

THE INFLUENCE OF SELECTED HUMAN RESOURCE MANAGEMENT  
PRACTICES ON TASK PERFORMANCE THROUGH NETWORKING  
BEHAVIOUR

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THE INFLUENCE OF SELECTED HUMAN RESOURCE MANAGEMENT  
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A thesis submitted in fulfilment of the  
requirements for the award of the degree of  
Doctor of Philosophy

Razak Faculty of Technology and Informatics  
Universiti Teknologi Malaysia

AUGUST 2021

## **DEDICATION**

This thesis is dedicated to my father, who taught me that the best way to be successful person is to have good networks. It is also dedicated to my mother, who taught me to finish what I have started, even the largest task can be accomplished if it is done one step at a time.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to express my gratitude to my supervisor, Professor Dr. Nik Hasnaa Nik Mahmood, for her patience with my progress, advice, and insightful comments about academic life. Her support for my research has been invaluable.

I am grateful to the following institutions for the supports and permission that allowed me to conduct my research and write this thesis: Razak Faculty of Technology and Informatics, Universiti Teknologi Malaysia, and Universiti Kuala Lumpur.

Finally, I will hardly ever express my full gratitude to my wife, Siti Aidah Tulimin, and my kids, Nusaybah, Awatif, and Omar Abdurrahman, and not to forget my beloved mom, Asmah Dan, for their unwavering support and love.

## **ABSTRACT**

This research examined the relationship between selected human resource management (HRM) practices and task performance in a Malaysian private university. The selected human resource management practices are training and development, compensation and benefits, recruitment and selection, and performance appraisals. This research also proposed networking behaviour as a mediator between HRM-task performance linkages. This study adopted the quantitative method to examine the relationship of the variables as the quantitative approach provides valid and reliable statistical evidences on the relationships' strength. A sample of 242 non-academic and administrator staff were selected using convenience sampling from 12 Universiti Kuala Lumpur (UniKL) campuses in Peninsular Malaysia. Data were obtained through a survey questionnaire using a cross-sectional technique which comprises of 48 items. Data were analysed using IBM SPSS Statistics 23 software for descriptive analysis and Smart Partial Least Square (SmartPLS) version 3 for bootstrapping analysis. The result reveals that only two HRM practices (training and development practices, and recruitment and selection practices) have a significant relationship with task performance. However, the other two HRM practices (rewards and benefits practices and performance appraisal) did not significantly impact task performance. Networking behaviour was found to have a significant relationship with task performance. Meanwhile, networking behaviour only mediates relationship between training and development practices and task performance. This study has contributed to the development of HRM-employee performance framework by examining the mediating role of networking behaviour. The implications of these findings should provide insight and information about the circumstances that a university would employ and complement the HRM practices, making HRM systems more comprehensive and cost-effective.

## ABSTRAK

Penyelidikan ini mengkaji hubungan antara amalan pengurusan sumber manusia (HRM) terpilih dan prestasi pekerja di universiti swasta di Malaysia. Amalan pengurusan sumber manusia yang dipilih adalah latihan dan pembangunan, pampasan dan faedah, pengambilan dan pemilihan, dan penilaian prestasi. Kajian ini juga mencadangkan tingkah laku berhubung sebagai perantara antara hubungan amalan pengurusan sumber manusia dan prestasi pekerja. Kajian ini menggunakan kaedah kuantitatif untuk mengkaji hubungan antara pemboleh ubah kerana pendekatan kuantitatif memberikan bukti statistik yang sah dan boleh dipercayai. Sampel melibatkan 242 kakitangan bukan akademik dan pentadbir dipilih dengan menggunakan teknik persampelan mudah daripada 12 kampus Universiti Kuala Lumpur (UniKL) di Semenanjung Malaysia. Data diperolehi melalui soal selidik menggunakan teknik keratan rentas yang terdiri daripada 48 item. Data dianalisis menggunakan perisian IBM SPSS Statistic 23 untuk analisa deskriptif, manakala aplikasi *Smart Partial Least Square (SmartPLS)* versi 3 untuk analisa *bootstrapping*. Keputusan kajian menunjukkan bahawa hanya dua amalan HRM (latihan dan pembangunan, dan pengambilan dan pemilihan) menunjukkan hubungan yang signifikan terhadap prestasi pekerja. Walau bagaimanapun, dua amalan HRM yang lain (pampasan dan faedah, dan penilaian prestasi) tidak menunjukkan hubungan yang signifikan. Tingkah laku berhubung didapati mempunyai hubungan yang signifikan terhadap prestasi pekerja. Sementara itu, tingkah laku berhubung hanya boleh menjadi perantara antara latihan dan pembangunan, dan prestasi pekerja. Kajian ini telah menyumbang kepada pengembangan kerangka HRM-prestasi pekerja dengan memeriksa peranan perantaraan tingkah laku berhubung. Implikasi daripada dapatan kajian ini seharusnya memberikan pandangan dan maklumat mengenai amalan sumber manusia terbaik yang akan digunakan oleh universiti dan seterusnya menjadikan sistem pengurusan sumber manusia di universiti lebih komprehensif dan menjimatkan kos.

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## LIST OF ABBREVIATIONS

AMO	-	Ability, Motivation, and Opportunity
AVE	-	Average Variance Extracted
BARS	-	Behaviourally Anchored Rating Scale
BMI	-	British Malaysian Institute
CB-SEM	-	Covariance-based Structural Equation Modelling
CFA	-	Confirmatory factor analysis
CI	-	Confidence interval
CMB	-	Common method bias
CR	-	Composite reliability
CUPA-HR	-	The College and University Professional Association for Human Resources
D <sup>2</sup>	-	Mahalanobis distance
EMGS	-	Education Malaysia Global Services
EPF	-	Employees Provident Fund
GDP	-	Gross Domestic Product
GGP	-	Guideline to Good Practices
HCM	-	Hierarchal Component Model
HEB	-	Higher Education Blueprint
HPHR	-	High-Performance human resource
HPWP	-	High-performance work practices
HPWS	-	High performance work systems
HR	-	Human resource
HRDF	-	Human Resources Development Fund
HRM	-	Human resource management
HTMT	-	Heterotrait-Monotrait Ratio
KPI	-	Key Performance Index
LL	-	Lower limit
MADA	-	Muda Agricultural Development Authority
MBO	-	Management by objectives
MESTECH	-	Institute of Medical Science Technology



MFI	-	Malaysia France Institute
MIAT	-	Malaysian Institute of Aviation Technology
MICET	-	Malaysian Institute of Chemical and Bio-Engineering Technology
MIDI	-	Malaysia Italy Design Institute
MIIT	-	Malaysian Institute of Information Technology
MIMET	-	Malaysian Institute of Marine Engineering Technology
MITEC	-	Malaysian Institute of Industrial Technology
MQA	-	Malaysian Qualifications Agency
MSI	-	Malaysian Spanish Institute
PLS-SEM	-	Partial Least Square Structural Equation Modelling
PM	-	Personnel management
RCMP	-	Royal College of Medicine Perak
SEM	-	Structural Equational Modeling
SME	-	Small and Medium-sized Enterprises
SOP	-	Standard Operating Procedure
SPSS	-	Statistical Package for Social Sciences
STML	-	School of Technology Management and Logistics
UL	-	Upper limit
UniKL	-	Universiti Kuala Lumpur
VIF	-	Variance inflation factor

## LIST OF SYMBOLS

P	-	Performance
<i>f</i>	-	Function
A	-	Ability
M	-	Motivation
<i>p</i>	-	Pressure

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

This chapter presents the study's background, reviewing the problem statement, specifying the research objectives and research questions, highlighting the study's significance, identifying the research scope, and providing the definition of the concept terms and operational of the variables.

### 1.2 Background of the study

Like any other organization, higher education institutions are under pressure to boost their competitiveness (Bui and Baruch, 2012). Since they compete in a constantly changing world, university vision must be strategically planned accordingly (Shattock, 2012). Furthermore, higher education institutions face significant budget constraints due to the ongoing economic downturn and governmental demands for accountability (Decramer *et al.*, 2012). Besides, as highlighted by the former Ministry of Higher Education, Dr. Maszlee Malik, in his speech (Malik, 2019). Malaysian higher education institutions have been subjected to considerable reforms, Therefore, universities today need management practices to increase their effectiveness and efficiency and become more competitive.

Furthermore, Malaysia is on its journey to becoming a hub for higher education for tertiary education worldwide. Malaysia is steadily gaining popularity among international students to study due to affordable and high-quality education and automatically boost education-based tourism (Edutourism) in Malaysia (Malaymail, 2019). As in Figure 1.1, private university enrolment is expected to grow at 5.1% annually under the projection under Higher Education Blueprint (HEB) period and is expected to overtake the public sector in terms of student numbers by 2025. Since the

private higher education accounts for nearly half of higher education student and more than half of academic appointments in Malaysia, this projection sparks question on how does the performance of private higher education relate to the quality of our graduates which will indicate the performance of the universities (Lim and Williams, 2015). It is crucial to study the cause of the performance of private higher education in Malaysia.

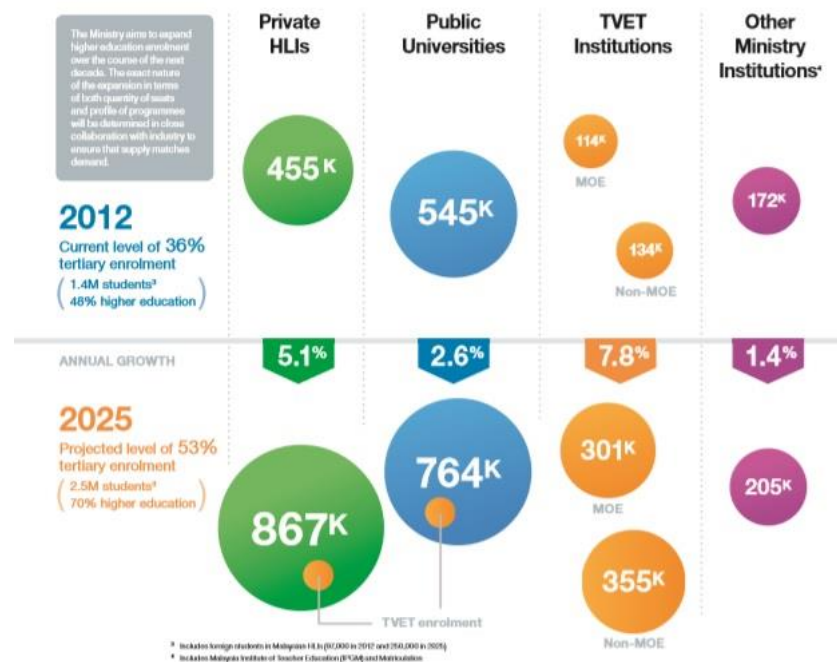


Figure 1.1 Projection of private higher institution by 2025 (Source: Malaysian Education Blueprint 2015-2025)

Education Malaysia Global Services (EMGS) registered approximately 170,000 foreign students in Malaysia from more than 135 countries as of December 2018. By 2025, the target is to lift the number to about 250,000. The former Minister of Education, Dr. Mazlee Malik, said that Malaysia would remain an essential market for study destinations among international students. It offers them real value for money (Malaymail, 2019). In most developing countries globally, the education industry has become a significant due to its economic growth contribution (Echevarria, 2009; Kruss *et al.*, 2015). Education in Malaysia itself is the major contributor to national Gross Domestic Product (GDP) and has significantly contributed to the country's economy through the development of human capital (Basu *et al.*, 2017). A study from Phoong

*et al.*, (2018) found that Malaysian tertiary education contributed the highest effect on Malaysia's GDP and economic growth. It was forecasted that a total of RM19 billion would be generated by 2022 when 200,000 international students are expected to arrive in Malaysia (Mun *et al.*, 2018). Hence, education's contribution indirectly contributes to our economic benefits while staying in our country (Casani *et al.*, 2014).

Furthermore, our higher education system, with its reputation, has attracted many international students to study in Malaysia. As the number of international students enrolling in tertiary education in Malaysia has increased over the years, it has already boosted the economy through international students' expenditure. Higher Education Ministry Secretary-general Tan Sri Dr. Noorul Ainur Mohd Nur, in her welcoming address at Going Global 2018 Conference, said Malaysia's Gross Enrolment Ratio in 2016 had improved significantly from 14% in early 1980 to more than 44% in 2016. It is reported that 44% increase in student enrollment was among the highest in the Asian countries and above the world average 37%. The improvement in student enrollment is another proved that our Malaysian education, especially at the tertiary level, has significantly received international students' tremendous attention.

Understanding the importance of the higher education institution industry towards the Malaysian economy, employees play a significant role in contributing to and retaining higher education in Malaysia (Rosdi and Harris, 2011). The higher education institutions should concentrate on developing their employees and providing the requisite skills while also developing human resource strategies that align with their goals and operational objectives (Manogharan and Thivaharan, 2018). The policy would be guiding principle in deciding the human resource strategy of higher education institutions from the beginning. The higher education institution would outline the basis for its human resource management planning such as recruitment and selection, compensation, training, and development.

Furthermore, as the business climate has changed, an organization's emphasis on employee performance has increased. Employees are an organization's most valuable asset, and their performance can have a positive or negative effect on the company's growth. (Amin *et al.*, 2013). An organization should always take action to ensure that its employees are working at their best level. As stated by (Buller and

McEvoy, 2012), employee task performance is attributed to an organization's system factors and personal factors such as their behaviours. In essence, task performance is influenced by the factors related to the organization as well as the attributes of employees themselves.

Furthermore, in today's competitive global business climate, recruiting and maintaining a quality workforce, as well as keeping them highly motivated, has become a major challenge. (Chijioke and Chinedu, 2015). Hence, human resource management's role is maximizing; its performance is becoming important (Shields *et al.*, 2020, page. 3). Brown (2012) argues that universities can no longer be operated in the same way they were in the past, and that major adjustments are needed to effectively respond to the "overload" of demands put on them. The creation of the steering core will allow them to adapt to evolving environmental demands easily, flexibly, and consistently while reconciling new managerial values with traditional academic ones.

With higher education institutions nowadays are under pressure to improve their performance, especially on the university rankings and university reputation, the university must strategize their management practices (Jouda *et al.*, 2016). Realizing the importance of promoting university performance, many universities are embarking on strategizing their human resource management (HRM) practices and Malaysian universities (Amin *et al.*, 2014). However, not many empirical research types examine the relationship between HRM and performance in the higher education context. This research would address the gap in the private university context in Malaysia.

Prior studies on employee performance proposed HRM models as the most popular initiative towards the problem. HRM has received recognition worldwide through its role in policy implementation, contributing to organization and individuals' performance. However, scholars have mixed reactions on which practices contributed to performance. Furthermore, most of the study focuses on the relationship of HRM towards organizational performance and minimal research focuses on employees' performance. This is because human resource management is about managing employees. So, the employees should come first before the organization.

There are growing body of research studies on HRM practices and its effect on employee performance (Al Qudah *et al.*, 2014; Nabi *et al.*, 2016; Prabu and Wijayanti, 2016; Sendawula *et al.*, 2018). For example, Elnaga and Imran (2013) established that training is one of the vital human resource management practices that positively affect the quality of the workers knowledge and skills and this results in higher employee performance on job. Compensation and benefits may encourage the employees to perform better at work while at the same time minimize the employee turnover rate (Rashid *et al.*, 2018). Recruitment and selection practices would attract quality employees that is suitable with the organization goals and thus contributing to their work productivity and performance (Mbugua *et al.*, 2014). Fairness and justice in conducting performance appraisals practices by the organization would offer the opportunity to the employees to feel sense of belongings and become productive with their job assignments. A well designed job would bring involvement and satisfaction to the employees and they would perform well by employing all their energies at work (Zareen and Razzaq, 2013). This study however focuses on four major HRM practices namely recruitment and selection practices, training and development practices, compensation and benefits practices, and performance appraisal practices that are generally used in the earlier empirical studies and appear to affect employee performance under all circumstances (Loo, 2013)

On the other note, Kruss *et al.*, (2015) concluded that higher education institutions contribute to increasing skill and knowledge of human capital, which would result in higher income of the country. However, more things need to be considered, such as the availability of skills among employees and networking activities among companies. Kruss added a need to look for new theoretical and empirical work on higher education performance in developing countries. Eisenberg (2018) wrote an article in World Economic Forum proposing universities to nurture their talent pipelines as a strategy to foster collaboration between universities and industries. The universities need to improve and focus on their human resource management practices. For example, the university needs to modify its remuneration and incentives practices, including tenure and promotion criteria, to encourage employees to collaborate with potential stakeholders.



Gill *et al.*, (2020) and Kuwabara *et al.*, (2020) proposed that networking is a popular subject to discuss in improving employees' performance in the organization. Empirical studies show a positive relationship between networking and employee performance (van den Bekerom, Torenvlied, *et al.*, 2017; Lee and Lee, 2018; Tauhed *et al.*, 2019; Utz and Breuer, 2019; Volmer *et al.*, 2019). Effective networking depends typically on how good are the networks among members. Schweisfurth *et al.*, (2018) in his research, concluded that how the formation of networks among leaders in Philippine universities would facilitate the achievement of shared goals of each other performance. Jiang *et al.*, (2018) also proposed leveraging a network approach to reconsider the performance-enhancing mechanism. The development of networks as performance determinants has grown from individual relationships to examining multiple organizations' interactions (Provan and Milward, 1999).

Previous research has shown that networking can improve individuals and organizations' performance in higher education institutions. For instance, Rabovsky and Rutherford (2016) suggest that university president in United States had engaged in many networking activities that shaped their managerial decision in universities. The networking outcome has produced many opportunities for the university, such as linkages with industry, collaboration in corporate social responsibility (CSR) with industries and any other university-industry partnership collaboration. These initiatives required higher education employees to have good networking behaviour to fulfil the criteria. Simultaneously, support from management, human resource management should be implemented and nurturing employees' networking behaviour. However, the study on the relationship between the variables is scarce and limited. Rasdi *et al.* (2013) also urged for more theoretical and empirical research on networking should be carried out. Also, they propose to explore network composition at low managerial level and high organizational level. That is why this study had chosen executive until the top management level to see the outcome at different levels of hierarchy.

Therefore, in such situations, HRM practices for improving employee task performance are crucial, especially in Malaysian private universities. Simultaneously, employees who perceive networking behaviour would contribute better to employee performance. By doing so, employees would have better performance in their

respective employees and indirectly improve university performance. This study investigates networking behaviour as intervening variables that could act as a catalyst between the HRM practices and employee performance.

### **1.3 Problem Statement**

Employees are the company's most valuable asset and resource. Employees have long been regarded as one of the most significant determinants of an organization's development and overall efficiency, including in higher education. However, until recently, higher education performance has become a debatable issue, especially in Malaysian private universities (Ghasemy *et al.*, 2018) due to the performance which came from their employees and top management. A study by Ghasemy *et al.*, (2018) identified issues in Malaysian private university are the non-performing management staff due to the lack of talent pool among locals. The employees were also unable to achieve well in their annual Key Performance Index (KPI) and achieve high university expectations.

The issues of inefficiency among non-academic and administrator staff are not new. Anis *et al.*, (2018) found that the underperforming employee in Malaysian private universities is caused by poor execution of recruitment and selection processes. The institution unable to offer fair salaries and attractive benefits demanded by the candidates due to financial constraints face by the institutions that operate as private fund-generated institutions. Hence, unqualified and untrained or fresh graduates had been recruited to fill in the position available, which will subsequently affect their quality and performance at work, and then affecting the university's performance (Szel *et al.*, 2018). This issue was also discussed by Suwardi *et al.*, (2019) that every higher education institutions must improve the standard operating procedure (SOP) for recruitment and hiring process so that only eligible and talented candidates recruited to the university. Issues on selection and recruitment practices in universities were also highlighted by Allui and Sahni (2016). Their study on the HRM practices implementation in Saudi Arabia universities found that inadequate recruitment and selection practices have distract the development of employees at workplace. Without adequate policy and direction, especially in terms of recruitment and selection of

employees, it would undoubtedly have a disastrous impact on organizational structure, especially for students and the university.

Besides that, the cause of underperforming staff in private universities was related to inefficient performance appraisal practices. A study by Nzomoi Mulwa and Muthoni Weru (2017) also revealed that the appreciation or reward given is not worth it than what they have achieved in the appraisal practices. Their study on investigating the influence of performance management and employee performance found that their employees did not get accurate and specific feedback from their superior whenever the appraisal is taking place. By not having enough resources and rewards, as well as clear direction, employee unable to perform better at the workplace and failed to produce an expected outcome (Marr, 2015).

Some managers do not recognize the importance of training and its effect on employee performance. They believe that training would increase the company cost, so the organization cut their training budget due to the economy, leading to a turnover. (Amir Elnaga and Amen Imran, 2013). For example, Szel *et al.*, (2018) also reported that the shortcoming of HRM practices implementation in Poland universities had caused demotivation among academic staff when their salary and benefits are not compatible with their workload. Furthermore, talented candidates did not manage to secure a job due to ambiguity in the recruitment process caused by excessive formalization and limited jobs.

In 2019, the Universitas 21 Report ranked Malaysia's higher education system 28 out of 50 countries it assessed (Education, 2018; Wan *et al.*, 2018). Under the report, Malaysia is ranked 18th for knowledge transfer under its connectivity segment but ranked 49<sup>th</sup> for joint publications with industry. The reports clearly showed that Malaysian universities lack networking and collaboration with stakeholders and industries. Networking, cooperation, or any other joint venture activity requires the employees to possess networking behaviour (Harris *et al.*, 2012). Without networking behaviour among employees, any attempt to form networking with other organizations would not happen successfully. Hence, networking behaviour among management staff must be implemented to foster collaboration between their university and related stakeholders.

On another note, Ghasemy et al (2018) also highlighted issues in Malaysian private universities. Among the challengers are staff collaboration and cooperation. Moreover, there is also a lack of information on program feedback due to limited networking and engagement among staff and unable to respond to its effectiveness. Forte, (2015) noted why employees are consistently underperformed because they are disconnected and unclear about their work. Employees do not understand their specific performance expectations. Employees may have completed their daily tasks, performing to achieve all KPIs assigned to them, but they did not their expected performance result in their end-year appraisal. Hence, it is essential that that internal networking among supervisor-supervisor enhance the confusion and clear objective so that the employees will positively engaged and productive (Walumbwa *et al.*, 2011; Ren *et al.*, 2019).

A large number of studies have been published that explain the effect of networking activity on career progression and job outcomes (Van Hoye *et al.*, 2009), enhancing internal visibility (Y. McCallum *et al.*, 2014) and establishment of business (Sharafizad, 2014). However, it was noted that limited attention has been given to the research of networking behaviour and performance link in the university in Malaysia (Sandhu *et al.*, 2011; Tauhed *et al.*, 2019). Furthermore, previous research on networking more into the business setting (Luo *et al.*, 2012) while only a few researches conducted in a learning environment such as higher education (Hwang *et al.*, 2004). Furthermore, the study on examining the networking behaviour and performance in Asia is limited, especially in Malaysia (Wolff *et al.*, 2011). Studies in the last few years have also used networking to improve their performance, especially in the private sector. However, these are not mentioned in Malaysia's private sector and still a lot to examine, especially in private universities (Rasdi *et al.*, 2013; Mansor *et al.*, 2015). Therefore, this study is hoped to fill in the gap and contribute to empirical research on the role of networking in Malaysia.

To improve the employee task performance at private higher education performance in Malaysia, (Allui and Sahni, 2016) proposed the HRM as effective management practices. The importance of human resources management and their contribution to organizational and specifically to employee performance is receiving increasing recognition worldwide. However, scholars concur that some intervening

factor that may affect the interaction between HRM and task performance that lead to open up the 'black box' between the HRM-task performance linkages (Jiang et al., 2012; Aryanto, Fontana, & Afiff, 2015; Zehir, Yıldız, Köle, & Başar, 2016; Lee, 2017). As Becker & Huselid, (2006) mentioned, there is a more precise articulation of the "black box" between HR and performance whereby become the most pressing theoretical and empirical challenge in the HRM literature. More directly, there is a need to focus attention on developing an understanding of the mediators in the HRM relationship model study (Sikora and Ferris, 2014). Further to that, (Gerhart, 1996; Sivapragasam and Raya, 2018) strongly suggested that it is important to consider the intervening variables in the HRM- task performance linkages which may offer highest potential leverage on the HRM-task performance relationship at employee level.

This study attempts to investigate the 'black box' between HRM practices and task performance, proposing networking behaviour as a mediating variable. According to Jiang *et al.*, (2012); Tian *et al.*, (2016a), HRM practices that create the opportunity to greater performance are those related to job characteristics, the use of teams, employee involvement, grievance and the widespread sharing of information. Job characteristics such as autonomy and skill variety provide the flexibility and discretion that enables a person to achieve a greater fit between their knowledge, skills, abilities and other personal attributes (e.g. values) and the roles they perform. Teamwork, employee participation and involvement are likely to strengthen ties to others within the workplace (links), while an incumbent would be likely to consider the intrinsic satisfaction derived from enriched and empowered work as a potential loss (sacrifice) if exiting from the role. Therefore, certain individual behaviour such as networking behavioural among employees can be particularly important to achieving best performance at work. In other word, networking behaviour can leverage the individual behaviour in achieving individual performance goals.

There are number of studies in human resource management practices related to employee performance. Still, most of these studies did not provide enough empirical evidence to support the role of the ability, motivation, and opportunity (AMO) theory in the research (Pak *et al.*, 2019). This AMO theory has been largely applied for explaining the linkage between human resource management and employee performance. However, this argument has been highlighted by Juan A. Marin-Garcia

and Juan Martinez Tomas, (2016) that the model has not been fully demonstrated to determine the best practices of HRM that may predict the employees' performance. This study will consider using ability-enhancing practices to address the issue and fill in the gap, which are recruitment and selection practices and training and development practices. This study's motivation-enhancing practices are compensation and benefits practices, and opportunity-enhancing practices are performance appraisal practices. networking behavior may integrate together under the 'opportunity' pillar, as catalyst and mediator to improve performance of employees.

Most of the study on HRM-task performance were conducted in manufacturing companies (Mei *et al.*, 2013; Huo *et al.*, 2014; Pradhan and Jena, 2017; Othman and Mahmood, 2019), insurance companies (Sani, 2012; Loo, 2013; Loo and Beh, 2015), public organization (Amin, Khairuzzaman Wan Ismail, *et al.*, 2014a) and non-profits organization (Hambrick, 2007). This study will be conducted in private higher education institutions in Malaysia to address the contextual gap and replicate the empirical research for rigorous theory development and contribution to the literature.

While there have been several types of research on the impact of human resource management practices on academic staff (Korir, 2016; Hanaysha and Hussain, 2018), little has been written about performance of non-academic or administrator staff in the university. Furthermore, the lack of evidence about the effect of non-academic and administrator staff on their outcomes motivates larger-scale empirical research into the possibilities and limitations of purposeful and strategic organisational action (Baltaru, 2018). So this study would focus on administrator which involves in the operation of the university to highlight whether HRM practices and networking behaviour may improve their performance. At the same time, the contribution of the non-academic staff are also important as the academic staff towards university performance (Baltaru, 2018).

To overcome those mentioned above, this study proposed to examine the mediating role of networking behaviour towards the relationship between HRM practices and task performance. Building on the existing research gaps and problem statement, this study also examines the relationship between HRM practices which consist of recruitment and selection, training and development, compensation and

benefits and performance appraisals towards task performance. The relationship between networking behaviour and task performance was also examined. The theoretical argument is this study states that employees are driven by human resource management to their networking behaviour, and thus would improve their performance. This study aims to explain the relationship between HRM, networking behaviour, and task performance in a Malaysian private university using AMO theory and social capital theory.

#### **1.4 Research Questions**

From the problem that has been discussed above, four research questions have been developed to address the issue.

1. What is the relationship between human resource management practices and task performance?
2. What is the relationship between human resource management practices and networking behaviour?
3. What is the relationship between networking behaviour and task performance?
4. Does networking behaviour mediate the relationship between human resource management practices and task performance?

#### **1.5 Research Objectives**

1. To investigate the relationship between human resource management practices and task performance.
2. To investigate the relationship between human resource management practices and networking behaviour.
3. To investigate the relationship between networking behaviour and task performance.
4. To investigate whether networking behaviour mediates the relationship between human resource management practices and task performance.

## **1.6 Research Significance**

### **1.6.1 Theoretical Significance**

Based on the ability, motivation, and opportunity (AMO) theory, this study would establish networking behaviour in strengthening the HRM practices and task performance relationship in a private university in Malaysia. It would address the limited literature on integrating networking behaviour as a mediator between human resource management practices and employee task performance. It will also contribute to the body of knowledge about which human resource management practices may improve the employees' performance as most of the studies in the past are focusing on organization context.

In the Malaysian context, the relationship between HRM and task performance is re-examined using private university samples based on RBV theory. Replication research is useful for information accumulation and generalization (Tsang and Kwan, 1999). Tsang and Kwan (1999) suggest that universal studies should be evaluated and enriched by regional studies in order to determine the existing state of awareness. This research generalises AMO theory's formulation on the relationship of HRM and employee performance to a local context rather than a western context by drawing a sample from various contexts from prior studies.

This study also aims to provide insights into HRM practices in the education industry. However, the substantial extent of literature deals mainly with manufacturing organizations, telecommunication, healthcare, and retail industry. There is still a huge gap in research for human resource management in private education, especially in Malaysia. Furthermore, previous studies on HRM-employee performance in university only focuses on academic staff. This study contributes to HRM literature by concentrating on non-academic staff and administrator, as they also play an essential role in enhancing university performance.

Furthermore, this study combines the human resource theory, ability-motivation-opportunity (AMO), with psychology theory (social capital theory).



Combining the mainstream approach in different fields would enhance the findings and produce comprehensive results.

### **1.6.2 Practical Significance**

From a practical standpoint, this study's outcomes would guide HR managers in university about which HRM practices would impact their employees. This study also contributes to the potential of human resources selection on the university HRM practices for enhancing their employee's efficiency. This outcome of the study becomes an essential key point to the university. It offers information about the circumstances that a university would employ and complement the HRM practices, making HRM systems more comprehensive and cost-effective. The study outcomes would help the management leaders determine human resources' selection into the university's desired value.

This study recommendation would help the HR managers in the university to better integrate HR aspects and networking components to have better performance in work. There haven't been several longitudinal studies that have looked at any potential employee-level mediating impact on the HRM-task performance relationship. It isn't easy to understand the individual level's HRM process dynamics, without understanding knowledge of mediating factors that impact the HRM-employee performance linkage. As a result, intervening factors that improve or weaken the relationship between HRM and employee performance must be identified and tested. By applying the networking behaviour of employees to the study of HRM, the variation of HRM-task performance relationship at the local setting is examined in the education industry.

### **1.7 Research Scope**

This study focused on the management staff of Universiti Kuala Lumpur (UniKL) at all twelve campuses in Malaysia. The management staff is among Executive, Senior Executive, Assistant Manager, Manager, Deputy General Manager, General Manager. Non-academic staff, especially the administrator's role, is always

neglected while changing agents to improve university performance through employee performance. Baltaru (2018), in her study on the role of non-academic staff towards university performance, found that universities that have increased their non-academic staff intake have higher performance levels. This study involved management staff and non-academic staff of the Malaysia higher education institution as a population.

This university with 12 campuses in peninsular Malaysia was selected because it is a private institution in which employees are all expected to perform to sustain the university and remain relevant and competitive in the market. The institution's networking staff's proactive nature and comprehensive human resource management practices should justify the institution's choice.

For this study, four dimensions of human resource management practices have been adapted: recruitment and selection, training and development, compensation and benefits, and performance appraisals. These dimensions choice is because these three HRM practices are directly related to employee performance and frequently studied among scholars on investigating the relationship between HRM practices and employee performance (Zeb *et al.*, 2018). Both dimensions of internal and external has been considered as networking behaviour variables. Employee performance variables comprise items from task performance.

## **1.8 Conceptual and Operational Definitions**

### **1.8.1 Human Resource Management (HRM)**

Conceptual Definitions: Human resource management (HRM) represent the design, development, and implementation of interrelated people management practices that influence how well an organization can attract job applicants, retain motivated and successful employees, and ultimately impact job performance and organizational effectiveness (Noe *et al.*, 2007). HRM is also defined as the management of work and people which consist of fundamental activity to achieved their desired ends (Boxall *et al.*, 2007). Another definition of HRM is a set of planned practices used by an organization to lead and manage its human capital in order to achieve organizational

goals. Compensation and benefits, training and development, selection and recruitment, and performance appraisal are example of the dimensions of human resource management practices (Dessler, 2013).

Operational Definitions: In this study, HRM is implementing HRM practices (recruitment and selection practices, training and development practices, compensation and benefits practices, and performance appraisals practices) for improving employee performance and developing their behaviour bases on their organization requirements (Nadarajah *et al.*, 2012; Donate *et al.*, 2016).

### **1.8.2 Recruitment and Selection Practices**

Conceptual Definitions: According to (Newell, 2005), recruitment and selection has been viewed as a process by which the organization tries to accurately match the individual to the job and select the right individual to fit into a particular organization needs. Another definition by Opatha (2009) is the process of identifying and attracting suitably eligible candidates to apply for job vacancies in the organization is known as recruitment, and the process of selecting the most appropriate candidate from the pool of applicants recruited to fill the relevant job vacancy using specific instruments is defined as selection (Opatha, 2009; Ofori and Aryeetey, 2011). Selection also defined as a process to collect and evaluate potential employees in order to decide whether to extend an offer of employment. It involves determining the characteristics required for effective job performance based on those characteristics, which typically based on job analysis (Gomez-Mejia *et al.*, 2007)

Operational definition: In this study, recruitment is defined as the process of finding and attracting suitably qualified people to apply for job vacancies in the organization and selection is the process of making the choice of the most suitable applicant using specific instruments from the pool of applicants recruited to fill the relevant job vacancy (Opatha, 2009; Ofori and Aryeetey, 2011).

### **1.8.3 Training and Development Practices**

Conceptual Definitions: Training and development practices are defined as the learning process that needs to be identified and provided to the employees to enhance their knowledge, skills and abilities of employees to achieve progressive improvement to perform better (Dermol and Čater, 2013). Training is also defined as special activities designed to help learning of knowledge, attitude and skills among the employees in company to improve their specific job performance as well as to achieving organizational goals (Edralin, 2004). Training refers to a planned effort by a company to facilitate learning of job-related competencies, knowledge, skills, and behaviors by employees, and development refers to training as well as formal education, job experiences, relationship, and assessment of personality, skills, and abilities that help employees prepare for future jobs or positions (Noe and Kodwani, 2018).

Operational definition: In this study, training and development practices defined as the learning process that needs to be identified and provided to the employees to enhance their knowledge, skills and abilities of employees in order to achieve progressive improvement to perform better (Dermol and Čater, 2013)

### **1.8.4 Compensation and Benefits Practices**

Conceptual Definitions: Compensation and benefits practices defined as pay and reward systems given to employees at an organization resulting from their performance at work. It can be divided into direct financial rewards such as commissions and bonuses and indirect payment such as vacations (Ghebrejorgis and Karsten, 2006). Compensation and benefits also the process of paying and rewarding people for their contribution they make to an organization. Appropriate and equitable rewards need to be provided to the employees so that they feel valued and the reward matches with their skills, abilities and contribution to the firm (Amin, *et al.*, 2014a). Compensation and benefits consists of cash compensation and benefits including various forms of direct payments to employees such as base pay, profit sharing, stock

rewards, and the latter includes tangible services provided to employees such as insurances, retirement benefits and various types of leaves (Yanadori, 2014).

Operational definition: In this study, compensation and benefits practices defined as pay and reward system given to employees at an organization resulting from their performance. It can be divided into direct financial rewards such as commissions and bonuses, and indirect payment such as vacations (Ghebregiorgis and Karsten, 2006)

### **1.8.5 Performance Appraisals Practices**

Conceptual Definitions: Performance appraisal practices are the systematic description of employees' strengths and weaknesses (Aguinis *et al.*, 2011). Performance appraisal practices also a gradual process used to review and evaluate employee job performance to identify the achievement to and accomplishment of the task of employees for improvisation, rewarding and acknowledging them accordingly (Francis and Brian, 1994). Performance appraisals determined by evaluating how well the employees performing their jobs according to performance standards and using it as mechanism for promotion, firing and organizational decision making (Dessler, 2013)

Operational definition: In this study, performance appraisals practices are a gradual process used to review and evaluate employee job performance to identify the achievement to and accomplishment of task of employees for the purpose of improvisation, rewarding and acknowledging them accordingly (Francis and Brian, 1994)

### **1.8.6 Networking Behaviour**

Conceptual Definitions: Networking behaviour is defined as developing, building, and maintaining a relationship with internal and external contacts to aid in knowledge sharing on work-related matters for mutual benefit in their work or career (Forret and Dougherty, 2004; Y. McCallum *et al.*, 2014). Behaviours such as

exchanging information and ideas, participating in professional associations, or alumni groups, volunteering for organizational task forces, and engaging in community initiatives represent various types of networking behaviours (Forret and Sullivan, 2002). A form of goal-directed behaviour, both inside and outside of an organization, focused on creating, cultivating and utilizing interpersonal relationship also viewed as networking behavior (Gibson *et al.*, 2014a)

Operational definition: In this study, networking behaviour is networking among employees, whether internally or externally, to improve their work performance.

### **1.8.7 Task Performance**

Conceptual Definitions: Walter and Motowidlo (1997) defined task performance as the effectiveness in which employees perform activities or behaviours that contribute to achieving the organizational core either directly by carrying out a part of its technological process or indirectly needed services. The term "task performance" refers to the core technical behaviours and activities involved in the job (Griffin *et al.*, 2000). Task performance necessitates a higher level of cognitive capacity, which is aided mainly by task awareness, which is technological knowledge or concepts that guarantee job performance and the ability to manage multiple assignments. (Pradhan and Jena, 2017).

Operational definition: For this study, task performance is defined as the level of an individual's work achievement and contribution of employees to make them attain goals after having exerted effort (Hellriegel *et al.*, 1999; Herbert *et al.*, 2000).

### **1.9 Organization of Thesis**

There are five chapters in this thesis. The literature on the theoretical context of the research model is discussed in Chapter 2. Chapter 3 describes and explains the research methodology used in the study, including research design, measurement of variables, research procedures, and the statistical method. The results of the study are

presented in Chapter 4. In Chapter 5, we will talk about the findings, shortcomings, recommendations for future studies, consequences, and conclusions.

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## LIST OF PUBLICATIONS

### i. Conference Proceedings

Amin, A., F., Mahmood, N., H., N “Does Networking Behaviour Enhance Employee Performance? – A Systematic Literature Review”, *8<sup>th</sup> International Graduate Conference on Engineering, Science and Humanities (IGCESH) 2020*, 17-18 August 2020, Online mode.

### ii. Journal

Amin, A., F., Mahmood, N., H., N (2020) Linking Human Resource Management Practices and Employee Performance through Networking Behaviour: A Perspective from Malaysian Private University. *International Journal of Academic Research in Business and Social Sciences*, 10(7), 413-431 (ERA Indexed).

## LIST OF APPENDICES

### Appendix 1 Number of UniKL staff (management) by campus

2/11/2021

Mail - Ahmad Farid Amin - Outlook

RE: Requisition of information on UniKL staff

Ahmad Farid Amin <ahmad.farid@unikl.edu.my>

Thu 11/28/2019 12:46 PM

To: Mohd Khairulnizam Zakaria <khairulnizam.zakaria@unikl.edu.my>

Terima kasih Encik Nizam

Best Regards,

**AHMAD FARID BIN AMIN**  
Executive, Centre for Student Development  
Universiti Kuala Lumpur

TEL: +603 21754432

FAX: +603 21754001

WEBSITE: [www.unikl.edu.my](http://www.unikl.edu.my)

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From: Mohd Khairulnizam Zakaria

Sent: Thursday, 28 November, 2019 12:18 PM

To: AHMAD FARID BIN AMIN <afarid25@live.utm.my>

Cc: Ahmad Farid Amin <ahmad.farid@unikl.edu.my>

Subject: RE: Requisition of information on UniKL staff

Please refer below. Data as at Oct 2019.

---

From: AHMAD FARID BIN AMIN [<mailto:afarid25@live.utm.my>]

Sent: Thursday, 28 November, 2019 11:39 AM

To: Mohd Khairulnizam Zakaria <[khairulnizam.zakaria@unikl.edu.my](mailto:khairulnizam.zakaria@unikl.edu.my)>

Cc: Ahmad Farid Amin <[ahmad.farid@unikl.edu.my](mailto:ahmad.farid@unikl.edu.my)>

Subject: Requisition of information on UniKL staff

<https://outlook.office.com/mail/search/id/AAQADM3MzhkZTcyLTUzZmEtNGEwOS1hZDc1LWQ5YzAyNzRkNzFlYgAQADP8c6EAWMJHjmC5%2Fxx8xg%3D>

1/2

Dear Mr. Nizam,

I am conducting research on Human Resource Management practices and Employee performance through networking behavior. This study is meant for my personal postgraduate study in UTM. I would like to request:

A number of operation \*staff by campus as per table:

No	Campuses	Executive Level (Service Staff)	Assignment of Duties (Academic Staff)	Total
1	UniKL MSI, Kulim	19	18	37
2	UniKL RCMP, Ipoh	33	18	51
3	UniKL MIMET, Lumut	20	14	34
4	UniKL BMI, Gombak	24	13	37
5	UniKL Business School, Kuala Lumpur	23	19	42
6	UniKL MIIT, Kuala Lumpur	23	19	42
7	UniKL MIDI, Cheras	16	12	28
8	UniKL MFI, Bangi	23	20	43
9	UniKL MESTECH, Kajang	13	11	24
10	UniKL MIAT, Dengkil	30	17	47
11	UniKL MICET, Alor Gajah	24	17	41
12	UniKL MITEC, Pasir Gudang	20	16	36
13	Chancellery, Kuala Lumpur	160	35	195

Operation staff are from Executive onwards (including Head of Section, Deputy Dean, Dean)

Please call me at ext:4432 for further information. Thank you.

Regards,  
AHMAD FARID AMIN



## Appendix 2a Email sent to expert (Dave Ulrich)

2/11/2021

Mail - AHMAD FARID BIN AMIN - Outlook

RE: Permission to adopt HRM items and questionnaire validation

Dave Ulrich <dulrich@rbl.net>

Thu 11/8/2018 9:18 AM

To: AHMAD FARID BIN AMIN <afarid25@live.utm.my>

Congratulations on doing the research. I hope you find results you desire.

I glanced through the questionnaire and don't have comments because I am not sure what you are testing for. I assume your advisor has worked with you to define the hypothesis, variables, and metrics. It feels a little long, but I am sure you have clear reasons for all the questions.

Good luck in your research.

Dave Ulrich

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**From:** AHMAD FARID BIN AMIN [mailto:afarid25@live.utm.my]

**Sent:** Wednesday, November 07, 2018 5:56 PM

**To:** Dave Ulrich

**Subject:** Permission to adopt HRM items and questionnaire validation

Dear Prof. Dr. Dave O. Ulrich,

My name is Farid from Malaysia. I am writing to you to seek your advise on the construction of my research questionnaire. The questionnaire items are adapted from few academicians. The unit of analysis of my study is individual (managers and top management of university). I am expecting to have not more than 200 respondents.

My research is to study on the correlation on the human resource management (HRM) practices and employee performance, and networking as mediator between HRM and employee performance.

Your advise is very much appreciated.

Best regards,

Farid

University Technology of Malaysia

<https://outlook.office.com/mail/search/id/AAQKAGU30TM1Nzk1LWVlZjEjNDkzI05ZDjJlWRlZjZlNWMwMTQ3OAAQAK8lUoj3ldHv9FliqOdiW%2Fg%3D>

1/1

## Appendix 2b Email sent to expert (Hans-George Wolff)

2/11/2021

Mail - AHMAD FARID BIN AMIN - Outlook

Re: Request for Full Paper and Permission for using a German 44-item measure

Hans-Georg.Wolff <hans-georg.wolff@uni-koeln.de>

Thu 11/8/2018 4:46 PM

To: AHMAD FARID BIN AMIN <afarid25@live.utm.my>

Dear Ahmad,

i just took a quick look at your survey, which looks quite good. Here are some comments:

- If you want to publish results, you will probably be confronted with threats of common method/source variance, because HR-practices, networking, and success were all assessed from the same person (see e.g., the works by Nathan Podsakoff). In this vein, can you get objective information on success of the organizations/subunits? The questions you ask to assess success refer pretty much to objectively and easily available data. Also, if you aggregate SHRM perceptions this might alleviate CMV concerns.

- If I get it right, you examine 4 universities. On what level do you want to examine SHRM-practices? Practices are typically assessed at the organizational or subunit level. If it is at the university level, you would not have much variance to analyze with only four universities.

- I do not recognize the other scales, but would recommend using published, validated scales.

- You do not assess any control variables and or moderators. If you can think of some, this might be of help if your results do not look as good as you expect (they never will) or may provide even further knowledge.

Best,

Hage

Am 08.11.2018 um 02:00 schrieb AHMAD FARID BIN AMIN:

> Dear Dr. Hans-Georg,

>

> I refer to our last conversation in email.

>

> Attached is my final questionnaire. I am writing to you to seek your advise on the construction of my research questionnaire. The questionnaire items are adapted from few academicians. The unit of analysis of my study is individual (managers and top management of university). I am expecting to have not more than 200 respondents.

<https://outlook.office.com/mail/search/id/AAQkAGU3OTM1Nzk1LWVjZjEiNDkxZi05ZDljLWRlZjZhNWwMTQ3OAAQAGRXuraNlPhAhN8ijHQUpdU%3D> 1/4

>  
> My research is to study the correlation on the strategic human resource management (SHRM) practices and university performance, and networking as mediator between SHRM and university performance.  
>  
> Your advise is very much appreciated.  
>  
> Best Regards,  
> Ahmad Farid  
> University Technology of Malaysia  
>  
>  
> \_\_\_\_\_  
> From: AHMAD FARID BIN AMIN  
> Sent: Wednesday, February 28, 2018 9:32:06 AM  
> To: Hans-Georg.Wolff  
> Subject: Re: Request for Full Paper and Permission for using a German 44-item measure  
>  
> Dear Dr. Hans-Georg,  
>  
> Thanks for your swift reply. Really appreciate your permission on using the scales. I am actually finalizing my proposal and preparing for my proposal defence. If I passed the defence, I will definitely contact you again in case I need to refer to your latest scales on networking behaviour.  
>  
> Thank you again.  
>  
> Regards,  
> Ahmad Farid  
>  
> Get Outlook for iOS<<https://aka.ms/o0ukef>>  
> \_\_\_\_\_  
> From: Hans-Georg.Wolff <[hans-georg.wolff@uni-koeln.de](mailto:hans-georg.wolff@uni-koeln.de)>  
> Sent: Monday, February 26, 2018 7:07:44 PM  
> To: AHMAD FARID BIN AMIN  
> Subject: Re: Request for Full Paper and Permission for using a German 44-item measure  
>  
>  
> Dear Ahmad,  
>  
> thank you for interest in the scales. I have attached the paper, the scales and another one on Asian cultures (though China is not Malaysia).  
>  
> Please feel free to use the scale for research purposes. I also have a short unpublished 18-item scale; I can send it, but would need assurance that you do not publish it, because I want to submit a paper on it soon.  
>  
>  
> If you have further questions, please ask. Also, please keep me up to date with your research.  
>

2/11/2021

Mail - AHMAD FARID BIN AMIN - Outlook

>  
> Good luck with your study,  
>  
> Hage  
>  
>  
> Am 23.02.2018 um 03:46 schrieb AHMAD FARID BIN AMIN:  
>  
> Dear Dr. Hans-Georg Wolff,  
>  
>  
> My name is Ahmad Farid from University of Technology Malaysia (UTM). I am PhD Candidate and  
conducting research on networking behavior of Top Management Member in Malaysia Higher Education  
Institution.  
>  
>  
> I am interested in your paper, Adaptation of a German Multidimensional Networking Scale into  
English, European Journal of Psychology Assessment, 2011, Hogrefe Publishing but I don't have access to  
it. I also seek your permission to use instrument (German 44-item measure) for my research.  
>  
>  
> I appreciate your assistance on this. Thank you and have a nice day.  
>  
>  
> Regards,  
>  
> Ahmad Farid Amin  
> PhD Candidate,  
>  
> Universiti Teknologi Malaysia  
>  
>  
> --  
> Prof. Dr. Hans-Georg Wolff  
> Universität zu Köln  
> Department Psychologie  
> Organisations- und Wirtschaftspsychologie  
> Bernhard-Feilchenfeld-Str. 11  
> 50969 Köln  
>  
> (University of Cologne  
> Department of Psychology  
> Organizational and Economic Psychology  
> Bernhard-Feilchenfeld-Str. 11,  
> 50969 Koeln, Germany)  
>  
>  
>  
>

<https://outlook.office.com/mail/search/id/AAQkAGU3OTM1Nzk1LWVlZjEtNDkxZi05ZDjlLWVlZjZlNWMwMTQ3OAAQAGRXuraNlPhAHN8ijHQUpdU%3D> 3/4

## Appendix 2c Email sent to expert (John E. Delery)

2/11/2021

Mail - AHMAD FARID BIN AMIN - Outlook

Re: Request to validate questionnaire

AHMAD FARID BIN AMIN <afarid25@live.utm.my>  
Tue 11/20/2018 9:16 AM  
To: John Delery <JDelery@walton.uark.edu>  
Cc: nikhasnaa.k@utm.my <nikhasnaa.k@utm.my>  
Prof John,

Thank you for your reply. I will take note on the comment given by you.

For your information, my research title is "The role of networking in mediating relationship between SHRM and university performance". I have 5 hypothesis measuring the relationship between SHRM, university performance and networking.

I will read more articles on SHRM-Performance linkage to understand further the issues and critiques.

Yes. Hope to see you at conference soon. Thank you again.

Best Regards,  
Farid

---

From: John Delery <JDelery@walton.uark.edu>  
Sent: Tuesday, November 20, 2018 7:24:34 AM  
To: AHMAD FARID BIN AMIN  
Subject: Re: Request to validate questionnaire

Farid,

I have looked this over and made edits in your document. Most of my edits were grammatical or simply copy edits, however, I tried to make as many substantive comments as possible. Without knowing more about the research or constructs you are trying to measure, I really couldn't do much more. I thought I understood most of what you were trying to measure, however.

My larger concern for you is trying to link these to university performance. That is simply a hard construct to measure and one criticism of a cross-sectional study in this area will be whether the performance measures actually lead to the SHRM practices rather than the other way around.

In any case, good luck with the research. Maybe we will meet sometime at a conference?

Take care,  
John

-----  
John E. Delery  
Professor and Raymond F. Orr Chair  
Walton Honors Program Director  
Department of Management  
Sam M. Walton College of Business  
University of Arkansas  
Business Building, Room 402  
Fayetteville, AR 72701

Phone: (479) 575-6230  
Fax: (479) 575-3241  
[Email: Jdelery@walton.uark.edu](mailto:Jdelery@walton.uark.edu)

On Nov 13, 2018, at 12:57 AM, AHMAD FARID BIN AMIN <afarid25@live.utm.my> wrote:

<https://outlook.office.com/mail/search/fd/AAQKAGU3OTM1Nzk1LWVlZjEhNDkxZi05ZDhlWRlRlZjZHNWMwMTQ3OAAQAJohuBhUVqFKgIDXK%2BbHDyc%3D>

1/2

## Appendix 2d Email sent to expert (T. Ramayah)

2/11/2021

Mail - AHMAD FARID BIN AMIN - Outlook

Re: Request for Questionnaire Validation

AHMAD FARID BIN AMIN <afarid25@live.utm.my>

Fri 5/17/2019 7:56 PM

To: Ramayah T <ramayah@gmail.com>

Dear Prof Ramayah,

Thanks for your prompt reply. Will do the correction accordingly.

Thank you again.

Regards,  
Farid

Get [Outlook for iOS](#)

**From:** Ramayah T <ramayah@gmail.com>

**Sent:** Friday, May 17, 2019 7:13 PM

**To:** AHMAD FARID BIN AMIN

**Subject:** Re: Request for Questionnaire Validation

Hi,

Please find attached my comments.

Regards,

T. Ramayah

On Fri, May 17, 2019 at 4:08 PM AHMAD FARID BIN AMIN <afarid25@live.utm.my> wrote:

Dear Prof Ramayah,

I must say that I am very grateful to attend your PLS workshop last month at Universiti Malaya. Prior attending your workshop I have lot of doubts on my study especially in quantitative research and finally all of the confusion has answered. Thank you to you again.

<https://outlook.office.com/mail/search/id/AAQKAGU30TM1Nzk1LWVlZjE5NDkxZj05ZDZlLWVlZjZlN2NmMTQ3OAAQAO2ESx1ZUJh4RD4%2Bup24%3D>

1/2

**B. NETWORKING BEHAVIOR OF EMPLOYEES**

The following is a list of possible behaviour patterns which describe contacts between people in a business setting. Next to each statement you will find four choices for your answers. Choose your answers according to how often you display the described behaviour patterns.

Please keep in mind that there are no right or wrong answers. Choose the answers which apply to you most. Please note that this is not about the official contacts you would have with your immediate superior or your customers, but about the contacts beyond your present job function.

**Internal Contacts**  
In the first part, the statements pertain to behaviour that could describe interaction patterns among colleagues within your university. These interactions are not to be limited to colleagues you depend on and work with on a daily basis but should include all members of your university.

	Never/ seldom	sometimes	frequently	Very often/ always
1. When instructions or work documents are not stated clearly, I ask colleagues for clarification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I discuss upcoming organizational changes with colleagues from other departments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I use my contacts with colleagues in other departments in order to get confidential advice in business matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When I hear of an interesting job opening in another department I ask colleagues who might know more about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I need answers to sensitive questions I turn to reliable colleagues to find out more about the matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*why 4-points minimum 5 points*

**External contacts**  
The following parts deal with behavior patterns directed towards acquaintances from other organizations. These acquaintances are not members of your organization, but with whom you talk about job-related matters. This include people from other companies, administrative departments, universities or other organizations.

	Never/ very seldom	sometimes	frequently	Very often/ always
6. When I am not sure about the execution of a work project, I ask colleagues to double-check the results for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I ask colleagues from other departments, to keep their ears open for information that is relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. At informal occasions I exchange professional tips and hints with colleagues from other departments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prior to salary negotiations I contact acquaintances and enquire about the average income for my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I discuss business matters with acquaintances after working hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. When instructions or work documents are not stated clearly, I ask acquaintances outside of my company for clarification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. If I meet acquaintances from other organizations, I approach them to catch up on news and changes in their professional lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*source? de*

*inside or outside*

## Appendix 2e Email sent to expert (Cordelia Mason)

### Compensation and Benefits Practices

12. I receive incentives and bonuses based on my university's performance.	1	2	3	4	5
13. I believe the remuneration and other benefits that I received are comparable to what is generally obtainable in other comparable universities. ✓	1	2	3	4	5
14. I receive incentives and bonuses based on my qualifications, competence, ability and contribution to the university. ✓	1	2	3	4	5
15. My seniority in my university is factored into compensation and benefits decisions. ✓	1	2	3	4	5
16. My salary and allowance are determined based on the needs and importance of my job to the university. ✓	1	2	3	4	5
17. I believe pay incentives such as bonus and profit sharing are an important part of the compensation strategy in my university. ✓	1	2	3	4	5

Source: Loo and Beh (2013)

### Performance Appraisal Practices

18. My university conducts a periodic evaluation of employee performance based on measurable objectives. ✓	1	2	3	4	5
19. Appraisal systems in my university are growth and development oriented. ✓	1	2	3	4	5
20. Appraisal objectives and performance-based feedback provided to me are very clear. ✓	1	2	3	4	5
21. My university's performance appraisal process for dealing with poor performer is effective. ✓	1	2	3	4	5
22. In my university, the performance appraisal process is standardized and documented. ✓	1	2	3	4	5
23. In my university, the appraisal practices lay out specifics ways in which employees can improve performance. ✓	1	2	3	4	5
24. In my university, the appraisal process allows employees to discuss and express their feelings. ✓	1	2	3	4	5

25. My promotion in my university is determined by the appraisal system conducted by the Human Resource Department. ✓	1	2	3	4	5
---	---	---	---	---	---

Source: Loo and Beh (2013)

### D. TASK PERFORMANCE

Please use the following 5-point Likert scale to indicate your task performance rating.

	1= Strongly Disagree	2= Disagree	3= Moderate	4= Agree	5= Strongly Agree
1. I fulfill all responsibilities specified in my job description ✓	1	2	3	4	5
2. I am able to perform the tasks that are expected from me ✓	1	2	3	4	5
3. I always meet my formal requirements of the job ✓	1	2	3	4	5
4. I always engaged in activities that will directly affect my performance evaluation ✓	1	2	3	4	5
5. I never neglect aspects of the job that are obligated to perform ✓	1	2	3	4	5
6. I never fail to perform essential duties ✓	1	2	3	4	5
7. I adequately complete assigned duties ✓	1	2	3	4	5


Source: Williams & Anderson (1991)

Thank you for your participation!

The research is double  
understandable.  
Good luck in your research!

### Appendix 3 Permission letter for data collection

UTM Razak School of Eng, Learning  
and Advanced Technology  
Level 7, Menara Razak  
Universiti Teknologi Malaysia  
Jalan Sultan Yahya Petra  
54100 Kuala Lumpur, Malaysia

 **UTM** UTM Razak School of  
Engineering and Advanced Technology  
UTM Kuala Lumpur  
UNIVERSITI TEKNOLOGI MALAYSIA

Tel: +(6)03-21805138 Fax: +(6)03-21805380 <http://www.razakschool.utm.my>

OUR REF.: Our Ref.: UTM.K56.01.03/13.11/14 Jld. 8 (79)  
Date : 27 JUN 2019

**TO WHOM IT MAY CONCERN**

Dear Sir/ Madam,

**DATA COLLECTION FOR RESEARCH**

**NAME** : AHMAD FARID BIN AMIN  
**IC NO.** : 880915235589  
**MATRIC NO.** : PRS153025  
**PROGRAMME** : DOCTOR OF PHILOSOPHY  
**RESEARCH TITLE** : LINKING HUMAN RESOURCE MANAGEMENT  
PRACTICES TOWARDS JOB PERFORMANCE  
THROUGH NETWORKING BEHAVIOR  
**SUPERVISOR** : ASSOC. PROF. DR. NIK HASNA BTE NIK MAHMOOD  
**SUPERVISOR'S EMAIL** : nikhasnaa.kl@utm.my  
**SUPERVISOR'S CONTACT NO.** : 03-21805243

This is to certify that the bearer of this letter is a student at Razak Faculty of Technology and Informatics, Universiti Teknologi Malaysia Kuala Lumpur, who is currently pursuing Doctor of Philosophy.

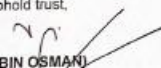
2. It would be greatly appreciated if you could assist him to execute data collection for his research at your organization.




3. Please do not hesitate to contact his supervisor for further information.

Thank you for your kind support.

**"Berkhidmat untuk Negara"**

I, who uphold trust,

  
**(NASIR BIN OSMAN)**  
Deputy Registrar  
Razak Faculty of Technology and Informatics  
UTM Kuala Lumpur  
For The Vice Chancellor  
☎ 03-21805360  
☎ 03-21805380  
✉ nasir.kl@utm.my

[www.utm.my](http://www.utm.my) innovative • entrepreneurial • global



## Appendix 4 Finalized Questionnaire

Information for respondent  
Human Resource Management, Networking and Employee Performance in Universiti Kuala Lumpur

Dear Participant,

I am a postgraduate student in the Razak Faculty of Technology and Informatics at Universiti Teknologi Malaysia. As part of my doctoral studies, I am conducting a research study under the supervision and direction of Associate Professor Dr. Nik Hasnaa Nik Mahmood.

This research will help Universiti Kuala Lumpur in identifying the specific domains or components of human resource management that impact employee performance.

I would greatly appreciate your completing the enclosed questionnaire which should take not more than 15 minutes to complete. Upon completion of the questionnaire, please return to me via email (mail to: [afarid25@live.utm.my](mailto:afarid25@live.utm.my)).

The information you provide will be kept CONFIDENTIAL and will not be enclosed. For absolute ANONYMITY the questionnaire has no ID number/ identifier so your participation cannot be identified.

I believe that your participation would not only greatly aid this project, but also help to advance human resource management practices for the university. I understand that you are busy, and recognize that your time is valuable. Thank you for taking the time to assist me with this survey.

Should you wish to contact me, you may reach me by email.

Ahmad Farid Amin (KL PRS153025)  
Ph.D Candidate  
Razak Faculty of Technology and Informatics  
Universiti Teknologi Malaysia

A. DEMOGRAPHIC OF THE RESPONDENTS

Please tick (/) in the appropriate box and fill in the blank where necessary.

1. Gender: [ ] Male [ ] Female
2. Campus: [ ] MSI [ ] RCMP [ ] MIMET [ ] BMI [ ] Chancellery  
[ ] UBIS [ ] MIIT [ ] MIDI [ ] MESTECH  
[ ] MFI [ ] MIAT [ ] MICET [ ] MITEC
3. Age: [ ] Below 30 [ ] 31 - 40 [ ] 41-50 [ ] 51 and above
4. Highest Education: [ ] Diploma [ ] Degree [ ] Master [ ] PhD
5. Year of Service: [ ] less than 5 years [ ] 5 - 10 years [ ] above 10 years
6. Job Position Level:  
[ ] Executive Level (Executive, Senior Executive, Coordinator)  
[ ] First Line Management (Assistant Manager, Manager, Senior Manager, Deputy Dean, Deputy Director, Head of Section)  
[ ] Middle-level Management (General Manager, Director, Dean, Head of Campus)  
[ ] Top-Level Management (President/ CEO, Deputy President, Chief Finance Officer, Chief Marketing and Planning Officer)

**B. NETWORKING BEHAVIOR OF EMPLOYEES**

Please keep in mind that there are no right or wrong answers. Choose the answers which apply to you most. Please note that this is not about the official contacts you would have with your immediate superior or your customers, but about the contacts beyond your present job function.

Internal Contacts

In the first part, the statements pertain to behaviour that could describe interaction patterns among colleagues within your university. These interactions are not to be limited to colleagues you depend on and work with on a daily basis but should include all members of your university.

1= Strongly Disagree	2= Disagree	3= Moderate	4= Agree	5= Strongly Agree
----------------------	-------------	-------------	----------	-------------------

1. When instructions or work documents are not stated clearly, I ask colleagues for clarification.	1	2	3	4	5
2. I discuss upcoming organizational changes with colleagues from other departments.	1	2	3	4	5
3. I use my contacts with colleagues in other departments in order to get confidential advice in business matters.	1	2	3	4	5
4. When I hear of an interesting job opening in another department I ask colleagues who might know more about it.	1	2	3	4	5
5. When I need answers to sensitive questions I turn to reliable colleagues to find out more about the matter.	1	2	3	4	5
6. When I am not sure about the execution of a work project, I ask colleagues to double-check the results for me.	1	2	3	4	5
7. I ask colleagues from other departments, to keep their ears open for information that is relevant to me.	1	2	3	4	5
8. At informal occasions I exchange professional tips and hints with colleagues from other departments.	1	2	3	4	5

External contacts

The following parts deal with behavior patterns directed towards acquaintances from other organizations. These acquaintances are not members of your organization, but with whom you talk about job-related matters. This include people from other companies, administrative departments, universities or other organizations.

1= Strongly Disagree	2= Disagree	3= Moderate	4= Agree	5= Strongly Agree
----------------------	-------------	-------------	----------	-------------------

9. Prior to salary negotiations I contact acquaintances and enquire about the average income for my position.	1	2	3	4	5
10. I discuss business matters with acquaintances after working hours.	1	2	3	4	5
11. When instructions or work documents are not stated clearly, I ask acquaintances outside of my company for clarification.	1	2	3	4	5
12. If I meet acquaintances from other organizations, I approach them to catch up on news and changes in their professional lives.	1	2	3	4	5
13. I exchange professional tips and hints with acquaintances from other organizations.	1	2	3	4	5
14. When I hear of an interesting job opening in another company, I contact business acquaintances for more information.	1	2	3	4	5
15. I confide in acquaintances outside of the organization for job-related matters.	1	2	3	4	5
16. When I can't solve a problem at work I call acquaintances from other organizations and ask for advice.	1	2	3	4	5

Source: Wolff et al (2011)

C. HUMAN RESOURCE MANAGEMENT PRACTICES

A number of statements dealing with various HRM practices in your university are given below. Please think about the human resource practices in your university to which you think your university places importance on each item.

1= Strongly Disagree	2= Disagree	3= Moderate	4= Agree	5= Strongly Agree
----------------------	-------------	-------------	----------	-------------------

Recruitment and Selection Practices (RS)

1. I was hired by the university through assessment set by the university rather than on the manager's personal preference	1	2	3	4	5
2. I was hired and assessed using a formal university process (structured test and interview session)	1	2	3	4	5
3. I was hired based on how well the I will fit the company's values, culture, and ways of doing things	1	2	3	4	5
4. I was hired based on my work experiences in a similar job	1	2	3	4	5
5. I was hired based mostly on a my ability to perform the technical requirements of the job	1	2	3	4	5

Source: Loo and Beh (2013)

Training and Development Practices (TD)

6. I attended training which linked to my key performance areas.	1	2	3	4	5
7. I attended training based on my university's values, culture and ways of doing things	1	2	3	4	5
8. I believe my university's training practices help my university to have employees who are satisfied with their jobs	1	2	3	4	5
9. I believe my university's training practices make a positive contribution to the overall effectiveness of my university	1	2	3	4	5
10. I attended training conducted by my university to prepare for possible future job assignments	1	2	3	4	5
11. I attended training conducted in my university to understand the mission and vision of the university.	1	2	3	4	5

Source: Loo and Beh (2013)

Compensation and Benefits Practices (CB)

12. I receive incentives and bonuses based on my university's performance.	1	2	3	4	5
13. I believe the remuneration and other benefits that I received are comparable to what is generally obtainable in other comparable universities.	1	2	3	4	5
14. I receive incentives and bonuses based on my contribution to the university.	1	2	3	4	5
15. My seniority in my university is factored into compensation and benefits decisions.	1	2	3	4	5
16. My salary and allowance are determined based on the needs and importance of my job to the university.	1	2	3	4	5
17. I believe pay incentives such as bonus and profit sharing are an important part of the compensation strategy in my university.	1	2	3	4	5

Source: Loo and Beh (2013)

Performance Appraisal Practices (PA)

18. My university conducts a periodic evaluation of employee performance based on measurable objectives.	1	2	3	4	5
19. Appraisal systems in my university are growth and development oriented.	1	2	3	4	5
20. Appraisal objectives and performance-based feedback provided to me are very clear.	1	2	3	4	5
21. My university's performance appraisal process for dealing with poor performer is effective.	1	2	3	4	5
22. In my university, the performance appraisal process is standardized and documented.	1	2	3	4	5
23. In my university, the appraisal practices lay out specific ways in which employees can improve performance.	1	2	3	4	5
24. In my university, the appraisal process allows employees to discuss and express their feelings.	1	2	3	4	5

25. My promotion in my university is determined by the appraisal system conducted by the Human Resource Department	1	2	3	4	5
--	---	---	---	---	---

Source: Loo and Beh (2013)

#### D. TASK PERFORMANCE

Please use the following 5-point Likert scale to indicate your task performance rating.

1= Strongly Disagree	2= Disagree	3= Moderate	4= Agree	5= Strongly Agree
----------------------	-------------	-------------	----------	-------------------

1. I fulfill all responsibilities specified in my job description	1	2	3	4	5
2. I am able to perform the tasks that are expected from me	1	2	3	4	5
3. I always meet my formal requirements of the job	1	2	3	4	5
4. I always engaged in activities that will directly affect my performance evaluation	1	2	3	4	5
5. I never neglect aspects of the job that are obligated to perform	1	2	3	4	5
6. I never fail to perform essential duties	1	2	3	4	5
7. I adequately complete assigned duties	1	2	3	4	5

Source: Williams & Anderson (1991)

Thank you for your participation!

## Appendix 5 Outlier Detection

MeanEC	MeanEP	MAH_1	pMAH_1
3.75	4.142857	23.81221	0.001229
3.625	4.857143	23.72301	0.001274
3.875	4	22.6719	0.001944
2.5	5	22.16334	0.002381
3.25	5	20.80843	0.004064
2.5	4.285714	19.90318	0.005783
2.25	3.428571	18.64691	0.009368
2.25	3.428571	18.64691	0.009368
4.25	3.285714	18.12884	0.011402
2.875	4.285714	16.5439	0.020586
3	3.285714	16.42332	0.021518
3.5	4.285714	16.3991	0.02171
4.25	3.428571	16.38441	0.021827
5	5	15.06809	0.035136
2.75	4.428571	14.69714	0.040084
2.375	5	14.50667	0.042869
2.875	3	13.67631	0.057247
3	5	13.66673	0.057437
3	4.714286	13.60872	0.058595
3	4.714286	13.60872	0.058595
3	4.714286	13.60872	0.058595
3.375	4.857143	13.57021	0.059375
2.25	3.285714	13.10164	0.06967
2.625	4.142857	13.01322	0.071787
3	2.428571	12.95504	0.073211
2.625	3	12.55091	0.083836
3.375	5	12.44214	0.086925
2.625	4.857143	12.07648	0.098072
3.875	5	12.05432	0.098787
3.375	4.428571	11.8917	0.104177
3.5	3	11.59861	0.114556
2.875	3.857143	11.58672	0.114995
5	5	11.58153	0.115188
4.125	3.428571	11.53027	0.117103
3.375	4	10.78395	0.148325
3.75	5	10.67229	0.153566
2.125	3.857143	10.51241	0.161347
3	4.285714	10.47012	0.16346
3	4.285714	10.32114	0.171093
4.25	3.428571	10.18618	0.178266
2.75	4	10.00717	0.188167
3.375	3.714286	9.827345	0.198571
3.5	3	9.814109	0.199355
3	3.142857	9.721206	0.204931
3.375	4	9.718541	0.205092
3.25	4.857143	9.433747	0.222996