

The role of commitment-based human resource management practices in providing high-performance requirements

(An analytic study of a sample of Iraqi private universities in the region of the Middle Euphrates)

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Abstract:

This study aims to clarify the relationship of commitment-based human resource management practices to achieving high-performance, as commitment-based human resource management practices among the strategic approaches to human resources management that private educational organizations can adopt to facing the challenges facing their work. The researchers have used an intentional sample to test the relationship impact and correlation of commitment-based human resource management practices to its dimensions represented by (selection, compensation, and training and development), and high-performance in its dimensions represented by (continuous improvement, openness and action orientation, management quality, employee quality, and long-term orientation.). The questionnaire has been used as a tool to collect data, and that has been distributed to (400) teaching staff in Iraqi private universities in Middle Euphrates. The returned questionnaires reached (395) and valid (377) forms. For processing collected data and information, the researchers used many statistical methods, arithmetic means, standard deviation, correlation coefficient, and by using the program as the SPSS VR .24 and AMOS VR.24. This study had reached a set of conclusions, the most important of which is that through commitment-based human resource management practices, the high-performance of the find that universities can be enhanced. This study has been presented many recommendations, the most important of which is the necessity of focusing the universities on using the latest methods, approaches, and practices for managing human resources to develop the skills of the teaching staff in a manner consistent with the rapid developments..

Key words : commitment-based human resource management practices, high-performance. Selection, Compensation.

الملخص:

تهدف هذه الدراسة إلى توضيح علاقة ممارسات إدارة الموارد البشرية القائمة على الالتزام بتحقيق الأداء العالي ، حيث تعتبر ممارسات إدارة الموارد البشرية القائمة على الالتزام ضمن الأساليب الإستراتيجية لإدارة الموارد البشرية التي يمكن أن تتبناها المؤسسات التعليمية الخاصة لمواجهة التحديات التي تواجه عملها. وقد استخدم الباحثون عينة مقصودة لاختبار أثر العلاقة وربط ممارسات إدارة الموارد البشرية القائمة على الالتزام بأبعادها المتمثلة في (الاختيار ، والتعويضات ، والتدريب والتطوير)(Collins & Smith,2006:544) ، والأداء العالي بأبعادها المتمثلة في (التحسين المستمر، والانفتاح والتوجه الفعال ، وجودة الإدارة ، وجودة العاملين ، والتوجه طويل الأجل). وجرى استخدام الاستبانة كأداة لجمع البيانات وتم توزيعها على (400) من أعضاء هيئة التدريس في الجامعات العراقية الاهلية في الفرات الأوسط. وقد بلغت الاستمارات المسترجعة (395) استمارة واما

الصالحة فكانت (377) استمارة. لمعالجة البيانات والمعلومات التي تم جمعها ، استخدم الباحثون العديد من الأساليب الإحصائية والوسائل الحسابية والانحراف المعياري ومعامل الارتباط وباستخدام البرنامج مثل SPSS AMOS vr.24. توصلت هذه الدراسة إلى مجموعة من الاستنتاجات ، أهمها أنه من خلال ممارسات إدارة الموارد البشرية القائمة على الالتزام ، فإن الأداء العالي للنتيجة التي يمكن من خلالها تعزيز الجامعات. وقد قدمت هذه الدراسة العديد من التوصيات ومن أهمها ضرورة تركيز الجامعات على استخدام أحدث الطرق والأساليب والممارسات لإدارة الموارد البشرية لتطوير مهارات أعضاء هيئة التدريس بشكل يتوافق مع التطورات السريعة.

الكلمات المفتاحية: ممارسات إدارة الموارد البشرية القائمة على الالتزام ، الأداء العالي. ممارسات الاختيار ، وممارسات التعويضات ، وممارسات التدريب والتطوير.

Introduction :

The intense competition and the search for performance excellence impose on organizations to reduce and solve problems that challenging academics, including private universities. They are facing imported challenges decision-makers and force them to deal quickly and promptly with those problems to raise the level and quality of performance to reach high-performance organizations(De Waal,2007:180). Therefore, organizations have paid great attention to their human resources by adopting commitment-based human resource management practices because of their impact on enhancing the skills of employees in solving the managerial problems that are the face, as this concept relies on set practices that have long-term effects on employees in the organization, including practices selection and compensation practices, and training and development(Collins & Smith,2006:544) to select suitable candidates to work in the organization and to grant them the compensation that have a significant impact on motivating them, as well as training and developing their skills towards raising their level of performance and thus the performance of their organizations.

Methodology :

Study problem:

Modern departments in the various organizations need to achieve a high level of performance beyond the planned level, to meet the continuing challenges and changes, on the one hand, to achieve the required objectives, and to ensure their growth and development, and access to continuous successes. That empowers managerial employees by efficient ways to enhance autonomy and trust. For promote and improve the employees' performance, and there is an urgent need to achieve a high level of performance in the universities covered by the survey, as they provide essential educational services and link them to the outputs of higher education that lead a future of the country. Therefore, the two researchers believe that the study problem can be brief by answering the following questions:

- What is the level of application of the study sample organizations to commitment-based human resource management practices?
- What is the level of availability of high performance requirements in the researched universities?
- What is the nature of the correlation and impact relationship between commitment-based and high-performance human resource management practices?

Study importance: The importance of study appear from the following:

- The significance of the organization, the study sample, through the vital role that commitment-based human resource management practices play in bringing private universities to the level of high performance.
- The study contributes to highlighting the importance of commitment-based human resource management practices to the side high performance in the private education because of the great importance of this sector that shape in supporting education in the government sector.

Study objectives: The current study seeks to achieve the following goals :

- The leaders of private universities inform the study sample of the importance of adopting commitment-based human resource management practices to enhance their performance to become a high-performance organization.
- Determine whether or not study variables are available in the organization
- Examining the nature of the potential correlation and influence relationships between study variables
- Presenting a set of recommendations and proposals in light of the conclusions reached.

The hypothetical outline of the study:

Figure (1) illustrates the hypothetical chart of research variables:

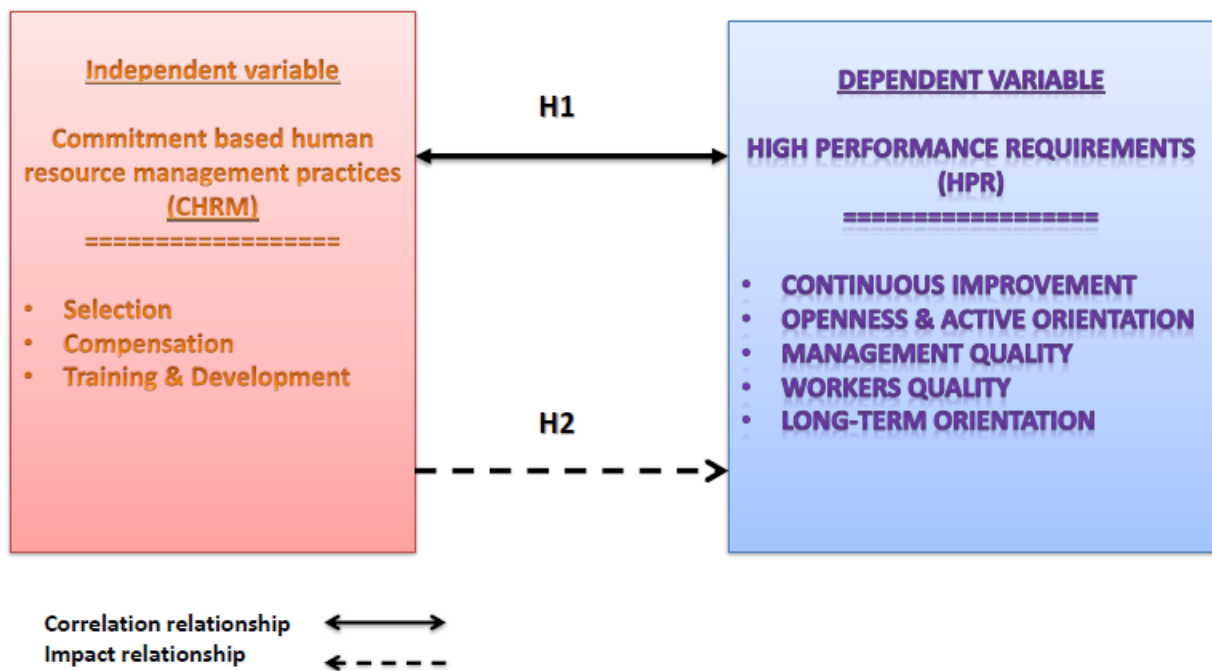


Figure (1) the hypothetical research model
Source: Prepared by the researcher

Study measures: The study variables have been measuring according to the selected studies as in Table (1):

Table (1) Study measures

No	Key variables	Sub-Variables	Measures
1	Commitment-based human resource management practices (CHRM)	Selection (SEL) .1 Compensation (COM) .2 Training & Development (TAD) .3	Collins & Smith,2006
2	High performance requirements (HPR)	Continuous Improvement (CIF) .4 Openness & action orientation(OAO) .5 Quality Management (MQF) .6 Quality of employees (WQF) .7 Long-term trend (LTO) .8	De Waal,2020

Source: Prepared by the researchers, depending on the sources mentioned in the table

Study hypotheses:

Two types of hypotheses have been testing in the current study: correlation hypotheses and impact hypotheses. The assumption related to the correlation had been dividing into two parts:

The first section: the Main hypothesis that tests the link between the dimension of commitment-based human resource management practices (CHRM) and the dimension of high-performance requirements (HPR). This hypothesis had been formulating according to the following hypothesis:

The lack of a statistically significant relationship between commitment-based human resource management practice and high-performance requirements. Section Two: They are sub hypotheses that test the correlation between the dimensions of the commitment-based human resource management practice dimension and the HPR dimension. These assumptions were formulate based on the following criteria:

The sub-hypothesis are:

H1:There is statistically significant correlation between the selection dimension(SEL) and the HPR dimension.

The second sub-hypothesis:

H2:There is statistically significant correlation between the compensation dimension(COM) and the HPR dimension.

The third sub-hypothesis:

H3:There is statistically significant correlation between the training & development dimension(TAD) and the HPR dimension.

As for impact hypotheses: Impact hypotheses were testing for the dimensions of the Commitment-based human resource management practice dimension in the HPR dimension. As the general hypothesis formulated as follows: There is an effect of the dimensions of the dimension of commitment-based human resource management practices (CHRM) in the dimension of high-performance requirements HPR.

To test this hypothesis, the researchers had sub-divided the earlier hypotheses into a set of sub-hypotheses about each dimension with separate, and obtained the following sub hypotheses:

H1: There is an effect of the SEL dimension(Selection)on the dimension of HPR.

H2: There is an effect of the COM dimension(Compensation)on the dimension of high-performance HPR.

H3: There is an effect of the TAD dimension(Training and Development) in the dimension of high-performance HPR requirements.

Research community

The teaching staff in the Iraqi private universities represented the researched community, and the study sample included the teaching staff in the Iraqi private universities located in the Middle Euphrates region in the governorates of (Qadisiyah, Al-Najaf al-Ashraf, Holy Karbala, Babel, and Muthanna). The number of private universities, the study sample was (13), as the teaching staff in these universities reached (1848). A questionnaire had been using as the study instrument. As for the questionnaires distributed to the study sample, they were reach (400) forms, and (395) forms that were retrieved, and the valid ones were (377) forms.

Research instruments :

The two researchers used two types of the first statistical analysis, the descriptive statistics, represented by finding and interpreting the arithmetic mean standard deviations, and coefficients of difference, and the relative importance of the statements and dimensions of the questionnaire used. The second is the analytical statistics represented by testing the hypotheses related to the correlation and impact between variables of a questionnaire. The researchers used a set of statistical programs to obtain the results, and programs such as (SPSS vr.24);(AMOS vr.24).

Theoretical Background & Study Framework

Commitment-based human resource management practices

Concept:

Commitment-based HR practices were generally defined as a set of strategic HR practices such as selection that focuses on building internal labor markets, selecting external candidates who fit the organization, formal engagement programs, training and performance evaluations that focus on human capital development, and career path development(Collins & Smith,2006:544).

Jung was defining commitment-based HR practices as that branch of strategic human resource management, which emphasizes that effective human resource management systems can facilitate important employee behaviors to obtain the competitive advantage of the organization(Jung,2014:44). Thus it implements practices that collectively demonstrate a long-term investment in its employees, which include employee selection practices that focus on creating internal labor markets and assessing their suitability for the company rather than job description requirements; As well as compensation practices that focus on employee motivation and indicators of organizational performance; As well as training programs and performance appraisals that emphasize long-term growth, team building, and the development of organization-specific knowledge. These researchers have used the term "commitment" because they believe that higher commitment will lead to discretionary behaviors that may lead to higher productivity. through based on a holistic perspective (that a particular set of human resource practices will always lead

to higher performance regardless of contexts), commitment-based human resource management is also called a 'high-performance work system' (Appelbaum et al.,2000) or ' Highly Participatory Business Practices "(Guthrie, 2008). These terms have been using interchangeably to describe the same system (Wood et al.,2003).

Importance:

Human resource systems can be viewed as a designed organizational context, as it influences individual behavior (Batistič et al.,2016) through carefully designed human resource policies and practices (Lepak & Snell,2002). One such human resource system is commitment-based. This system aims to develop a long-term and mutually beneficial relationship of trust between the organization and the individual employee. These practices indicate a lack of need for oversight and employee were given great discretion (Batistič et al.,2016) because of interconnectedness, trust, training, and development, as well as information sharing, that highly valued holder(Mossholder et al.,2011:35).

Therefore, a commitment-based HR system is an intentionally designed organizational context that facilitates situations in which the positive relationship between self-monitoring and knowledge hiding may change (Johns,2006:388). This established organizational context emphasizes social support, trust, and cooperation, rather than performance (Černe et al.,2012:2), an employee may feel obligated to return support in such an organizational context (Nishii et al.,2008:5). Furthermore, (Wright & Nishii,2007:17) suggest that employees form individual internal strategies for how to respond to implemented HR practices, that reactions differ among individual employees due to various factors, such as personality, values, goals, experience, and social roles, and expectations, and capabilities. Therefore, the HR and experience system is not interpreted the same by all (Nishii et al.,2008:6). Hence, collecting and analyzing an individual's perception of a commitment-based HR system is expected to be more valuable, in contrast to the question of HR professionals or line managers in the implemented HR system (Wright & Nishii,2007:17). For which are employees are critical assets for gaining a competitive advantage, commitment-based human resource management first emerged as an ideal model for managing people in an organization. According to Walton, in the traditional model of human resource management that was focus on efficiency, employees are considered as "cost" and managed through external regulation based on oversight, authority, and compliance. This traditional model was unbelievably to lead to superior performance because employees are less committed and take less initiative.

Dimensions

Our study was based on a selection of a model (Collins & Smith,2006) in which it identifies the practices followed by commitment-based human resource management. The above study used the procedures used by my studies (Delery,1998) and (MacDuffie,1995) in the theoretical development of a measure of commitment-based human resource management practices from a set of commitment-based human resource management practices that focus on selection, training, and development

practices, and compensation. The commitment-based human resource management practices have been detailing according to a model (Collins & Smith,2006) as below:

1) Selection concept: Selection practices were defined as the practice which focuses on creating internal labor markets and assessing the suitability of a company rather than specific business requirements. According to Armstrong, selection practice is defined as the process that includes selecting candidates through filtering of forms, interviewing, testing, evaluating candidates, evaluation centers, presenting job opportunities, and obtaining recommendations preparing employment contracts (Armstrong, 2009:515). Likewise, it is the process by which the organization selects from a list of applicants the person or people who meet the selection criteria for the available position, according to current environmental conditions (Ivancevich & Konopaske,2013:218).

The selection can be defined in commitment-based human resource management practices(CHRM) as selection of internal staff to fill the vacant position in the organization (Bourne et al.,2013:1610). Moreover, the selection process also includes the collection, measurement, and evaluation information of the selected candidates (Li et al.,2016:131). The employee selection process could be view as the process by which organizations make decisions about who will or will not be permitted to join the organization (Noe et al.,2016:168). As for Azmi, selection practice is defined as a process of testing and analyzing the qualifications and characteristics of applicants to determine their suitability for the jobs(Azmi,2019:182). It includes selection based on an appropriate set of knowledge, skills, and abilities (KSAs) of the applicants. Job analysis can provide the basis for identifying suite knowledge, skills, and abilities. Once an organization has decided on a set of selection criteria, the technique must be selected to evaluate each.

2) Compensation: Compensation is a powerful tool that serves the strategic goals of the organization. This is due to its importance:

Firstly, the fact that it had a considerable influence on the attitudes and behaviors of employees. It influences the type of employees who are attracted to the organization (and stick with it). Those compensations could be a powerful motivational tool for aligning the interests of existing employees in those of the organization. Secondly, compensation of employees is usually a critical organizational cost and thus requires close examination.

Compensation is the function of human resource management that deals with every type of reward that individuals receive for performing organizational tasks. It is the main cost of doing business for many organizations of all types and sizes. It is the main reason why most people look for work, and it is a reciprocal relationship. Employees trade work and loyalty in exchange for financial and non-financial compensation (salaries, benefits, services, appreciation, etc.)(Ivancevich & Konopaske,2013:298). According to Collins & Smith were defined compensation practices as those exercises that focus on motivating the employee and indicators of a group and organizational performance(Collins & Smith,2006:544). According to Dessler, compensation was defined as including all forms of wages which go to employees and arise from their work (Dessler,2020:350). The Compensation is a

structured approach to providing employees with monetary value for work performed. Compensation may serve several purposes that aid in polarization, job performance, and job satisfaction. A perfect compensation management system will enhance employee performance and create a more engaged workforce willing to put in extra effort for the organization. The compensation system was designed to determine the amount of wage awarded to an employee for his contribution to production (Desta,2019:6). compensation practice should reward creativity, risk tolerance, and problem-solving capacity to enhance knowledge diffusion and participation (Argote et al.,2003:575). Individuals can exert more effort in knowledge management activities if compensation systems reward the contribution to knowledge acquisition and exchange (Collins & Clark,2003:742). Through the definition of compensation, the researcher believes that commitment-based human resource management practices emphasize incentives were provide to employees to increase their commitment. Thus, compensation plays a major role as it is related to the business relationship between both employers and employees. There is no denying that employees rely heavily on salaries and other financial benefits to provide income for their daily needs. Compensation also has an impact on employees' attitudes and behaviors towards their organization.

Types of compensation: The researchers (Ivancevich & Konopaske,2013:298) (Mathis & Jackson,2011:362) stated that financial compensation either direct or indirect. Direct Financial compensation was consists of the salary that the employee receives in the form of wages, salaries, bonuses, or commissions. Compensation or indirect Financial benefits consists of all financial rewards that do not include indirect Financial compensation. Typical advantages include vacation, various types of insurance, services like childcare or elderly care, etc. Non-monetary rewards such as praise, respect, and recognition affect employee motivation, productivity, and satisfaction. From an employee's perspective, the wage is a necessity for life. It is one of the main reasons why people look for work. Payment is how they provide for their needs and the needs of their families. However, compensation does more than providing an employee with physiological requirements. What was painted to a person indicates his or her worth to the organization?. For the business owner, compensation is one of the most critical functions of human resource management.

3) Training and Development: Training and development is a process that tries to provide the employee with information, skills, and an understanding of the organization and its goals. Also, training and development were designing to help the individual continue to make positive contributions in the form of good performance. Before training or development was happening in some organizations, the employee advances by guiding him to know what the organization stands for and what kind of work they are expected to perform.

The concept of training: Researchers have defined the concept of training practice with many definitions based on the views they adopt. Armstrong had defined the practice of training as an application of formal processes of knowledge transfer and assistance to individuals in acquiring the necessary skills required to complete their work satisfactorily(Armstrong,2009:665). While Dessler had defined it as teaching

new or existing employees the basic skills they need to do their jobs(Dessler,2013:187). As well as defining training as a planned effort to facilitate the learning of knowledge, skills and job behavior by employees (Noe et al.,2017:265). Specifically, training refers to the process of acquiring or imparting knowledge and helping the employee acquire the necessary skills and ability to perform the specific tasks assigned to them. Training programs enhance employees' contribution to organizational results because they help them acquire a wide range of specific skills and knowledge about the organization (Nieves & Osorio,2017:5). From the above set of definitions, the researchers see that the practice of training represents a systematic process undertaken by the organization to add value to its employees by enhancing their current and future knowledge, skills, and capabilities to obtain a sustainable competitive advantage through human resources in the long term.

Development concept: employees 'commitment to their organizations depends on how their managers deal with them. To "win the war for talent", managers must be able to identify high-potential employees, ensure that the organization uses the talents of these individuals, and reassure them of their value so that they do not become dissatisfied and leave the organization. Managers must be able to listenAlthough new employees needed strong mentoring, they expect to be able to think independently and be treated with respect (Noe et al.,2016:237). Career development could be defined as a learning process that goes beyond the scope of the current work and has a more long-term focus (Mondy & Martocchio,2016:213). Personnel development is a combination of formal education, work experiences, relationships, personality assessment, and abilities to help employees in order to match the future needs of their career paths. The human resource department defines a process for employee development that prepares employees to help the organization achieve its goals (Noe,2010:346). Armstrong (2009:992) defined it as a policy that expresses the organization's commitment to continuous improvement of the skills and abilities of employees to allow them to enhance 1. their skills 2. recognize their potential 3. make progress in their career path 4. increase their chances of getting jobs inside and outside the organization. Some of them noticed human resource development as a process of developing adult-based knowledge and practical experience for the interest of the individual, group, organization, society, nation, and ultimately all of humanity (Wang,2012:155). Also, Mathis & Jackson have defined it as the efforts exerted to improve the abilities of the employee to consistent with a variety of tasks and to refine the abilities of the employee beyond those capabilities required in the current job(Mathis & Jackson,2010:303). Based on the above definitions, the researchers believe that developing employees is the process of obtaining or transferring (knowledge, skills, and abilities) necessary to implement a specific activity or task. these were meeting the current and future challenges of employees and employers by undertaking a set of learning and knowledge-sharing measures to improve the business horizon and customer service. Thus expanding individual, group, and organizational effectiveness to achieve organizational goals and gain a competitive advantage.

High performance

The topic of High-Performance Organization (HPO) is one of the contemporary issues in organizational management thought. The organizations various have begun to apply this concept to enhance their sustainable competitive advantage and thus the need to study this concept in the business environment of Iraqi.

The concept of high performance: The vanguard of ideas of high performance dates back to the end of the last century, amid the turmoil of the industrial environment in the United States of America through which the manufacturing industries realized during that period the importance of global competition and then officials felt once again the need to think about manufacturing processes (Brown,2006:3).

To clarify the concept of high performance, the researcher decided to present a set of definitions developed by a group of researchers and writers specializing in this field, which have been included in Table (2):

Table (2) the concept of high-performance

No.	researcher & year	Concept of High performance
1	Mcgregor,1999:279	Performance that exceeds the average performance as well as being a chain of superior performance, which is every activity within the organization that helps to enhance the organization's achievements and consists of many workforces that contribute to the formation of its structure.
2	Adzic et al.,2005:45	As a result of the interaction of the operations and structure of the organization with its strategy, and a leadership philosophy that depends on a vision that is compatible with its culture.
3	Guthrie et al.,2008:5	The unique way of thinking is an attempt to maximize compatibility between subsystems, social and technical in an organization, and make it a competitive advantage.
4	Daft,2010:20	Outcome adapting structural and contextual dimensions to convert inputs into outputs more efficiently and effectively and adding value.
5	De Waal,2011:10	The level of achievement and the level of satisfaction achieved by the employees and customers, the high levels of individual initiatives, the extent of production and creativity, ambitious performance measures, and reward systems as well as strong leadership.

Source: the two researchers prepared according to the sources mentioned in the table.

Researchers have approached this topic from a variety of different backgrounds and angles. This reflects the need and difficulty in providing a standard definition for high-performance organizations (De Waal,2018a:1). Therefore, researchers have different opinions regarding the definition of high-performance organizations, as is evident in Table (3):

Table (3) the concept of high-performance organizations

No.	researcher & year	The concept of high-performance organizations
1	Chiera,1994:678	An organization that is flexible, highly-skilled, non-bureaucratic, and performance-based, seeking alliances and sustaining its competitive advantage by improving business processes.
2	Rosen et al.,2000:29	An organization with a leader who understands the four general skills (personal, social, business, and cultural skills) and uses them for the benefit of the organization.
3	Owen et al.,2001:10	An organization that can deliver products or services of a quality higher than that offered by other peer organizations to achieve long-term success. It can respond continuously and maintain the required

		position to meet market expectations.
4	Underwood,2004:5	Smart companies that always keep the future in mind. It does not mind receiving a quarterly shock in its financial performance if it helps the organization's long-term success. It also appreciates everything that it does and that its people do.
5	Holbeche,2005:15	Organizations that have employees who want to be flexible, and the ability to spread their talents for the benefit of the organization. These employees focus on the customer, realize the need to respond proactively to market changes, respond responsibly to them, and take responsibility for their behavior, as well as the existence of an organized culture and supportive management practices and valuing those behaviors.
6	De Waal,2007:180	An organization that achieves better financial results than its peers for a longer time by adapting well to changes and responding quickly, through management in the long term, and by establishing an integrated and consistent management structure, and by continuous improvement of its basic capabilities, and the correct treatment of employees as major assets in it.
7	Navarro,2009:20	Always Winner An organization that performs better than competitors at all stages of the economic cycle.
8	David & David,2016:49	Organizations that make their decisions with a good knowledge of expectations for results in the short and long term.
9	Noe et al.,2016:35	Which has the best possible fit between their social system (people and how they interact) and technology system (equipment and processes).

Source: the two researchers prepared according to the sources mentioned in the table.

The researchers believe that, and through the above definitions of high-performance organizations, some researchers relied on the results to define them, while some relied on the characteristics of those organizations to define them.

Therefore, the two researchers believe that the procedural definition of the concept of high-performance organizations is the organizations that possess a set of organizational characteristics that enable them to achieve better financial or non-financial results than their counterparts and excel in the long term through their ability to adapt to changes and respond to them faster and the continuous improvement of their processes and core capabilities. And it treats its individuals as their most important assets.

Importance: It has been indicated(Owen et al.,2001:11)that high-performance organizations represent organizations that achieve high levels of performance as they are:

1. It is strongly oriented towards the market compared to competing organizations, as the customer has priority among the stakeholders.
2. It has an organizational culture oriented towards social responsibility.
3. Depends on creativity in providing new products or services.

As the study (Intagliata, 2000:15) focused on the role of leadership in building high-performance organizations, to ensure continuous learning and improvement of processes. As for (Blanchard,2009:9), he linked the outstanding results achieved by these organizations with the high level of customer satisfaction, and it is believed that

As long as these organizations are flexible, smart, and responsive, they can guarantee success now or in the future.

Likewise, in high-performance organizations, learning is encouraged at all levels of the organization and takes place through a variety of methods. Exercises, classroom, and reading are among the most used traditional learning methods. Individuals in high-performing organizations also view daily activities such as attending mass meetings, supervision meetings, and performance appraisals as learning opportunities rather than as stressful tasks. These organizations are embracing technology as a tool that provides continuous and flexible learning opportunities. Individuals in high-performance organizations assess their own learning needs and develop a plan to develop their career path, as it is their way to ensure that their learning time focuses on areas that will build their ability to perform well and that the organization's resources are used to develop the career path effectively (Nicole & Young,2005:2). (Lacy et al.,2009: 488) has indicated that organizations that care about sustainability in ways that produce high performance according to specific criteria have resulted in impressive results, including:

1. Seizing growth opportunities by providing appropriate solutions to the right markets.
2. Reducing costs by using alternative materials in transporting the product.
3. Prepare for future success.
4. Compare sustainability efforts with organizations that are best in their industry.

The high performance achieves the organization's fairness in meeting functional and individual needs and sustainability in the environment in which it operates, flexibility in adapting to changes with the least waste of time and effort, and easily adapting to the requirements of individuals and groups, to be able to deal and communicate fully, trust, and reduce wastes in services And time (Morgan & Anthony,2008:29). Therefore, the two researchers believe that paying attention to sustainability can enable the organization to achieve high performance. But every organization can only succeed through the knowledge, skills, and attitudes related to sustainability embodied in its employees.

Dimensions of high-performance: There are three basic facts about high performance, namely:

1. High-performance is not measured in isolation from others but rather arises from comparison with peer performance.
2. High-performance is not accidental but is achieved through well-defined and sustainable processes.
3. The performance measure includes returns for stakeholders (broadly, not just shareholders).

That the performance measure must go beyond the economic benchmark to include social and environmental criteria, and that organizations must define stakeholders on a large scale (Carroll,2016:5). To appropriately define what constitutes high performance while taking into account the expressed desires of the organizations, practitioners and researchers have been pioneers in the drive to create a basis for measuring and identifying high-performing organizations. This drive spans several

decades. These studies covered three broad areas, which are the perception of high-performance organizations, defining high-performance standards, and determining whether those standards differ according to the type and classification of the organization. All of these were aimed at identifying the factors that distinguish one organization from the other, and the effects of the internal and external environment on the organizations (Amah & Oyetunde,2019:321). The study (De Waal,2020) has been approved as it is characterized by comprehensiveness and modernity as well as it has been tested in many different organizations and different sectors, and different countries. Questionnaire for organizations in a country and conducting factor analyzes confirming the data collected. In each case, the same factors with basic characteristics or a subset of them appear. The characteristics(35) that have a positive and moral relationship with organizational performance have been identified and classified into five factors for performance organizations. These factors are (De Waal,2020:90):

1. **Continuous Improvement (CI)**. HFOs have a unique strategy, either in terms of content ("what the organization wants to achieve") or in implementation ("how the organization does things") or (ideally) in both. This means that it is very clear to (potential) clients why they are loyal to this organization and not to other similar organizations in the same sector.

2. **Openness and Action orientation (OAO)**. High-performing organizations have an open culture, which means that there is a lot of dialogue between managers and employees and between the employees themselves, to share knowledge and experiences, and increase commitment to the organization.

3. **Management Quality (MQ)**. Managers in high-performing organizations maintain trustful relationships with their employees, by showing appreciation for their loyalty, treating them with concern and respect, and developing and maintaining a good relationship with them. They encourage employees to have faith and confidence in themselves and others, and they treat them fairly and honestly. They have integrity and are a role model for fellow employees and managers.

4. **Workforce Quality (WQ)**. High-performing organizations have a diverse and integrated workforce. New people who already have the characteristics of high-performing organizations and different skills are appointed from the current workforce so that new capabilities are constantly being added to the organization's skill base.

5. **Long Term Orientation (LTO)**. For the long-term survival of high-performing organizations and stakeholder participation is more important than short-term shareholder successes. The organization and its staff are very customer-oriented, they listen carefully to what customers want and need, understand the values and interests of customers, build excellent long-term relationships with them and have regular direct contact with them.

Application framework

First : General Statistics:

Here, some general statistics will be found for the items of the questionnaire, which are the arithmetic mean, standard deviations, and coefficients of variation, in addition to the relative importance of the highest answer in the five-fold Likert scale.

1. Dimensions of commitment-based human resource management practices (CHRM):

The first dimension: selection(SEL):

The researchers found the arithmetic mean, standard deviations, difference coefficients, and the relative importance of each item of the selection dimension, and the results summarized in the following table:

Table No. (12) General statistics for the items of the selection dimension

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
SEL1	3.63	1.076	30	73
SEL2	3.49	1.319	38	70
SEL3	3.73	0.884	24	75
SEL4	3.86	0.798	21	77
SEL	3.68	0.827	22	74

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of item SEL1 reached (3.63), with a standard deviation of (1.076), the coefficient of variation is (30%), and the value of the relative importance of the item reached (73%). While the mean value of the item SEL2 was (3.49), with a standard deviation of (1.319), the coefficient of variation was (38%), and the value of the relative importance of item was (70%). The mean value of the item SEL3 was (3.73), with a standard deviation of (0.884), the coefficient of variation is (24%), and the value of the relative importance of item was (75%). The mean value of item SEL4 was (3.86), with a standard deviation of (0.798), the coefficient of variation was (21%), and the value of the relative importance of the item was (77%). As for the dimension in general, its mean value was (3.68), with a standard deviation of (0.827), and the coefficient of variation was (22%), and the value of relative importance was (74%).

The second dimension: compensation (COM)

The researchers found the arithmetic mean, standard deviations, difference coefficients, and the relative importance of each item of the compensation dimension, and the results summarized in the following table:

Table No. (13) General statistics for the compensation items

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
COM1	3.37	1.074	32	67
COM2	2.87	1.203	42	57
COM3	2.57	1.295	50	51
COM4	2.99	1.234	41	60
COM	2.95	1.022	35	59

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of the item COM1 reached (3.37), with a standard deviation of (1.074), the coefficient of variation is (32%), and the value of the relative importance of the item reached (67%). While the mean value of the item COM2 was (2.87), with a standard deviation of (1.203), the coefficient of variation was (42%), and the value of the relative importance of the item was (57%). The mean value of the item COM3 was (2.57), with a standard deviation of (1.295), the coefficient of variation is (50%), and the value of the relative importance of the item was (51%). The mean value of the item COM4 was (2.99), with a standard deviation of (1.234), the coefficient of variation (41%), and the value of the relative importance of the item was (60%). As for the dimension in general, its mean value was (2.95), with a standard deviation of (1.022), and the coefficient of variation was (35%), and the value of relative importance was(59%).

The third dimension: training and development (TAD)

The two researchers found the arithmetic mean, standard deviations, difference coefficients, and the relative importance of each item of the training and development dimension, and the results summarized in the following table:

Table No. (14) General statistics for the items of the training and development dimension

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
TAD1	3.16	1.137	36	63
TAD2	3.45	1.023	30	69
TAD3	3.50	1.135	32	70
TAD4	3.50	1.144	33	70
TAD5	3.69	0.990	27	74
TAD6	3.71	1.034	28	74
TAD	3.50	0.812	23	70

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of the item TAD1 reached (3.16) with a standard deviation of (1.137), the coefficient of variation was (36%), and the value of the relative importance of the item was (63%). While the mean value of the item TAD2 was (3.45), with a standard deviation of (1.023), the coefficient of variation is (30%), and the value of the relative importance of the item was (69%). The mean value of the item TAD3 was (3.50), with a standard deviation of (1.135), the coefficient of variation is (32%), and the value of the relative importance of the item was (70%). The mean value of the item TAD4 reached (3.50), with a standard deviation of (1.144), the coefficient of variation (33%), and the value of the relative importance of the item was (70%). The mean value of the item TAD5 reached (3.69), with a standard deviation of (0.990), the coefficient of variation is (27%), and the value of the relative importance of the item was (74%). The mean value of the item TAD6 was (3.71), with a standard deviation of (1.034), the coefficient of variation is (28%), and the value of the relative importance of the item was (74%). As for the dimension in general, its mean value was (3.50), with a standard deviation of (0.812),

and the coefficient of variation was (23%), and the value of relative importance was (70%).

Dimension High-Performance Requirements (HPR):

The first dimension: continuous improvement (CIF)

The researchers found the arithmetic mean, standard deviations, difference coefficients, and the relative importance of each item of the progress improvement dimension, and the results summarized in the following table:

Table No. (15) General statistics for the items of the continuous improvement dimension

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
CIF1	3.55	1.004	28	71
CIF2	3.72	0.892	24	74
CIF3	3.75	0.887	24	75
CIF4	3.78	0.824	22	76
CIF5	3.71	0.957	26	74
CIF6	3.70	0.935	25	74
CIF7	3.69	0.871	24	74
CIF	3.70	0.670	18	74

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of the item CIF1 reached (3.55) with a standard deviation of (1.004) and the coefficient of variation (28%), and the value of the item's relative importance reached (71%). While the mean value of the item CIF2 was (3.72) with a standard deviation of (0.892) and the coefficient of variation (24%), and the value of the relative importance of the item was (74%). The mean value of the item CIF3 was (3.75), with a standard deviation of (0.887) and the coefficient of variation (24%), and the value of the relative importance of the item was (75%). The value of the arithmetic mean of the item CIF4 was (3.78) with a standard deviation of (0.824) and the coefficient of variation (22%), and the value of the relative importance of the item was (76%). And the mean value of item CIF5 was (3.71) with a standard deviation of (0.957) and the coefficient of variation (26%), and the value of the relative importance of the item was (74%). And the mean value of item CIF6 was (3.70) with a standard deviation of (0.935) and the coefficient of variation (25%), and the value of the relative importance of the item was (74%). The mean value of the item CIF7 was (3.69), with a standard deviation of (0.871) and the coefficient of variation (24%), and the value of the relative importance of the item was (74%). As for the dimension in general, the value of its arithmetic mean was (3.70) with a standard deviation of (0.670) and the coefficient of variation (18%) and the value of relative importance was (74%).

The second dimension: openness and action orientation (OAO)

The researchers found the arithmetic mean, standard deviations, difference coefficients, and the relative importance of each item in the dimension of openness and action orientation, and the results summarized in the following table:

Table (16) General statistics for the items after opening the action orientation.

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
OAO1	3.34	1.245	37	67
OAO2	3.59	1.033	29	72
OAO3	3.22	1.102	34	64
OAO4	3.11	1.403	45	62
OAO5	3.18	1.437	45	64
OAO	3.29	0.983	30	66

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of the item OAO1 reached (3.34), with a standard deviation of (1.245), the coefficient of variation is (37%), and the value of the relative importance of the item reached (67%). While the mean value of the item OAO2 was (3.59), with a standard deviation of (1.033), the coefficient of variation is (29%), and the value of the relative importance of the item was (72%). The mean value of the item OAO3 was (3.22), with a standard deviation of (1.102), the coefficient of variation (34%), and the value of the relative importance of the item was (64%). The mean value of the item OAO4 reached (3.11), with a standard deviation of (1.403), the coefficient of variation (45%), and the value of the relative importance of the item (62%). The mean value of the item OAO5 was (3.18), with a standard deviation of (1.437), the coefficient of variation (45%), and the value of the relative importance of the item (64%). As for the dimension in general, its mean value was (3.29), with a standard deviation of (0.983), and the coefficient of variation was (30%), and the value of relative importance was (66%).

The third dimension: management quality (MQF)

The researchers found the arithmetic mean, standard deviations, difference coefficients, and the relative importance of each item of management quality dimension, and the results summarized in the following table:

Table No. (17) General statistics for the items of management quality dimension.

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
MQF1	3.84	0.946	25	77
MQF2	3.73	0.995	27	75
MQF3	3.80	0.964	25	76
MQF4	3.68	0.909	25	74
MQF5	3.44	1.053	31	69
MQF6	3.80	0.864	23	76
MQF7	3.77	0.860	23	75
MQF8	3.72	0.922	25	74
MQF9	3.66	0.998	27	73
MQF10	3.64	0.843	23	73
MQF11	3.83	0.882	23	77
MQF	3.72	0.672	18	74

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of the item MQF1 reached (3.84), with a standard deviation of (0.946), the coefficient of variation is (25%), and the value of the relative importance of the item was (77%). While the mean value of the item MQF2 was (3.73), with a standard deviation of (0.995), the coefficient of variation was (27%), and the value of the relative importance of the item was (75%). The mean value of the item MQF3 was (3.80), with a standard deviation of (0.964), the coefficient of variation is (25%), and the value of the relative importance of the item was (76%). The mean value of the item MQF4 reached (3.68), with a standard deviation of (0.909), the coefficient of variation is (25%), and the value of the relative importance of the item was (74%). The mean value of the item MQF5 was (3.44), with a standard deviation of (1.053), the coefficient of variation is (31%), and the value of the relative importance of the item was (69%). The mean value of the item MQF6 was (3.80), with a standard deviation of (0.864), the coefficient of variation is (23%), and the value of the relative importance of the item was (76%). The mean value of the item MQF7 was (3.77), with a standard deviation of (0.860), the coefficient of variation is (23%), and the value of the relative importance of the item was (75%). The mean value of the item MQF8 was (3.72), with a standard deviation of (0.922), the coefficient of variation is (25%), and the value of the relative importance of the item was (74%). The mean value of the item MQF9 was (3.66), with a standard deviation of (0.998), the coefficient of variation was (27%), and the value of the relative importance of the item was (73%). The mean value of the item MQF10 reached (3.64), with a standard deviation of (0.843), the coefficient of variation is (23%), and the value of the relative importance of the item was (73%). The mean value of the item MQF11 was (3.83), with a standard deviation of (0.882), the coefficient of variation is (23%), and the value of the relative importance of the item was (77%). As for the dimension in general, its mean value was (3.72), with a standard deviation of (0.672), and the coefficient of variation was (18%), and the value of relative importance was (74%).

The Fourth Dimension: Workforce Quality (WQF)

The researchers found the arithmetic mean, standard deviations, difference coefficients, and the relative importance of each item of the workforce quality dimension, and the results summarized in the following table:

Table No. (18)General statistics for the items of the workforce quality dimension.

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
WQF1	4.13	0.835	20	83
WQF2	4.33	0.710	16	87
WQF3	4.31	0.815	19	86
WQF4	4.03	0.870	22	81
WQF	4.20	0.586	14	84

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of the item WQF1 reached (4.13) with a standard deviation of (0.835), the coefficient of variation is (20%), and the value of

the relative importance of the item reached (83%). While the mean value of the item WQF2 was (4.33), with a standard deviation of (0.710), the coefficient of variation was (16%), and the value of the relative importance of the item was (87%). The mean value of the item WQF3 was (4.31), with a standard deviation of (0.815), the coefficient of variation is(19%), and the value of the relative importance of the item was (86%). The mean value of the item WQF4 was (4.03), with a standard deviation of (0.870), the coefficient of variation is (22%), and the value of the relative importance of the item was (81%). As for the dimension in general, its mean value was (4.20), with a standard deviation of (0.586), the coefficient of variation is(14%), and the value of relative importance was(84%).

Fifth Dimension: Long-term orientation (LTO)

Find researchers circles and standard deviations and coefficients difference and the relative importance of each item long-term orientation dimension and summarized the results in the following table:

Table No. (19) General statistics for Long-term orientation dimension items

Item	Arithmetic mean	standard deviation	Coefficient of variation%	Relative importance %
LTO1	4.10	0.787	19	82
LTO2	3.92	0.900	23	78
LTO3	3.96	0.907	23	79
LTO4	3.94	0.875	22	79
LTO	3.98	0.649	16	80

Source: Prepared by researchers, depending on the outputs of SPSS vr.24.

The above results indicate that the mean value of LTO1 reached (4.10), with a standard deviation of (0.787), and the coefficient of variation is (19%), and the relative importance value of the item reached (82%). While the arithmetic means a value of LTO2 was (3.92), with a standard deviation of (0.900), and the coefficient of variation was (23%), and the relative importance value of the item was(78%). The mean value of LTO3 was (3.96), with a standard deviation of (0.907), the coefficient of variation was (23%), and the relative importance value of the item was (79%). The mean value of LTO4 was (3.94), with a standard deviation of (0.875), and the coefficient of variation was (22%). The value of the relative importance of the item was (79%). As for the dimension in general, its mean value was (3.98), with a standard deviation of (0.649), and the coefficient of variation was (16%), and the value of relative importance was (80%).

Second: testing hypotheses Study:

1. Testing the hypotheses of correlation:

To obtain the results related to the correlations and their significance between the two variables, the statistical programs (SPSS VR. 24) (AMOS vr.24) were used, and the following table includes these values in addition to their significance:

Table No. (20) the correlation coefficients between the two variables

Correlations					
		SEL	COM	TAD	CHRM
CIF	Pearson Correlation	.352 ^{**}	.448 ^{**}	.611 ^{**}	.601 ^{**}

	Sig. (2-tailed)	.000	.000	.000	.000
	N	377	377	377	377
OAO	Pearson Correlation	.387**	.236**	.488**	.462**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	377	377	377	377
MQF	Pearson Correlation	.348**	.289**	.610**	.521**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	377	377	377	377
WQF	Pearson Correlation	.323**	.200**	.313**	.350**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	377	377	377	377
LTO	Pearson Correlation	.319**	.225**	.298**	.355**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	377	377	377	377
HPR	Pearson Correlation	.448**	.355**	.602**	.590**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	377	377	377	377
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Prepared by researchers, depending on the outputs of AMOS vr.24.

The assumptions related to the correlations were divided into two parts:

- **The first section:** the main hypothesis that tests the link between the focus of commitment-based human resource management practices and the dimension of high-performance requirements.

H1: There are statistically significant correlation between the commitment-based human resource management practices dimension and the high-performance requirements dimension

Through the results in the above table, it is clear that the value of the correlation between the two variables amounted to (0.59) with the significant value of sig. It is equal to zero and this value is less than the level of significance used by the researchers, which is (5%) of that. The hypothesis is rejected and the alternative hypothesis accepted. We conclude that there is a direct correlation relationship with significant significance between the commitment-based variable of human resource management practices and the high-performance requirement variable.

- **The Second Section:** They are sub-hypotheses that test the link between the dimensions of the commitment-based human resource management practices dimension and the high-performance requirements dimension. These hypotheses were formulated according to the following:

The first sub-hypothesis: there is statistically significant correlation between the selection dimension and the high-performance requirements.

Through the results in the above table, it is clear that the value of the correlation between the dimension and the dimension reached (0.45) with the sig significant value. It is equal to zero and this value is less than the level of significance used by the two researchers, which is (5%) of that. The hypothesis is rejected and the alternative hypothesis accepted. We conclude that there is a direct correlation relationship with significant significance between the selection dimension and the dimension of high-performance requirements.

The second sub-hypothesis: there is statistically significant correlation between the compensation dimension and the dimension.

Through the results in the above table, it is clear that the value of the correlation between the dimension and the dimension reached (0.36) with the sig significant value. It is equal to zero and this value is less than the level of significance used by the researchers, which is (5%) of that. The hypothesis is rejected and the alternative hypothesis is accepted. We conclude that there is a direct correlation relationship with significant significance between the compensation dimension and the dimension of high-performance requirements.

The third sub-hypothesis: There is statistically significant correlation between the training and development dimension and the dimension.

Through the results in the above table, it is clear that the value of the correlation between the dimension and the dimension reached (0.60) with the sig significant value. It is equal to zero and this value is less than the level of significance used by the two researchers, which is (5%) of that. The hypothesis is rejected and the alternative hypothesis accepted. We conclude that there is a direct correlation with significance between the dimension of training and development and the dimension of high-performance requirements.

2. Test hypotheses of impact:

The two researchers here tested the hypotheses of the direct impact of the dimension dimensions in the dimension of high-performance requirements, as the general hypothesis was formulated as follows: There is an effect of the dimensions of **the dimension of commitment-based human resource management practices in the dimension of high-performance requirements**

To test this hypothesis, the researchers had to subdivide the above hypothesis into a set of sub-hypotheses about each dimension separately, and obtained the following sub- hypotheses:

H1: The dimension of selection affects the dimension of high-performance requirements.

H2: There is an effect of the compensation dimension in the dimension of high-performance requirements.

H3: There is an effect of the training and development dimension in the dimension of high-performance requirements.

The results obtained by the two researchers were the estimated impact values in addition to the standard error, the critical ratio, and its significance, as in the table below:

Table (21) Direct impact values between the dimensions of the dimension of commitment-based human resource management practices in the dimension of high-performance requirements.

	Estimate	S.E.	C.R.	P
HPR <--- SEL	.221	.030	4.936	***
HPR <--- COM	.043	.026	.910	.363
HPR <--- TAD	.478	.036	9.191	***

Source: Prepared by researchers, depending on the outputs of AMOS vr.24.

It is evident from the above table that there is a direct effect of the selection dimension on the dimension of high-performance requirements, where the impact value was (0.22) with a critical rate of (4.936) because the value was statistically significant under the level of (5%) because its p-value was equal to zero, this means that the value of the selection dimension increased by a certain amount. One unit increases the value of the high-performance requirement dimension by (0.22). While we notice that there is no effect of the compensation dimension in the dimension of high-performance requirements because its p-value was greater than the significance level of (5%). It is also evident that there is a direct effect of the training and development dimension on the dimension of high-performance requirements, where the impact value was (0.48), with a critical rate of (9,191), because the value is statistically significant below the level of (5%) because its p-value was equal to zero, this means that the value of the selection dimension increased by one unit One leads to an increase in the value of the high-performance requirement dimension by (0.48).

Conclusions and recommendations:

Conclusions

1. There is a weakness in effect of the compensation dimension of the researched universities on the high performance of the researched universities.
2. The effect of the selection practices of the candidates in the researched universities in enhancing their high performance.
3. The researched universities have a direct correlation with significant moral between human resource management practices in general and the requirements of high performance.
4. The results of the study showed that the highest correlation of the dimensions of commitment-based human resource management practices to the dimension of high-performance requirements was the dimension of training and development, then the dimension of selection, and finally, the dimension of compensation.
5. It appears that there are a strong correlation and influence between the training and development dimension and the dimension of high-performance requirements.

Recommendations

1. Activating the practice of various types of compensation to enhance the high performance of the teaching staff in the researched universities.
2. The necessity of focusing the researched universities on using the latest methods, approaches, and practices for managing human resources to develop the skills of the teaching staff in a manner consistent with the rapid developments in the educational environment.
3. The necessity for the researched universities to strengthen the practice of training and development for the teaching staff in their universities to raise the scientific, academic and specialized level for them, thus enhancing the access of their universities to the characteristics of high-performance organizations.
4. The need for the researched universities to pay attention to enhancing the high performance of their universities by focusing on knowing the weaknesses in the selection practices of candidates to teach in their universities.

5. Striving to develop commitment-based human resource management practices to upgrade the researched universities to a level that meets the requirements of high performance through developing selection practices, compensation practices, and training and development for the teaching staff.

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