

Attitudes Of Faculty Members At Imam Muhammad Bin Saud Islamic University Towards Job Performance Appraisal Systems

By

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Abstract

The current study aims to examine the attitudes towards job performance appraisal systems. The study sample was the faculty members of Imam Muhammad bin Saud Islamic University in Saudi Arabia. The study used SPSS to achieve the study objectives and conduct the key analysis procedures. The results showed medium to high importance level of the measuring factors involved in this study which called process, standards and responsible. Furthermore, the findings revealed significant difference of demographics such as gender in favor of male, and academic ranks with each other. However, the findings also confirmed reliable measurements which support the ability of these measure to represent the respective factors. The study would contribute to the existing literature in this field and fulfill knowledge research gaps and provide new insights and implication would help understand this issue in a developing context like Arab world.

1. Introduction

A faculty member is considered one of the most important components of the educational process in university education, and one of its main pillars that contribute to raising the efficiency, level, and effectiveness of this education, through the roles plays, and the tasks and responsibilities. Which is closely related to the achievement of the university's goals and functions (Al Shammari, 2021).

It is also considered the basis for the real forces to improve university teaching and raise its level, as the faculty member plays a major role in preparing the human competencies of society in various disciplines (Shaheen, 2010). Given the importance of the teaching responsibility entrusted to a university faculty member; the educators were interested in the appraisal approaches, relying on two approaches. The first represents the processes and outcomes whose appraisal of the effectiveness of the teaching mission is based on the results of students' achievement as a valid indicator of the course faculty member performance. Thus, students' achievement was considered the main test for judging this performance. The second approach represents the appraisal judgments, which in turn are based in charge of university administration and human resources management tasks and the self-reports of faculty members (Toukan, 2002).

Performance appraisal is the formal characteristic that expresses the strengths and weaknesses of the contributions that individuals make to their assigned tasks, i.e., measures the productivity of the person during a given period and indicates the extent of their contribution to the achievement of the management unit's goals. Performance appraisal is defined as an administrative process through which the performance of employees and their contribution to the fulfillment of their assigned tasks, as well as the behavior of employees during work and the degree of their progress are determined (Al-Ashqar, 2017).

Whereas in the work performance assessment regulation of the ministry of Public Service of Kingdom of Saudi Arabia, the work performance assessment means which obliges the government agency to measure the worker's level of performance in jobs according to certain elements and criteria for a specific period to make decisions (Ministry of Civil Service, Article 36/1).

The performance appraisal process aids in determining the effectiveness of supervisors and managers in developing employees' skills, since it helps to place the employee in the position that suits him, and from the results of performance appraisal, identifying training needs and determining the types of training and development programs. Likewise, importance of appropriate incentives for employees through the information gleaned from the performance appraisal (Abbas, 2006).

The performance appraisal system is a comprehensive performance appraisal system for employees, and it can be referred to as a continuous process of communication that aims to increase serious communication between officials and workers in the organization. Through performance appraisal system the efficiency of performance of the tasks assigned to employees can be determined accurately and transparently, thus knowing indicators by which the quality of performance can be determined, in order to develop employee's performance, which results in the development of the overall performance of the organization (Boualala, 2021).

Discipline evaluations and mechanisms for employee training and development are included in performance appraisal systems. Evaluation of an employee's performance and job responsibilities is the goal of the performance appraisal system. As well as in pertinent soft skills like dispute resolution, leadership, and supervision. Quantitative key numbers are essential for corporate success, especially in manufacturing, and performance appraisal systems can quantify productivity. Knowing efficient techniques for assessing employee job performance makes it much easier to comprehend the goal of performance appraisal systems (El-Lozy, 2003).

There are some important goals that are used in performance appraisal systems, the most important of which are suggested by Parkinson: fairness and accuracy in compensation and rewards, identification of individuals who are likely to be promoted, providing a directional communication system, determining training trends, working to improve current performance, providing feedback to employees about their performance, assisting in career path planning (Al-Ashqar, 2017).

Therefore, it is obvious that the objectives of the performance appraisal system should be determined, as many studies have proven that the reason behind the failure of the majority of performance appraisal systems, is usually due to the lack of predetermined objectives. The process of performance appraisal is one of the fundamental tools for the process of development and change within the organization and to judge the extent, to which employees contribute to achieving its goals (Boualala, 2021).

The success of any organization in reaching its goals and achieving its mission and aspirations depends to the extent of the soundness of the appraisal process procedures as well as on the extent of objectivity. There have been many names that the management research gave to performance appraisal. Sometimes it was called Performance Appraisal, Efficiency Rating, or Efficiency Appraisal (Zoelf, 2001).

The performance appraisal process in any organization is conducted with the aim of identifying the strengths and working to strengthen, and discovering the weaknesses and working to corrected, and also to check to what extent the goals have been achieved, Therefore, all universities concerned with higher education seek to provide a faculty staff of a high academic level, And to ensure that its employees are highly reputable and highly skilled in their academic disciplines (Al Shammari, 2021).

The faculty of Sharia at Imam Mohammad Ibn Saud Islamic University was established in the year 1953 and underwent significant development before becoming a university in the year 1974. In addition to a university branch in Al-Ahsa Governorate in the Eastern Province of the Kingdom of Saudi Arabia, it also has 14 colleges, 3 institutes for postgraduate studies, several support deanships, research and service centers, and scientific research chairs. The university also oversees the instruction of Arabic to non-native speakers; hence Riyadh is home to an Arabic language school. The university aspires to achieve universality, which is one of its primary goals, through several institutes that are currently under construction, in addition to the 70 scientific institutes that are dispersed throughout the Kingdom's regions and the two scientific institutes located outside the Kingdom in Indonesia and Djibouti (IMSIU, 2022).

The Imam Muhammad bin Saud Islamic University as any important educational institutions evaluates the performance of its employees periodically and using variety systems, to verify performance of its employees. Recognizing the importance of the performance appraisal process at the university as one of the main and important requirements for developing the current and future performance of employees, especially faculty members.

This study is concerned with examining the nature of the systems applied in Imam Muhammad bin Saud Islamic University and the attitudes of faculty members towards the applicable job appraisal system, the extent to which there are objective criteria and foundations to be relied upon in the appraisal processes for university faculty members, it will contribute to improving performance.

The job performance appraisal process is considered one of the very important administrative processes, given that it is the basis in the process of measuring the performance of employees, where important job decisions are built on it, and from that stems the importance of the job performance appraisal system, In any institution, which, if the performance is reformed, will bring great benefits to the institution and the employee at the same time (Abu Hatab, 2009).

As well as the extent of the importance of this process and its repercussions on the behavior and attitudes of its employees, and therefore it is important to know the opinions of faculty members about the feasibility of the performance appraisal system and the extent of its objectivity and fairness and its relationship to some other variables at Imam Muhammad bin Saud Islamic University. The main objective of the study is to identify the attitudes of faculty members at Imam Muhammad bin Saud Islamic university towards performance appraisal systems.

The importance of this study lies in its attempt to provide decision makers at Imam Muhammad bin Saud Islamic University with results based on field research, which may contribute to the development systems for assessing the job performance of the faculty members at the university, especially the tools that are employed for this purpose.

In addition, identifying the attitude of faculty members, which in turn can be useful for

providing feedback to the performance development centers at Imam Muhammad bin Saud Islamic University in the light of reviewing work mechanisms, for performance appraisal systems. The results of the study may be useful in knowing the positive and negative aspects of the job performance appraisal system at the university, which helps in avoiding future negatives and addressing weaknesses in the appraisal system.

2. Literature review

A study that was conducted by Aboudi et al (2020) aimed to identify job performance appraisal in higher education institutions in the light of the Kingdom's vision 2030. The study sought to identify the importance of job performance appraisal in higher education institutions, and to investigate the most important factors that help to activate job performance appraisal in The Kingdom of Saudi Arabia. The descriptive analytical method was used, and the study sample consisted of (386) persons working in higher education institutions in the Kingdom. The results of the study showed a positive and statistically significant relationship between the dimensions of the problems and their elements related to the administration supervising the appraisal, and the appraisal of job performance.

In another study prepared by Boualala (2021) which aimed to identify the impact of using employee performance appraisal systems to determine their effectiveness in improving their job performance. The sample consisted of (120) administrative employees of Adrar University. Several previous responses formulated in the form of a questionnaire were developed. The results of the study showed that there is a direct and indirect impact on employee performance based on the appraisal system it follows, both negative and positive. The study suggested the need to realistically link the appraisal criteria to the performance improvement process to be implemented.

Regarding the study conducted by Wekesa and Makhamara (2020) at Kababi University in the Bungoma district, it sought to determine the effect of performance reviews on staff productivity. The study sample included 200 employees, and data were gathered using a questionnaire. The findings indicated that management by objectives, 360-degree feedback, and appraisal had a favorable and significant impact on employee performance. The results were significant because they showed that management by objectives procedures, increased performance appraisals, enhanced performance appraisal designs, and 360-degree appraisal techniques had all greatly enhanced employee performance. When there is a need to dramatically increase employee performance, the study suggested that the firm improve its performance appraisal methods.

A study by Hasure and Jadhav (2019) aimed to identify the criteria for measuring faculty performance in selected management institutes affiliated with Shivaji University, Kolhapur. The study used descriptive method research which conducted the study in a selected postgraduate management institute affiliated with Shivaji University in Kolhapur. The sample included (24) institutes. The results of the analysis showed a high level of satisfaction with the current performance appraisal system and a promotion of professors to participate in FDP seminars, conferences, and refresher courses in institutes. The results also showed that performance appraisal systems in institutes give faculty members a clear idea of what the administration expects of them, and the rating system provides an opportunity for self-appraisal.

While Bakhsh et al (2020) conducted a study that aimed to investigate the satisfaction

of performance appraisal and teacher performance. The objectives were achieved using a quantitative approach. The study sample consisted of (100) managers through purposive sampling techniques. The results of the overall study showed that satisfaction with performance appraisal has a significant impact on employee task performance, contextual performance, and creative performance. The study recommended the need for the government to focus on the performance appraisal system, which has an inevitable role in motivation and satisfaction.

In a study published by Abu Saniya et al (2020) aimed to assess the teaching performance of professors from private universities in Jordan. The study used the descriptive survey method with a questionnaire as an instrument. The study sample consisted of (400) students. The results showed that the general appraisal assessment of the teaching performance of the faculty members came to a high degree. The results also showed that there were no statistically significant differences by gender, college type, and academic level.

Finally, the study of Al-Tamimi (2020) aimed to evaluate the quality of teaching at Imam Muhammad bin Saud Islamic University in the light of national standards (Center for Accreditation and Academic Assessment). The study adopted on the descriptive survey method, the sample consisted of (460) members of the teaching staff and a questionnaire was prepared to survey members' opinions about their level of performance. The results of the study showed that the level of teaching performance at Imam Muhammad bin Saud Islamic University in the light of the standards of quality of teaching performance in general was high. The study recommended that universities pay more attention to the processes of developing teaching performance in light of quality standards and practices approved by national and international accreditation bodies. It also recommends universities to update and develop their policies and procedures related to teaching and learning and building programs and courses.

In 2021, the job performance appraisal models for faculty members in the Imam Muhammad bin Saud Islamic university was developed based on the fourth standard of academic appraisal and accreditation standards. And there is no study to the best of our knowledge that investigate the attitudes of faculty members in it towards the new job performance appraisal systems.

3. Methodology

The positivist philosophy that underpins the quantitative methodology is largely deductive and interpretive. When conducting quantitative research, which uses large samples to examine participants' responses to a variety of circumstances, closed-ended questions can be quantified and generalized (Yilmaz, 2013). Due to the nature of the study, and to achieve its objectives, a two-part questionnaire was developed as a study tool. The first part contains demographic variables (personal data), and the second part consists of three factors that design to investigate the opinions of the faculty members (professor, associate professor, assistant professor, a lecturer, or teacher assistant) regarding the new job performance appraisal systems in the Imam Muhammad bin Saud Islamic university. These factors were the faculty members trends towards job performance appraisal process, the standards of the job performance appraisal system, and the responsible for the appraisal process (those in charge of the process of evaluating job performance) at Imam Mohammed bin Saud university.

The study population in this study was all faculty members in the Imam Mohammed bin Saud university. Table 1 presents the distribution of the study population according to the

gender and academic rank (IMSIU, 2022).

Table 1: *The study population (n=4080)*

	Male	Female	All
Professor	282	20	302
Associate professor	384	70	454
Assistant professor	879	378	1257
Lecturer	454	709	1163
Teacher assistant	407	497	904
All faculty members	2406	1674	4080

The required sample size for this inquiry was determined using a sample size calculator for prevalence surveys (Glaziou, 2017). The calculations show that 352 individuals are needed to complete the questionnaire with a 95% confidence interval and a maximum error of 5%. While the valid sample size after cleaning in this study was 359.

To reach as many instructors as possible and extend the survey's reach, the survey was built in Google Drive, and the link to it was shared on social media and to member emails. The survey's accessibility and availability on the mobile phone platform were checked to ensure that it could be completed as easily as feasible. The questionnaire was made available online for around four weeks, from June 15, 2022, until July 10, 2022. Even though this period may have been lengthy, the ultimate number of 352 surveys received was sufficient.

The study used the software of Statistical Package for the Social Sciences SPSS (version 26) to analyze the data. Sets of tests were involved in this study by using SPSS program such as descriptive statistics (mean and standard deviation) normality test (skewness and kurtosis), reliability test using Cronbach's alpha coefficients, correlation, and One-way ANOVA (Analysis of Variance) followed by post hoc analysis, and all analyses were two-tailed with a 0.05 threshold of statistical significance.

The normality analysis results showed good normality distribution of the data which ranked ± 2 of all items included in this study. The Cronbach's alpha coefficient was used to evaluate the questionnaire's reliability. In this test, reliability coefficients around 1.00 indicate excellent dependability, whereas values near 0.00 indicate inadequate internal consistency (Cronk, 2012). For the questionnaire to be considered reliable, Cronbach's alpha should be more than 0.7. The results of this analysis have provided great findings and supported the literature assumption for this test. The results further ranged from 0.889 to 0.943 which indicated a valid instrument with measuring items.

4. Results

The study conducted demographics analysis for the participants of the faculty members, and the results are given in Table 2, which showed the characteristics of the sample. Of the 359 individuals surveyed, the results revealed that around 66.3% were male, and this result represent percentage of the male in the whole population, meanwhile the females represent around 33.7% of the whole population. Regarding the age groups, the results found classified into three groups, 49.9% were from the age group between 30 to 40, 26.7% were less than 30 years, and 23.4% were more than 40 years. In terms of the academic ranks, the majority of the sample was teacher assistant with a percentage of 40.4% followed by associate professors which represent 22.3%. The experience demographic of the sample showed the most of them

experienced between 5-9 years with around 49.9%.

Table 2: Sample Demographics

Variable	Categories	N	%
Gender	Male	238	66.3
	Female	121	33.7
Age	Less than 30	96	26.7
	30-40	179	49.9
	More than 40	84	23.4
Academic rank	Professor	44	12.3
	Associate professor	80	22.3
	Assistant professor	31	8.6
	Lecturer	59	16.4
Years of experience	Teacher assistant	145	40.4
	less than 5	96	26.7
	5-9 years	179	49.9
	More than 10	84	23.4

Furthermore, the study conducted descriptive statistics of the measuring items representing the factors involving in this research study. The results given in Table 3 indicate 8 measuring statements of the faculty trends towards job performance appraisal processes (P) at Imam Mohammed bin Saud University. The findings described through two common measures used in this type of analysis called mean and standard deviation SD with classifying the importance level of each statement. The respective results of this test found mostly medium to high important level. The item coded P4 had the highest rank of the mean of 3.84 with a standard deviation of 1.077 with high level of importance. Meanwhile the item coded of P1 was the lowest mean rank of 2.68 with a standard deviation of 1.019 with medium level of importance. These findings indicated greater importance of the representation for these items to measure the respective variable. And the overall variable showed a medium importance level.

Table 3: Descriptive Statistics of Process of the job performance appraisal system

Item code	Statement	Mean	SD	Level
P1	Accurate and adequate performance appraisal criteria are available for the application of the calendar system within the university	2.68	1.019	Medium
P2	There is a Continuous update of the job models performance appraisal reports of faculty members	3.69	1.088	High
P3	Confidentiality is available in the preparation of job performance reports for faculty members	3.67	1.077	High
P4	There is only one method used when evaluating the functionality of all faculty members	3.84	1.077	High
P5	The correction process is more concerned with content than form	3.81	1.043	High
P6	There is a balance in the incentives provided to outstanding performers	3.80	1.090	High
P7	Salary is commensurate with the effort to work as a faculty member within the university	3.55	1.147	Medium
P8	There are financial rewards and incentives depending on the appraisal results of the faculty member performance	3.67	1.053	High
		3.59	0.807	Medium

The results given in Table 4 indicate 8 measuring statements of the faculty trends towards the standards of the job performance appraisal system at Imam Mohammed bin Saud University. The findings described through two common measures used in this type of analysis called mean and standard deviation SD with classifying the importance level of each statement. The respective results of this test found mostly medium to high important level. The item coded S7 had the highest rank of the mean of 3.97 with a standard deviation of 0.865 with high level of importance. Meanwhile the item coded of S1 was the lowest mean rank of 3.55 with a standard deviation of 1.034 with medium level of importance. These findings indicated greater importance of the representation for these items to measure the respective variable. And the overall variable showed a high importance level.

Table 4: *Descriptive Statistics of Standards of the job performance appraisal system*

Item code	Statement	Mean	SD	Level
S1	Systems are available for the faculty member to evaluate (self-appraisal) in a system that evaluates job performance	3.55	1.034	Medium
	Performance appraisal criteria used help to identify the strengths and weaknesses points of a faculty member's performance	3.78	0.962	High
S2	The University continuously announces the standard of exemplary performance so that faculty members take into account them in the course of their work	3.73	0.989	High
	Performance appraisal criteria and adjustments are reviewed based on the latest developments and current requirements	3.64	0.967	Medium
S3	Performance assessment is performed at regular times (each half year)	3.79	1.007	High
S4	6 Models of performance appraisals and feedback are provided to the faculty member to review teaching method	3.87	0.991	High
	Workshops are offered to improve the performance of the faculty member and recognize the criteria for evaluating performance	3.97	0.865	High
S5	Scientific research and papers in which the faculty member participates are adopted among the criteria for the performance	3.85	1.006	High
		3.77	0.789	High

Moreover, the results given in Table 5 indicate 8 measuring statements of the faculty trends towards the responsible for the evaluating job performance at Imam Mohammed bin Saud University. The findings described through two common measures used in this type of analysis called mean and standard deviation SD with classifying the importance level of each statement. The respective results of this test found mostly medium to high important level. The item coded R2 had the highest rank of the mean of 3.80 with a standard deviation of 0.950 with high level of importance. Meanwhile the item coded of R5 was the lowest mean rank of 3.62 with a standard deviation of 0.754 with medium level of importance. These findings indicated greater importance of the representation for these items to measure the respective variable. And the overall variable showed a medium importance level.

Table 5: Descriptive Statistics of Responsible for the job performance appraisal system

Item code	Statement	Mean	SD	Level
R1	There is an effective communication environment between the faculty member and the	3.63	0.693	Medium
R2	The evaluator is not affected by his personal impression of the faculty member and supervisors in charge of the job performance appraisal process.	3.80	0.950	High
R3	The performance appraisal process tends not to be overly strict when assessing the performance of the university faculty member	3.63	0.709	Medium
R4	The evaluator is influenced by the more recent performance of the faculty member than his previous performance	3.63	0.693	Medium
R5	There is full and mutual trust between the evaluators of the job performance and the faculty of the university	3.62	0.745	Medium
R6	Faculty members accept reactions and differences of opinion between them and those in charge of the job performance appraisal process	3.65	0.701	Medium
R7	Job evaluators rely on objective assessments when evaluating their performance and not on the reputation of the faculty member or what is rumored	3.64	0.734	Medium
R8	The supervisor of the appraisal process often gives the faculty members average estimates	3.63	0.677	Medium
		3.65	0.628	Medium

The current study aims to test the differences between groups on the basis of demographic factors and variables (gender, age, years of experience, and job title) and how the faculty members at Imam Muhammad bin Saud Islamic perceive their attitudes of University towards job performance appraisal systems. In order to test the differences between the study sample on the basis of gender, the study used ANOVA between different independent samples to calculate the significance of the differences between two independent and unrelated groups for the study sample, in order to identify the differences in the sample's perceptions. The results shown in Table 6 that there was a statistically significant difference ($p < 0.05$), where the results showed that the F-value equals 101.12 and the level of significance was 0.000, as these results indicate that there was a statistical difference at the significance level of 0.05 in the attitudes of the faculty members at Imam Muhammad bin Saud Islamic towards job performance appraisal systems due to the gender variable in favor of male $M = 3.88$, $SD = 50$.

In order to test the differences between the study sample on the basis of age, the study used Analysis of Variance ANOVA test between three independent samples or more to calculate the significance of the differences between three or more independent and unrelated groups for the study sample, in order to identify the differences in the sample's perceptions. The results shown in Table 6 that there was no statistically significant difference ($p > 0.05$), where the results showed that the F-value equals 0.426 and the level of significance was 0.653, as these results indicate that there was no statistical difference at the significance level of 0.05 in the attitudes of the faculty members at Imam Muhammad bin Saud Islamic towards job performance appraisal systems due to the age variable.

In order to test the differences between the study sample on the basis of experience, the

study used Analysis of Variance ANOVA test between three independent samples or more to calculate the significance of the differences between three or more independent and unrelated groups for the study sample, in order to identify the differences in the sample's perceptions. The results shown in Table 6 that there was no statistically significant difference ($p > 0.05$), where the results showed that the F-value equals 0.426 and the level of significance was 0.653, as these results indicate that there was no statistical difference at the significance level of 0.05 in the attitudes of the faculty members at Imam Muhammad bin Saud Islamic towards job performance appraisal systems due to the experience variable.

In order to test the differences between the study sample on the basis of academic rank, the study used Analysis of Variance ANOVA between three or more independent samples to calculate the significance of the differences between different independent and unrelated groups for the study sample, in order to identify the differences in the sample's perceptions. The results shown in Table 6 that there was a statistically significant difference ($p < 0.05$), where the results showed that the F-value equals 33.32 and the level of significance was 0.000, as these results indicate that there was a statistical difference at the significance level of 0.05 in the attitudes of the faculty members at Imam Muhammad bin Saud Islamic towards job performance appraisal systems due to the academic rank variable in favor of male $M = 3.88$, $SD = 50$.

Table 6. ANOVA Results

	Sum of Squares	df	Mean Square	F	Sig.
Gender					
Between Groups	32.011	1	32.011	101.12	0.000
Within Groups	113.012	357	0.317		
Age					
Between Groups	0.347	2	0.173	0.426	0.653
Within Groups	144.677	356	0.406		
Total	145.023	358			
Experience					
Between Groups	0.347	2	0.173	0.426	0.653
Within Groups	144.677	356	0.406		
Total	145.023	358			
Academic rank					
Between Groups	39.666	4	9.917	33.32	0.000
Within Groups	105.357	354	0.298		
Total	145.023	358			

It is clear from the previous results that there are statistically significant differences between the two gender groups and five academic ranks on the job performance appraisal systems. And to find out the direction of the differences between these groups, the Post Hoc test was calculated. The results revealed that there are statistically significant differences ($p < 0.05$) in the job performance appraisal systems between professor and associate professor, assistant professor, and teacher assistant, while there were no differences between the rest of the academic ranks to each other. Further, the same results found that there are statistically significant differences in the job performance appraisal systems between associate professor and the rest of other academic ranks (professor, assistant professor, lecturer, and teacher assistant). Meanwhile, the assistant professor significantly differs from professor and associate professor. And the lecturer significantly differs from associate professor and teacher assistant,

and the teacher assistant significantly differs from professor and associate professor.

5. Discussion

The topic of job performance appraisal has taken wide concern among the modern research and the empirical studies as resulting of the growing effects of this issue overall the organizational aspects. The current study found the role of the processes used in the process of job performance systems which confirmed the essential role of accurate and adequate criteria adopted for performance appraisal, and the extent they are available with the effective applications use within the organization. The university of Imam Muhammad bin Saud based on the results showed that it had an updated job performance models used to evaluate the performance of faculty members. Consequently, the results also demonstrate the concern of the university to maintain the confidentiality during the process of preparation for job performance of the faculty members. Moreover, the findings also revealed single method utilized and adopted by the university while assessing the performance of all faculty members and this would characterize with lack of effectiveness of essential aspects of the performance. The university also concern with the process of corrections and recommendation to enhance the performance of the individuals and make a balance with the provided incentives to motivate into outstanding performance as stated in the study of Toukan (2002). For example, the financial rewards and salary are consistent with the efforts of the faculty member within the university, and main these rewards and incentives depend on the appraisal results of the members performance.

On other hand, the findings of the study showed that the systems used in the performance appraisal process were available for all faculty members to evaluate themselves as a process of (self-appraisal) which indicate a unique system that enable the individuals to assess their job performance. However, the criteria used in the performance appraisal process also indicate its role to help the university in terms of identifying both of the strengths and weaknesses points of the faculty members and performance. Thus, the university of Imam Muhammad bin Saud Islamic continuously update and integrate within sets of standards of performance and they were announced to all faculty members to be taken into consideration in the courses of their works which consistent with the previous studies (e.g Khtere, 2020). Differently, these criteria also subject to many frequent amendments and adjustments and they were timely reviewed based on the changes and different requirements. Indeed, the performance appraisal has been regulated and conducted timely bases (e.g annually or quarterly). In the same setting, the models associated with the performance appraisal, reviews as well the provided feedbacks for the faculty member act as teaching ways and corrective methods incorporating with well-designed workshops established in order to enhance the performance of the faculty members and modify as necessary the criteria to evaluate the performance.

It would infer from the study results that the scientific research and studies examined the performance of the staff of university whether academics or administrative supported the trends in the literature related to the methods and processes of assessing and monitoring the performance to ensure greater outcomes. This would be consistent with the previous studies such as Wekesa Makhamara (2020) which addressed the employees' appraisal and performance. Therefore, it is important to indicate based on the gained results that the faculty member participates and involved with the suggested stated criteria applied for the performance. In addition, the effective communications and surrounded environments of the faculty member are not only influence the performance outcomes but also the personal impressions, thus the personal characteristics of the evaluators may influence this issue which in turn lead to failure to effective contact with the faculty member. And the supervisors who oversee the process of job performance appraisal tend to be

stricter during this process to ensure fair non-bias performance appraisal process and this would enable the university to have strong capabilities toward competitive edge in the respective industry. Accordingly, the recent performance of the faculty members in the university could influence the performance appraisal more effective than the previous performance. And the mutual long-term trust between the responsible of the job performance and the individuals. Hence, the faculty members ultimately welcome and accept the differences in the views and opinion between them which these strengths the responsible who in charge of the job performance appraisal process. In general, the job evaluators rely on some sets of objective appraisals while making this process without largely depend on the faculty members reputation, so the supervisors of the appraisal process usually provide average estimates for the faculty members in the university. This is in line with the results of (Abu Sanieh, Salim, Karamaneh, 2020) that evaluated the role of teaching performance of the faculty members in the universities from the students' point of views.

6. Conclusion

To sum up, this work has provided insightful implications could be helpful for future studies and practitioners concern with the topic of job performance appraisal and the criteria used in this area. The university as critical educational institutions recently recognized the importance of adopting effective performance processes including diverse and sufficient implementations and control ways to ensure greater performance outcomes. This study had explored the essential emerging aspect for the modern organizations which received more and more concern of the executives and researchers. Through the findings provided in this study, it would demonstrate the significant effect of the standards and processes used in the job performance and the vital role of the responsible while designing the criteria and aspects of conducting successful job performance process. Since the sample of this study was faculty members of Imam Muhammad bin Saud Islamic University in Saudi Arabia, it can benefit from these results to generalize into other similar organizations with consideration other differences related to the structures and internal environments of the university and nature of interrelationship between the faculty members and the evaluators. The limitations of this work can be restricted to the limited small size of the sample and the particular sector which this influences the chances of making a generalization of these results into other different sectors such as businesses organizations which mainly focus on the profitability to measure the performance. Further, the factors and dimensions used in this study to measure the job performance process need to be expanded in the future research with including new different variables by using modern statistical analysis procedures. For example, it can be suggested to propose conceptual framework with mediator factors influence job performance like financial and non-financial rewards and systems.

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