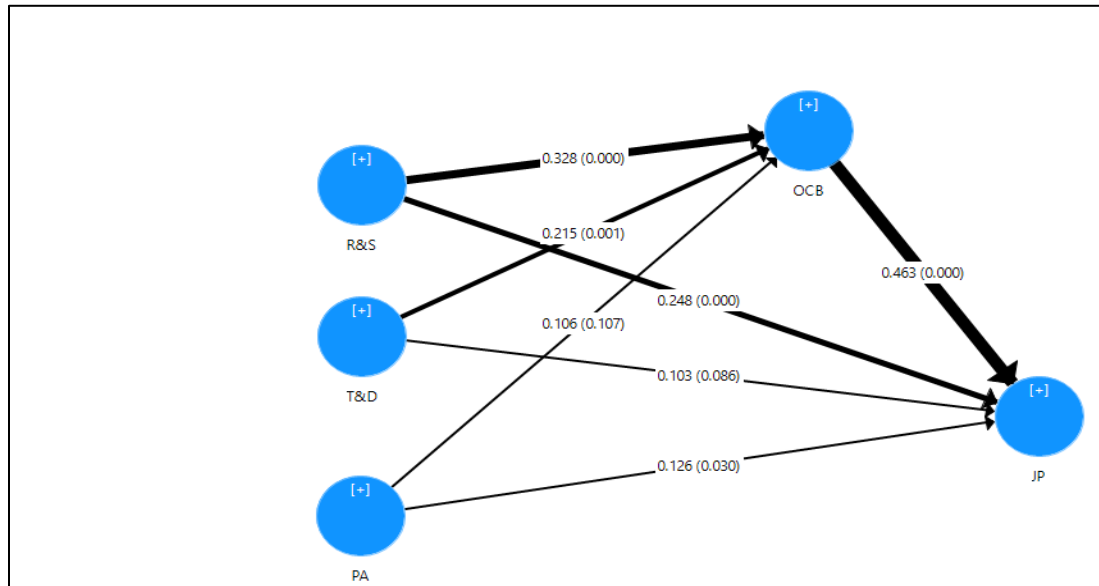


Figure 4.6 Direct results of hypotheses

For (H1a) Recruitment and selection have a significant relationship with job performance, the path between Strategy and job performance ($\beta=0.248$, $t\text{-value}=3.937$), and ($p=0.000$). For (H1b) Training & development has non-significant relationship with job performance, the path between Training & development and job performance ($\beta=0.103$, $t\text{-value}=1.718$), and ($p=0.086$). For (H1c), Performance appraisal has a significant relationship with job performance, the path between Performance appraisal and job performance ($\beta=0.126$, $t\text{-value} = 2.182$), and ($p=0.030$). For (H2a), Recruitment and selection have a significant relationship with Organizational Citizen Behaviour, the path between Recruitment and selection and Organizational Citizen Behaviour ($\beta=0.328$, $t\text{-value} = 5.186$), and ($p=0.000$). For (H2b),

Training & development has a significant relationship with Organizational Citizen Behaviour, the path between Training & development and Organizational Citizen Behaviour ($\beta=0.215$, $t\text{-value} = 3.225$), and ($p=0.001$). For (H2c), Performance appraisal has a non-significant relationship with Organizational Citizen Behaviour, the path between Performance appraisal and Organizational Citizen Behaviour ($\beta=0.106$, $t\text{-value}=1.617$), and ($p=0.107$). For (H3), Organizational Citizen Behaviour has a significant relationship with job performance, the path between Organizational Citizen Behaviour and job performance ($\beta=0.463$, $t\text{-value} = 9.077$), and ($p=0.000$).

4.5.3.6 Testing the mediation relationship (Indirect Effects)

The theoretical design of this study provides a unique opportunity to test whether

Organizational Citizen Behaviour (OCB) mediates the relationship between Human Resource Management Practices (Recruitment and selection, Training & development, Performance appraisal) and job performance (JP). Hayes (2009) defines the mediator as a variable that accounts for all or part of the relationship between a predictor and outcome.

The predictor in this study is Human Resource Management Practices (HRMP) (Recruitment and selection, Training & development, Performance appraisal), while the outcome is the job performance (JP). Figure 4.7 presents the proposed mediating role of the OCB between HRMP and JP.

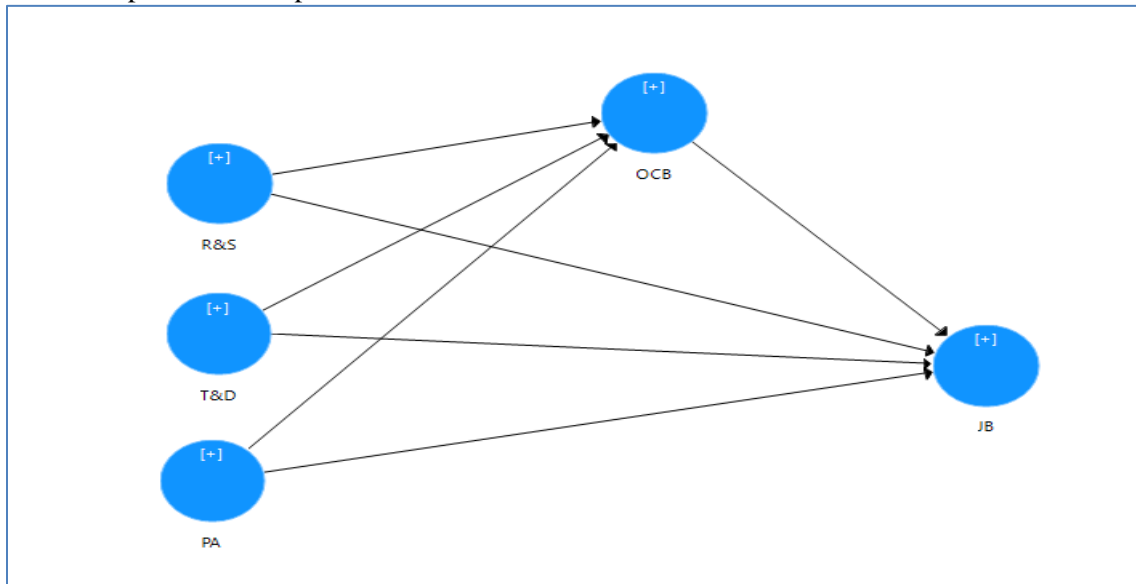


Figure 4.7 Mediating role of ORM

Quantitative research analysis shows that two approaches exist for the analysis of a mediating variable. These are 1) the Sobel test and 2) is bootstrapping test. The Sobel test has some requirements or /and assumptions that should be considered before deciding to use such a method. These include the distribution assumption does not hold for the indirect effect, an unstandardized path coefficient is required, and the sample size should not be small to avoid the lack of statistical power.

Hence, Sobel's test requires the data to be distributed normally with a sufficiently large sample size (Mallinckrodt, Abraham, Wei, & Russell, 2006). Conversely, in the bootstrapping approach, no need exists for the data to be normally distributed; in different words, free distribution assumption (Chin, 2010). Second, the bootstrapping approach is suitable for large and small sample sizes. Consequently, because PLS-SEM is a soft distributional assumption, the significance mediating relationship was examined using a bootstrapping procedure.

According to Mallinckrodt et al. (2006), "bootstrap methods are particularly useful for examining sampling distributions. These approaches treat the collected research sample as a 'population reservoir' from which a large number of random samples are drawn with continuous replacement such that the probability of selection for any given case remains equal over every random draw".

Bootstrapping, a nonparametric resampling approach has been recognized as one of the more rigorous and robust methods for testing the mediating effect (Shrout & Bolger, 2002). Also, the application of bootstrapping for mediating analysis has recently been advocated by Hair et al. (2013), who noted that "when testing mediating effects, researchers should rather follow Preacher and Hayes (2008), and bootstrap the sampling distribution of the indicator effect, which works for simple and multiple mediator models".

Furthermore, using the bootstrapping approach is ideally suited for PLS-SEM because the approach makes no assumption about the shape of the variables' distribution or the sampling distribution of the statistics and, therefore, can be applied to small sample sizes (Hair et al., 2013; Preacher & Hayes, 2008).

According to Preacher and Hayes (2008), which is considered the most modern reference regarding testing the mediator, the significance of the relationship between the exogenous and the endogenous variables in the absence of the mediator is no longer considered necessary. As a result, the total effect of Human Resource Management Practices (Recruitment and selection, Training & development, Performance appraisal) on job performance (JP) in the absence of the Organizational Citizen Behaviour (OCB) as the mediator of this study does not have to be significant for the mediation to occur,

which contrasts with Baron and Kenny (1986), who suggested that the exogenous should significantly affect endogenous in the absence of the mediator for the mediation to occur.

Memon et al. (2018) have proposed that scholars must estimate specific indirect effects, rather than total indirect effects, when examining the model with a mediator. Nevertheless, Smart PLS 3 software's latest releases comprise a new feature to evaluate mediators, known as 'multiple specific indirect effects. This feature automatically supplies measures of a specific indirect effect for each mediator; consequently, the evaluation of models is made easier (Memon et al., 2018). Thus, the investigation of a mediated relationship is one of this study's contributions. Table 5 displays the findings of the specific indirect effect for the mediating variable.

Table 5: Results of the specific indirect effects (Mediation Test)

Hypothesis	Path Coefficient (β)	Std. Error	T-value	P-value	Inference
H4a – RS > OCB > JP	0.152	0.034	4.481	0.000	Significant **
H4b – TD > OCB > JP	0.099	0.032	3.155	0.036	Significant *
H4c – PA > OCB > JP	0.049	0.032	1.541	0.124	Non-Significant

Mediation test results exposed that:

(H4a) Organizational Citizen Behaviour (OCB) mediated the relationship between Recruitment and selection (RS) and job performance (JP), thus supporting (H4a), ($\beta=0.152$, $t\text{-value}=4.481$, $p=0.000$). (H4b) Organizational Citizen Behaviour (OCB) mediated the relationship between Training & development (TD) and job performance (JP), thus supporting (H4b), ($\beta=0.099$, $t\text{-value}=3.155$, $p=0.036$). (H4c) Organizational Citizen Behaviour (OCB) no mediated the relationship between Performance appraisal (PA) and job performance (JP), thus

non supporting (H4c), ($\beta=0.049$, $t\text{-value}=1.541$, $p=0.124$). Preacher and Hayes (2008) Added testing to confirm the relationship between variables through restricted confidence interval values (lower and upper level).

There is a positive mediation relationship if zero does not interrupt the result. If there is an intersection between the results through zero, this reflects the absence of a mediation relationship between the variables. The result is shown in table 6.

Table 6: Bootstrapped Confidence Interval

Hypothesis	IV-MV	MV-DV	Indirect Effect	St.Error	T-Value	Bootstrapped Confidence Interval
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	Path A	Path B				95% LL	95% UL
H4a	0.328	0.463	0.152	0.034	4.467	0.085	0.219
H4b	0.215	0.463	0.100	0.032	3.111	0.037	0.162
H4c	0.106	0.463	0.049	0.032	1.534	-0.014	0.112

Table 6 clearly shows that the values Bootstrapped Confidence Interval (lower and upper level) = (0.085 and 0.219), (0.037 and 0.162) respectively were greater than zero and did not intersect with zero, Except for performance appraisal (-0.014 and 0.112). Supports the hypothesis of organizational citizen behaviour mediates the relationship between human resource management practices only (recruitment and selection, training & development) and job performance.

The second step is to determine the extent to which the exogenous one directly explains the variance of the endogenous construct, and how much the indirect relationship explains the endogenous construct via the mediator (how much the mediator variable absorbs), stated differently, the value of VAF (Variance Accounting for) to determine the strength of this mediation. Consequently, if VAF value is less than 20%, the conclusion can be made that no mediation takes place. In contrast, VAF value ranges between 20% to 80%. The result can be characterized as partial mediation. Finally, full mediation is assumed when the VAF is more than 80% (Hair et al., 2017).

1. According to Hair et al., 2014, to calculate VAF, a researcher should: Compute the sum of standard beta (β) for the path times the standard beta (β) for path b. ($a * b$).

2. Add to the results of ($a*b$) the standard beta of path c ($a*b + c$); and

3. Divide the first equation ($a*b$) by the results of the second equation as illustrated below:

Standard beta of (path a * path b)

Standard beta of (path a * path b) + (path c)

As illustrated in the above formula, the value of VAF determining the strength of the mediator in this relationship was found to be (38.0%, 49.1%) respectively, which is more than 20%, and that means partial mediation takes place (Hair et al., 2017). Except for performance appraisal (18.0%), which is less than 20%. Table 7 illustrates the results of the strength of the mediating variable of this study:

Table 7: Results of the Strength of the Mediating Variable (Indirect Relationships)

Hypothesis	Std. Beta Path a	Std. Beta Path b	Indirect Effect	Std. Beta Path c	Total Effect	VAF	Result
H4a	0.328	0.463	0.152	0.248	0.400	38.0%	Partial mediation
H4b	0.215	0.463	0.100	0.103	0.203	49.1%	Partial mediation
H4c	0.106	0.463	0.049	0.126	0.175	18.0%	Partial mediation

After the results of the statistical analysis of the study hypotheses appear, we display a summary of the results of the hypotheses testing in table 7.

4.4 Discussion

The current research adds to our perception of the effect of HRM activities on academic staff job performance in Iraq's universities of Thi-Qar and Sumer. Recruitment and selection, training and development, and performance appraisal are all significantly related to job performance.

These practices are significant factors that may affect their decision to stick with their organisations and perform well. However, to attain the research objectives, this study investigates ten hypotheses to address four research questions.

The basic concepts of this section are the discussion of the outcomes of the hypothesis tests based on previous research and the possible explanations behind the results. In addition, an updated model will be introduced based on the study. Results of the study in sequences of research objectives are discussed in the following pages.

4.4.1 Objective One: To determine the relationship between HRM practices and job performance.

Three hypotheses were investigated to address this research objective (RQ 1) (H1a, H1b, H1c). This objective is divided into three sub-sections covering the HRM practices adopted in two Iraqi universities. The three sub-sections are i) recruitment and selection, ii) training and development, and iii) performance appraisal.

Findings revealed that hypothesis H1a had indicated a statistically significant relationship between recruitment and selection with job performance. The result of the current research supported H1a that the finding of this study is consistent with the previous studies (Rafa, 2019; Noe et al., 2017; Saifalislametal., 2014; Ekwoaba et al., 2015; Sampathkumar, 2012; Pahos&Galanaki, 2019; ElnagaandImran, 2013; Zahoor et al., 2019; Pangestu, 2013). The previous researchers and current studies have proved that effective job performance will likely occur when recruitment and selection have fairly been practised. In the context line, Holtbrügge, Friedmann & Puck (2010) confirmed the RBV theory, which assumed that fair HRM practices and selection criteria lead to higher job performance. Moreover, it also builds confidence towards the institute. To further extend the discussion related H1a, Ismail et al., (2021) in their recent research also indicated that recruitment and section was a strong predictor of employees' job performance. They conducted their study in Nigerian six state-owned polytechnic academicians. Their findings were

similar to the current study results, which showed that recruitment and selection are effective HRM practices. Similarly, Mira et al., (2019) conducted their study on Saudi Ports, overstock of cargo and low employees' performance to explore the reason. The findings of their results were found that recruitments and selection criteria influence job performance.

Extending the discussion above on the second research objective, another hypothesis (H1b) was examined to know that Training and development positively affected job performance. The finding of the current study is nonsignificant, with a P-value of 0.086. Therefore, the current study's findings oppose the previous studies (Akong'o Dimba, 2010; Nda&Fard, 2013; ALDamoe et al., 2012; Noe and Peacock, 2008; Blair and Sisakhti, 2007). On the other hand, current research results are consistent with the findings of some other previous research (Aburumman et al, 2020; Khan et al., 2020). Aburumman et al, (2020) researched banks of Jordan that were facing a crisis related to their employees. Their study showed that Jordan Banks are likely to decrease employee turnover intentions and increase work satisfaction if they have updated employee skills through the new training and development programmes.

Similarly, Khan et al., (2020), in recent studies on the KPK (Khyber PhaktunKhaw) Universities in Pakistan, revealed that deteriorating security situation, including terrorist assaults, violent conflict and strong diseases unconducive work environment, have low job performance and increased turnover. Moreover, during the intense conditions in the country, the institute cannot put effort into bringing new techniques that can improve employees' job performance. *The current study is persistent with the research mentioned above. The rejection of H1b presented a lack of good training and development program at Thi-Qar and Sumer universities in Iraq. Hence, section 1.2 of this thesis also highlights that the top management in the Thi-Qar University is not interested in improving their performance at the academic staff level. Although H1b is rejected hypothesis, it is still beneficial for further*

consideration for investigation

Another hypothesis, H1c, was examined as part of the above research objectives, whether performance appraisal practices positively affect job performance. The study results were consistent with the previous research (Jyoti & Rani, 2016; Dipboye & Dipboye, 2018; Bredo-Manuhetal., 2016; ALDamoe et al., 2012; Reimann, Schilke, & Thomas, 2010; Brown, 2017). In a recent study, Ismail et al., (2021), stated in their research conducted in the education sector that performance appraisal is a strong indicator of an employee's job performance. Performance appraisal may help a company become more competitive while still keeping employees engaged. Furthermore, several other quantitative studies have found a positive association between performance appraisal and job performance of employees in organisations; these studies include Mir and Ahmed (2014), Owoyemi and Georga (2014). The current study results indicated that Thi-Qar and Sumer universities in Iraq have management support performance appraisal arranged process that assessed their employee based on their skills and experience. According to the result summarized of H1c, that academic staff positively grow due to performance appraisal practices. However, this result varies with the work performed and the rules set for reward by the institute.

4.4.2 Objective Two: To examine the relationship between HRM practices and OCB.

Three hypotheses were empirically examined in the current study to address this research objective (RQ 2). The results were significantly supporting the hypothesis of H2a that recruitment and selection positively affect OCB. The finding of the current study has not conflicted with the previous researches (Foote and Li-Ping Tang, 2008; Chang et al., 2016; Fiorito et al., 2007; Verquer et al., 2003; Begum et al., 2014; Nasurdin et al., 2015). Moreover, Ghani and Memon (2020) recently explored that employees expected higher support with well-designed HRM practices in return for showing organizational citizenship behaviour. Their results are also consistent with the current study and affirmed that this imperative inspiration to

enhance employees' interest in demonstrating such behaviour positively affects the organizational function. The current study's finding is also determining in the light of its results that fair selection of academic staff in Thi-Qar and Sumer universities in Iraq motivates employees to increase their citizenship behaviour.

Another hypothesis H2b, investigated under the research mentioned above objective, whether training and development positively affect OCB. The study results were consistent with the previous research (Ahmed, 2016; Rubel & Rahman, 2018; Saddam, 2017; Tang & Tang, 2012; Liuet al., 2019; Wei et al., 2010). Similarly, Salleh et al., (2020) has conducted their study in Malaysia to measure the relationship between HRM practice and OCB, and their results are consistent with the current study results that training and development is a developmental structure of the knowledge, skills and abilities that the employees need to achieve the goal of a task effectively. It is to enhance the organization's operations in order to achieve improved performance and positive outcomes. As a result, recent research emphasises that to increase employee productivity and satisfaction, employers must acknowledge that training will help employees because it allows employers to stay competitive while consistently engaging in their employees' knowledge. Furthermore, having an effective means of preparation and advancement to improve the growth of employee participation awareness related to an organization's activities for sustainability is a critical area for improving the OCB of employees.

Extending the discussion on the second research objective, another hypothesis (H2c) was examined that performance appraisal positively affects OCB. The ostensible goal is to investigate the hypothesis above, but it also aims to find out the reason in case of hypothesis has been rejected. In support of this result, Ahmed et al., (2011); Murphy and Cleveland (1991) argue that performance appraisals are unlikely to be successful because those who use them believe they are fair. Similarly, Skarlicki and Folger (1997) argue that if employees feel that the

system is biased, political, or irrelevant, the appraisal process can become a source of extreme dissatisfaction for them. The appraisal process can become a source of extreme dissatisfaction. Therefore, when employees feel that they are not treated fairly, they react by changing their job attitudes (Vigoda, 2000). Therefore, fairness in performance appraisal is crucial for organizations because its relationship with OCB will be effective. Thus, the result of hypothesis H2c can be decoded that maybe in Thi-Qar and Sumer universities, academicians would not want to perform beyond their assigned tasks. This could be the reason for biasness in the system or workplace politicises that academic staff was only performing assigned tasks.

4.4.3 Objective Three: To investigate the relationship between OCB and job performance.

In the current study, hypothesis H3 was investigated empirically to address the third research objective: OCB positively affects job performance. The current study's findings are compatible with the previous studies (Tai et al. 2012; Oh et al., 2015). Results about the relationship between OCB and job performance effecting significantly.

To further extend the discussion on H3, Indarti et al. (2017) conducted their research in Makassar of Indonesia with the mediating effect of OCB between personality influence and job performance. The population of 295 lecturers was targeted. The findings of their study indicated that OCB could be a strong indicator of job performance. In addition, in their recent research, Saptia et al. (2021) highlighted a relationship between job satisfaction, OCB, and job performance among Notary officers in Bali. Their analysis found that the higher the employee's OCB is, the employee's job performance would keep increasing. As a result, current research determines, based on prior research, that the presence of employee OCB is advantageous for the organization, and cannot be grown by formal job obligations, contracts, or recommendations. When viewed further, OCB is a factor that can positively contribute to the overall work results in Thi-Qar and Sumer universities academicians.

4.4.4 Objective Four: To evaluate if OCB plays a mediating role in the relationship between HRM practices and job performance.

In the current study, hypothesis H4 was investigated empirically to address the third research objective, which has three hypotheses (H4a, H4b, H4c) that have mediating effects on Job performance. The current study's findings are compatible with the previous studies (Zahoor et al., 2019; Ashraf & Hussain, 2020; Oh et al., 2015) for the hypothesis H4a. Results about the relationship between OCB can play mediating role between recruitment and selection and job performance.

In recent research, Malik et al. (2021) examine mediating effects of OCB between GHRM practices and sustainable job performance. The findings of their study revealed that OCB has a significant effect on sustainable job performance. The result of H4a is persistent with Malik et al. (2021) research. Thus, such findings interpreted that fair selection of employees in the organization motivates employees to perform extra-role, which eventually help to enhance their overall job performance.

Extending the discussion mentioned above on the fourth research objective, another hypothesis was examined to know that OCB can play mediating role between training and development and job performance. The current study's finding was fully mediating significantly as per the statistical analysis, which means that they feel motivated and show citizenship behaviour, which elevates job performance. These results are similar to previous research (Malik et al., 2021; Paillé et al., 2014; Ashraf & Hussain, 2020). Paillé et al. (2014) findings also reported the significant role of OCB as a mediator. It also shows that the relationship between SHRM and environmental performance is entirely mediated by OCB.

Hypothesis H4b as that OCB could play a mediating role between training and development and job performance. The current study's finding was partially mediating between the HRM practice (training and development) and job performance, which is still considered a

supported hypothesis. Moreover, H4b was similar to previous studies (Malik et al., 2021; Mira et al., 2019; Kim, 2004). The findings of this mediation explain that training has been provided to the academician, but it is not that advance that enhances their skills. It can be assumed that due to this reason, employees were not interested in performing citizenship behaviour.

This study further extended the discussion to address another hypothesis, under the same research objective is H4c contradicted the previous researches. Therefore, findings of H4c, OCB can play a mediating role between Performance appraisal and job performance, rejected it which could be explained that if the organization would not provide fair performance appraisal or rewards, OCB will disappear and job performance will be low.

In this study, H2c has also been rejected, but H1c has significantly supported it. The results can be explained that Thi-Qar and Sumer universities have a reward system but corruption in providing appraisal awards. University success is largely measured by university personnel activities such as publishing, conference, research, and community service. A high proportion of these practices depend on the success of the academicians at universities. Additionally, if employees have not been rewarded, they will not be performing citizenship behaviour, as it is necessary to enhance the overall performance of the universities in Iraq.

5. Conclusion

In conclusion, this study examined the effect of HRM practices (recruiting and selection, training and development, and performance appraisal) on the job performance of academic staff with the mediating effect of organizational citizenship behaviour in public sector universities of Iraq. This study has added up to the literature by proposing a model on the mediating role of OCB in the relationship of HRM practices (recruiting and selection, training and development, and performance appraisal) and job performance among academic staff in the higher education sector of Iraq. It is

concluded that lack of OCB and poor HRM policies are major problems and negatively affect the output of academic staff. The results of this study revealed that the performance of academic staff could be improved if OCB among academic staff could be enhanced by providing them many opportunities for training and development, performance appraisal. It is also hoped that the results of this study would motivate the organizational researchers to take up this area of research and come up with new insights that could help and benefit the higher education sector.

6. Limitation and Suggestions for Future Research

Although the present study has fulfilled its objectives and the results are acceptable. Certain challenges and constraints that might be useful for future study are highlighted. These limitations are as follows:

The first is that the research is cross-sectional, with data obtained at a single point in time. As a result, the study's findings are limited to the research problem during the study period, and the results cannot be extended to the time before or after the research was done. Second, the scope of this study was confined to three main practices: recruiting and selection, training and development, and performance appraisal. As a result, future research may encompass other practices such as employee empowerment, teamwork, job security information sharing, and employment security.

Thirdly, the data used and analyzed was cross-sectional data collected at a single moment in time. It is recommended that future research employ longitudinal data. OCB and employment performance might take time to influence and change behaviour. Longitudinal data will enable academics to study the phenomena of citizenship behaviour and employee performance in depth through the application and implementation of HRM practices. Fourth, because the study's target population was academic staff from two public sector universities in Iraq (Thi-Qar and Sumer universities), conclusions were drawn from 311 academic staff employed at these public sector universities due to security concerns and the inability to carry out the

universities mentioned above. Therefore, the study's findings need to be limited to the current study and cannot be generalized to other private universities in Iraq due to the difference in rules and regulations between public and private universities. Additionally, future studies should also target private universities.

Lastly, previous studies have emphasised that leaders of higher education institutions should let the academicians express their feelings and problems without restrictions and provide more attention and care to their complaints (Ahmed Wham, Rehman & Mustaffa, 2020). Some other studies suggested that university decision-makers should pay more attention to the fair distribution of resources, payment, promotion and training to increase job performance (Jameel, Ahmad & Mousa, 2020). Therefore, the current study has used organizational citizenship behaviour as a mediator; future studies can use other variables as potential mediators to mediate the relationship among variables as per the current situation in Iraq.