

The Impact of Career Development on Job Performance: An Analytical Study at the University of Dhi Qar

Akram Ali Jabbar ^a, Mahmood Dakhil Abdul Kareem ^b

^a College of Administration and Economics, University of Sumer, Iraq. E-mail: akramalijabbar323@gmail.com

^b College of Administration and Economics, University of Thi-Qar, Iraq. E-mail: mahamoud-d@utq.edu.iq

Abstract

The main objective of the research is to analyze the role of career development as an independent variable in job performance as a dependent variable. The researcher chose the government colleges at the University of Dhi-Qar, which included College of (Medicine, Administration and Economics, Education for Sciences (Humanity), Education for Science (Pure), Arts, College of Physical Education and Sports Sciences, Engineering, Science, Science Computers and Mathematics, Agriculture, Law, Islamic, Mass Communication, Archeology, Nursing, Presidency of Dhi-Qar University) a spatial sample to conduct the research in a sample of 107 deans, assistant deans and heads of departments in these colleges, and the study tried Answering many questions that formed the research problem, perhaps the most prominent of which is the main question that stipulated whether it is possible to develop a career path to predict the job performance of working individuals. The consideration by those departments with regard to the variables studied, in their quest to achieve outstanding levels of performance, or their will, similar to the scientifically sound universities. In order to achieve the objectives of the study, which included revealing the nature of the relationship and influences between the variables of the study, the researcher adopted three groups of hypotheses: correlation hypotheses, direct influence hypotheses, and indirect influence. Descriptive analytical to reach the objectives of the study and find answers to its questions and to test the hypotheses of the study, the researcher used many statistical methods, including the correlation coefficient (Pearson), structural equation modeling, and path analysis through statistical programs (AMOS V.26)), (SPSS V 26). The study reached a number of conclusions, the most important of which is the important role that career development plays in improving job performance. The study came out with a set of recommendations that were built according to the theoretical and applied frameworks of the study, the most important of which was the necessity of adopting the career path development of the subjective and objective concept as well as the clear interest.

Keywords: Development, Career Path, Career Path Development, Performance, Job, Job Performance.

Introduction

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With the advent of globalization, the main goal of all organizations is to achieve the best possible performance, as organizations look to achieve their goals through their members, which imposed on them to make efforts to meet the needs of individuals and encourage them, and the most important of these efforts is to develop the career path of individuals, where one of the strategies that must be implemented by the management in planning and developing the career path during their work in the organization, as the career progression of the individual in the profession is critical in achieving the desired goals, and enables the organization to continue to motivate its members and continue to strive to improve their capabilities and loyalty to the organization. Job performance is the ultimate criterion in human resource management, evaluation, and analysis is capital for various organizational processes, such as personnel selection, compensation and rewards, or training. Saving time and effort, as organizations must focus on building the positive performance of individuals, by providing individuals with a set of tools and skills to face new facts and challenges to maintain and improve the performance of individuals. Dealing with rapid changes in technologies, requirements of stakeholders and work requirements depends on reducing the gap within the behavior of individuals as a factor. Essential in achieving the smart goals of the organization, it balances employee performance and the work environment, which contains material and immaterial factors related to employees, which have a positive and important impact on improving the performance of the individual. Thus, our study proceeds through the development of the career path to enhance job performance.

The Study Methodology

Research Problem

Organizations today compete with the resources they own, as there are tangible resources and intangible resources. Human resources represent the most important resource among the organizations' resources, especially the university's resources, as they are the most decisive resources in achieving their results. Therefore, the success of organizations requires attention to the human resource and fulfilling its requirements, needs and desires. The issue of career development is one of the most important requirements for attention to human resources, as working individuals are transferred from one job to a higher job, relying on knowledge, skills, and capabilities to perform current and future tasks. The general budget, as well as the delay in the administrative procedures taken, which increases the fears of individuals and the failure to achieve good performance due to a sense of lack of interest in it and delaying the career path it deserves, as well as concerns related to retirement and the great neglect that retired individuals suffer from. Solitude for the failure to achieve the goals of individuals, the most important of which is the new career path, as universities must achieve the performance of individuals to make them more productive and thus achieve the success of those universities.

The Importance of Studying

The Importance of the Study Lies in the Following

1. Studying the relationship between the variables of the study, especially the development of the career path, including the development of the career path directed to the purpose of the job, its tasks, the challenges of the career path and its impact on the performance of individuals and thus their job performance.
2. How to achieve the desired job performance of individuals by developing the career path and achieving the well-being of individuals.

Objectives of the Study

The Objectives of the Study can be Summarized as Follows

1. Indicating the extent to which colleges apply the study sample to develop their career path and their interest in human resources and what are the problems and challenges they face at work?
2. Statement of the relationship between career development and job performance.
3. Clarification of the impact of developing career path programs on improving job performance.
4. Clarification of the impact of developing career path programs on job performance.

Hypothetical Study Scheme

Figure (1) shows the hypothetical study scheme among the study variables, which include career development and the approved variable, job performance.

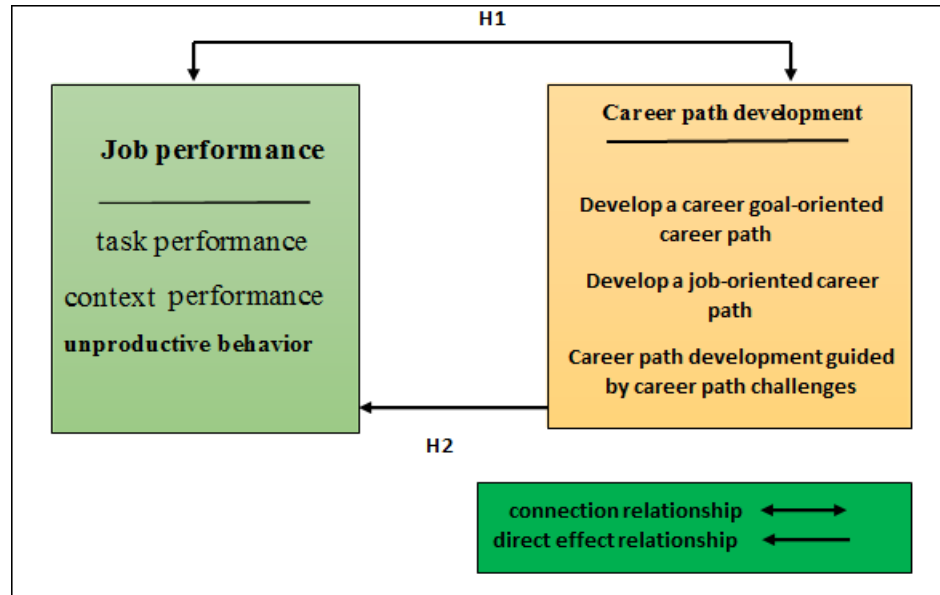


Figure 1: Hypothetical Study Scheme

Research Assumes

The first main hypothesis: There is a significant correlation relationship between the independent variable career path development and the dependent variable job performance, from which the sub-hypotheses are branched:

1. There is a correlation between the career path development dimension directed to the job objective and job performance.
2. There is a correlation between the career path development dimension directed to the job tasks and job performance.
3. There is a correlation between the dimension of directed development, career path challenges, and job performance.

The Second Main Hypothesis: There is a significant effect of the career development variable on the job performance variable and the sub-hypotheses emanating from it, which are:

1. There is an effect there is a significant effect of the career path development dimension directed to the goal of the job in the job performance variable.
2. There is an effect there is a significant effect of the dimension of career path development directed to the job tasks in the job performance variable.
3. There is an effect there is a significant effect of the dimension of development directed by the challenges of the career path in the variable of job performance.

The Limits of the Study

Spatial Limits: A number of faculties of Dhi-Qar University were chosen to represent the location of the study, due to the need of these Faculties for this type of study.

Time Limits of the Study: If the time limits of the study extend from (1/9/2021) to 1/9/2022) and the period includes the preparation of the theoretical side as well as the practical side of data collection and analysis, leading to conclusions and recommendations.

The Human Limits of the Study: represented by the intentional sample of the deans and assistants of the scientific and administrative department and heads of scientific departments and administrative departments, who numbered (107).

Study Standards: In this study, the researcher relied on a number of standards used previously in the administrative literature, which are characterized by stability and high credibility, which are shown in Table (1).

Table 1: Study Scales

Metric Source	number of paragraphs	the variable	Dimensions	S
(Chen et al, 2004)	(12)	1- Career-goals oriented	Career path development	1
	(11)	2- Career-tasks oriented		
	(10)	3- Career-challenges oriented		
(Villagrasa et al, 2019)	(5)	1- Task performance	Job performance	2
	(8)	2- Contextual performance		
	(5)	3- Unproductive behavior		

The Theoretical Framework

1. Career Development Concept

Development is a process of discovery that enables individuals to progress from a current state of understanding and ability to a future state that requires distinct skills, knowledge, and competencies (Armstrong, 2006). While the concept of development in relation to human resources refers to efforts aimed at improving the ability of individuals to deal with multiple tasks and visit their talents to a greater degree than those required by their current work. These individuals develop their competence and moral value (Matis & Jackson, 2009). Also (Mahapatro, 2010) defined development as a major function of human resource management, which includes training, career planning for individuals, development activities, organizational development and performance evaluation. (Werner & DeSimone, 2012) believes that development is a set of systematic and planned activities designed by the organization to provide its members with opportunities to learn the skills necessary to meet current and future work requirements, as the development process seeks to develop individuals' knowledge, experience, productivity and satisfaction, whether for personal gain. Or collectively for the benefit of the organization and society. (Decenzo et al, 2013) sees development as a future-oriented training process that focuses on the personal growth of working individuals, as goals may include increasing workers' ability to understand and interpret knowledge or improving critical thinking or problem-solving skills, rather than imparting a set Facts or teach a specific set of motor skill processes, and thus development focuses more. On the personal growth of workers. For his part (Al-Maghribi: 2007) sees that the career path is a. series of functional positions that the individual can occupy consecutively in a particular profession, as it represents the work-related experience, which also represents an extension in the individual's practical life, as the individual's experience includes the positions that the individual assumes and the tasks which he performed. (Torrington et al, 2008) believes that the career path is a series of roles or job positions linked through work content or required capabilities, through which the individual can move as the announced paths help individuals to determine a realistic job goal within the organization. (Mahapatro, 2010)) Career path development is a formal approach used by the organization to ensure the provision of individuals with appropriate qualifications and experiences when needed, as it is considered important to maintain a motivated workforce. Werner & DeSimone, (2012) pointed out that career development is an ongoing process by which individuals progress through a series of stages, each characterized by a relatively unique set of issues, themes, and tasks. It includes two distinct processes: career planning and career management and Saleh, 2014) It represents the process by which the interests and desires of individuals for career advancement are matched, and the future needs of the organization and its opportunities for growth.

2. Career Path Patterns

Beardwell & Thompson (2017) Identified Seven Career Path Types

1. The career path is weakly related to employment organizations, and is defined by craft or skill: the professional position is achieved through the monopoly of knowledge of social value and reputation, and (Wilton, 2016) believes that professional jobs reflect a more complex relationship between the individual and the organization where the position does not give them a position Hierarchical but by reputation or prestige in a particular field or profession, based on the accumulation of scarce knowledge or skill of social value.

2. Entrepreneurship: It has been developed by creating new outputs of value or organizational capacity; It provides freedom, autonomy, and control over tasks and surroundings, but entrepreneurs only have what they develop themselves, (Wilton, 2016) Entrepreneurial professions are defined as those in which growth occurs through the creation of new value or new organizational capacity (Kanter, 1989) Thus, career development relates to project work, temporary employment relationships, and status conferred not through hierarchical progression but through alternative recognition of achievement (such as the ability to contribute to the organization's strategic goals and objectives).
3. The bureaucratic: defined by the progression in a formally defined hierarchy, this form has become dominating the view of organizational professions in general (Wilton, 2016). the formally defined hierarchy of other positions" (Kanter, 1989) and such occupations usually take place within the confines of one large organization, although increasingly organizational professions are not only about upward advancement, but rather about the ability to meet individuals' needs for a diversity of jobs, interests, and requirements organization resources.
4. The self-functional path: In self-designed organizations, where progress and stable paths of the model career are absent, the goal is lost, and the path of self-function becomes external and is treated as a framework for career growth and a resource for further organizational self-design.
5. Unstable career path (variable): individuals participate in an endless series of experiments and explorations and this requires frequent substantive career moves in order to integrate a variable, complex and multi-layered sense of self and maintain the ability to choose within the organization and determine distinctive competence; and synthesize complex information. Whereas (Noe et al., 2016) the career path is unstable and changes frequently based on changes in the interests, abilities and values of the individual and in the work environment.
6. Professional portfolio in which self-employed individuals manage, and includes several simultaneous streams of work, jobs or contracts.
7. Career path without borders: While careers have traditionally been conducted through polarization in the organization within them, many of them now transcend traditional boundaries between organizations.

(Armstrong & Taylor, 2014) Indicated that the Career Path Development Strategy should Include the Following Activities

1. Policy of reinforcement from within where possible.
2. Career paths that enable talented people to move upward or horizontally in the organization where they enable their development and job opportunities.
3. Individual development planning, which is a major part of the performance management process and the development of individual knowledge and skills.
4. Systems and processes that include achieving knowledge sharing and developing it at the level of the organization.

3. The Concept of Job Performance

Also (Taouab & Issor, 2019) defines performance as the extent to which the organization, as a social system, can consider its means and goals, and thus performance is considered as a concept of success or the extent of the organization's effectiveness and as an indicator of the organizational method that it effectively performs to successfully achieve its goals. According to (Bataineh, 2019) performance is what the working individual does and does not do, as it requires the full result or success of the individual during specific periods of work, in contrast to the work standards that were previously determined, goals or standards, as performance represents the product of the individual working's ability to Support and effort, and therefore, the reduction or absence of a single factor will cause a decrease in performance.(Armstrong, 2009) A job is an organizational unit consisting of a set of specific tasks or activities or duties that have to be performed. (Al-Waklaby, 2013) The job is a group of similar tasks and work in the organization that has an entity and a position in the organizational structure whose implementation leads to contributing to reaching the organizational goals. The job is also defined as a group of interrelated activities and duties, as the job duties must be clear and distinct as for the duties of other jobs, and they must include similar and interrelated natural units of work, this method helps to reduce conflict and improve the individual's performance. The scalable actions, behavior, and outcomes that working people participate in or achieve that are related to and contribute to organizational goals. (Alalkamali et al, 2016)) The job performance of the individual is a standard of organizational behavior and therefore represents all types of behaviors at work as it includes grades, results, values

and achievements obtained from work, and in the limited sense represents job performance as the productivity of working individuals, while Defined in a broader sense as a mixture of efforts, skills and results that have been obtained and are necessary for both individuals and organizations.

4. Elements of Functionality

While (Hassan and Al-Sabah, 2022) Sees Four Elements that Make Up Job Performance

1. Understanding and knowledge of the job requirements: including general knowledge, technical and professional skills, general background in work and related fields, ability to organize and carry out work without making mistakes, and personal work experience.
2. Quality of work quality: that is, the individual's perception of the work he is doing, desires, skills, originality, and the ability to organize and implement work without errors. The amount of work performed, which is the extent to which the individual moves from the work he is doing and the desire, skills, ingenuity and ability to organize and implement the work without making mistakes.
3. Amount of work performed: the amount of work that the employee can accomplish under normal working conditions, and the speed of completion.
4. Perseverance and confidence: including seriousness and dedication to work and the employee's ability to take responsibility for work and complete the work on time, as well as the degree to which the employee needs guidance and guidance from the supervisor.

Factors Affecting Job Performance

(Vijayan, 2017) identified four factors that affect job performance:

1. Work Pressure

Work stress is a result or response to certain stimuli in the environment. Work stress has become more visible and leads to lower morale of working individuals. The causes of work stress can be attributed to technological changes, competitive lifestyles and many other social factors. (Greenberg et al. 1993) sees stress as a pattern of feelings and physiological reactions that occur in response to demands from within or outside the organization, stress is a dynamic state in which individuals face opportunities, constraints, or demands related to what exists. Critically important, wants, and its outcomes are seen as uncertain but significant, work stress as physical and emotional hazards that occur as job needs that do not align with individual capabilities and resources, and needs as job stress arise because the environmental requirements and responses of each individual in dealing with them can be different. As a result of this work stress, individuals become irritable, suffer from chronic anxiety, increase emotional tension, thought processes, and individual physical changes (Vijayan, 2017).

2. Workload

According to (Ingusci et al, 2019), workload results when individuals are required to learn new skills to the extent that they are excessive, and these challenging demands can be positively correlated with job performance. On the other hand, difficult demands are stressful demands of job insecurity, ambiguity in roles, conflict of roles, heavy workload, excessive workload, time pressure, and cognitive and emotional demands that reduce the opportunity for improvement of personal growth and are often negative.

3. Job Security

(Foster & Guttman, 2018) Job security is the probability that an (individual will retain his or her job, and actual job insecurity is usually associated with jobs that have a relatively high turnover or are of a temporary nature. In recent years, there has been little change in actual job security, job determinants. Objectivity Security, such as informal supply and labor market conditions, can contribute to perceptions of job security, although personal circumstances, future expectations, and domestic or international events may also play a role.

4. Shift Work

(Zhang et al, 2020) Meal work is an employment practice that involves a wide variety of schedules such as working in the evening, irregular or rotating shifts, working on the weekend or actually working on-call.

The relationship between career development and job performance: The impact of career development on job performance refers to the expectations of individuals on how to improve job performance through the development of their career path, as career path development contributes to achieving job performance based on social exchange theory and job motivation theory. (Lee & Lee, 2018), as individuals are always oriented towards goals and processes related to the goals that motivate, regulate and direct their behavior in all their career stages towards performing

their jobs (Locke & Latham, 2013)), as performance is a priority in the interests of individuals and organizations in the field of Human resource development Organizational success is closely related to individual performance. Individual job performance may be enhanced through career development. Goals provide the individual with ideal standards and outcomes that must be considered when evaluating personal performance in a variety of different areas. The theory that setting goals, making decisions, or solving problems in the workplace can enhance job performance (nearly every cognitive task situation imposes a set of requirements for those who seek to perform the task successfully).

Statistical Description and Hypothesis Testing

1. Statistical Description

This topic includes the presentation of the results of analyzing the answers of the sample members of the study, describing it, and then diagnosing it based on some descriptive statistics represented by (arithmetic mean, standard deviation, coefficient of variation, relative importance, order of importance) at the level of the current study variables and their sub-dimensions and measurement items. Depending on the use of some programs, namely SPSS V.26, Microsoft Excel, as this topic includes three main axes: The first axis: the independent variable includes career development, and the second axis: the approved variable includes job performance.

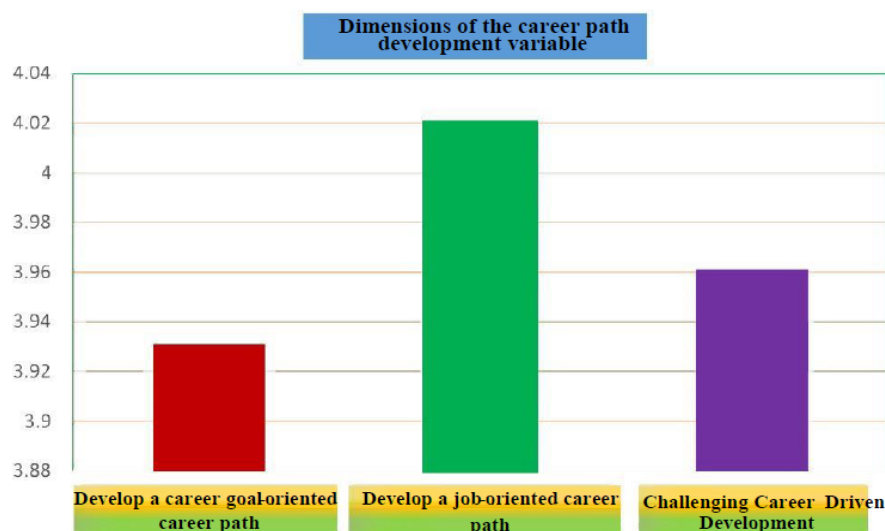
With regard to the axis of the career development variable, its mean was (3.97) with a standard deviation of (.745), and the coefficient of variation was (19%) with a high response level, as shown in Table (2):

Table 2: Arithmetic Means, Standard Deviations, Coefficient of Variation, Relative Importance, Level of Answer and their Arrangement for the Career Path Development Program Variable

Order of importance	Answer level	Relative importance	Variation coefficient	Standard deviation	Arithmetic average	Paragraphs	S
3	High	%78.6	%20	.793	3.93	Develop a career goal-oriented career path	1
1	High	%80.4	%19	.779	4.02	Develop a job-oriented career path	2
2	High	%79.2	%21	.823	3.96	Career development guided by career path challenges	3
	High		%19	.745	3.97	The overall rate of the career path development variable	

Figure the graph shows the arithmetic averages of the dimensions of the career path program development variable, as follows:

Figure Arithmetic averages of the dimensions of the career path development variable.



Source: Excel

As for the axis of the job performance variable, its mean was (4.02), with a standard deviation of (.756), and the coefficient of variation was (19%) and with a high response level, as shown in Table (3):
Table (3) Arithmetic means, standard deviations, coefficient of variation, relative importance, level of answer and their arrangement for the job performance variable.

2. Hypothesis Testing

This topic includes a test of the main and subsidiary hypotheses of the study and stipulated in the methodology of the study. The researcher relied on a set of appropriate parameter tools to achieve this test. This topic includes two paragraphs. The second is to test the main and subsidiary impact hypotheses as follows:

A. Testing the Hypotheses of Correlation

The simple Pearson correlation coefficient was used for the purpose of showing the results of testing the main and sub-hypotheses related to the correlation between the main variables, which include career development and job performance by excluding them all.

There is a significant correlation relationship between the independent variable career path development and the dependent variable job performance

Table (3) shows the correlation between the independent variable, career path development programs, and the dependent variable, job performance.

Table 3: Correlation Coefficients between the Career Path Development Variable with its Dimensions and the Job Performance Variable

Career path development	Challenging Career-Driven Development	Develop a job-oriented career path	Job oriented career path development		Dimension / Variable
.887	.776	.871	.838	Pearson correlation	job performance
.000	.000	.000	.000	Sig. (2 tailed)	
107	107	107	107	N	
**. Correlation is significant at the 0.01 level (2 tailed).					

Source: SPSS V 26

The results of the correlation test, according to Table (3), showed a very strong positive significant correlation between the career development variable and the dependent variable job performance. The value of the correlation coefficient between them reached (0.887, and this value indicates the strength of the direct relationship between these two variables at a significant level) of (0.01.) with a confidence degree of (0.99), and therefore the main hypothesis is accepted, which states that there is a correlation between the variable of career development and the variable that depends on job performance.

As for testing the sub-hypotheses that emanate from the main hypothesis, they are as follows:

1. There is a Correlation between the Career Path Development Dimension Directed to the Goal of the Job and Job Performance

The results of the correlation test, according to Table (3), showed that there is a very strong positive significant correlation between the dimension of job-oriented development programs and the dependent variable, job performance.) and with a confidence degree of (0.99), and therefore the sub-hypothesis that states that there is a correlation between the development of the career path directed to the goal of the job and the dependent variable job performance is accepted.

2. There is a Correlation between the Career Path Development Dimension Directed to the Job Tasks and Job Performance

The results of the correlation test, according to Table (3), showed that there was a very strong positive significant correlation between the dimension of the development programs directed to the tasks of the job and the dependent variable, job performance.) and with a confidence degree of (0.99), and therefore the sub-hypothesis is accepted, which states that there is a correlation between the dimension of developing the career path directed by the job's tasks and the approved variable job performance.

3. There is a Correlation between the Dimension of Directed Development, the Challenges of the Career Path and Job Performance

The results of the correlation test, according to Table (3), showed a strong, positive correlation between the dimension of development directed by the challenges of the career path and the dependent variable, job performance. The value of the correlation coefficient between them reached (0.776, and this value indicates the strength of the direct relationship between them at a significant level) 0.01) With a confidence degree of (0.99), the sub-hypothesis is accepted, which states that there is a correlation between the dimension of directed development with career path challenges and the approved variable, job performance. **Thus, all the correlation hypotheses of the study variables and their dimensions are accepted.**

4. Testing Impact Hypotheses

The main focus of the message is how career development programs directly affect job performance, and how career path development programs affect job performance with the presence of the mediating variable, the individual's well-being. Structural Equation Modeling for the purpose of testing the main impact hypotheses and the sub hypotheses emanating from them. It is an advanced statistical technique for building and testing statistical models for data analysis, which are often causal models, through which it is possible to determine the level of direct and indirect influence between variables, as the presence of an effect is judged by relying on the value of the P-Value, the more the value of the P-Value is less than 0.05, the more it indicates that the effect coefficient is statistically significant, as follows:

There is a significant effect of the career path development variable on the job performance variable and the sub-hypotheses emanating from it, which are:

The structural modeling (SEM) equation form has been formulated to analyze the impact of career development on job performance after formulating the hypothesis required in the analysis of its direct impact, as described in Figure below:

Figure the structural modeling (SEM) equation to analyze the impact of career path development on job performance.

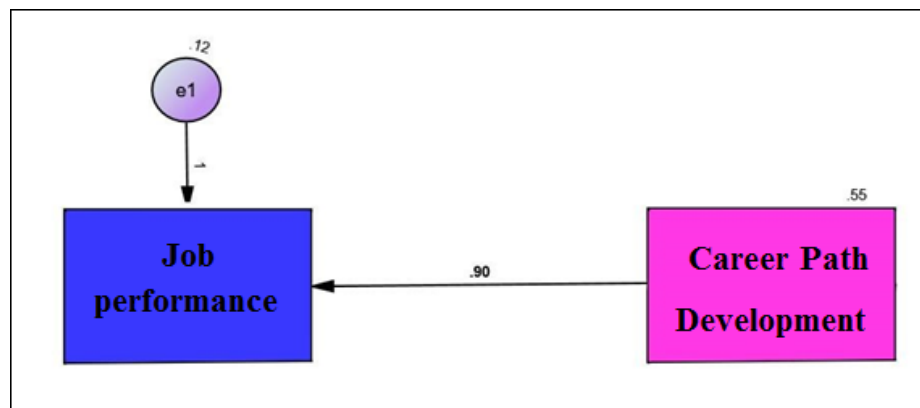


Table 4: The Results of the Impact of the Career path Development Variable on Job Performance

PATH	Estimate	S. E	C.R	P. value
JOP <--- CAD	.899	.046	19.733	0.000
JOP <--- CADG	.798	.051	15.794	0.000
JOP <--- CADT	.845	.046	18.276	0.000
JOP <--- CDAC	.712	.056	12.659	0.000

Source: AMOS V 26

It is noted from Table (4) that there is a significant direct effect of the variable of career development on job performance. The value of the regression coefficient reached (.899) with a critical percentage of (19.733), which is considered a significant value according to the value of (p-value) whose value was (0.000), which is a value less than the significance level of (0.05), and thus the acceptance of the sixth main hypothesis is achieved.

It is noted from Table (4) a significant relationship of the direct impact of the career path development dimension directed to the job objective on job performance. The value of the regression coefficient reached (.798) with a critical percentage of (15.794), which is considered a significant value according to the (p-value) that may be Its

value was (0.000), which is less than the significance level of (0.05), and thus the acceptance of the sub-hypothesis (1) is achieved.

It is noted from Table (2) the significant relationship of the direct impact of the career path development dimension directed to the job tasks on job performance. Its value was (0.000), which is less than the significance level of (0.05), and thus the acceptance of the sub- hypothesis (2) is achieved.

It is noted from Table (3) the significant relationship of the direct impact of the dimension of directed development with the challenges of the career path in job performance. The value of the regression coefficient reached (.712) with a critical percentage of (12,659), which is considered a significant value according to the value of (p-value), which was Its value is (0.000), which is less than the significance level of (0.05), and thus the acceptance of the sub-hypothesis (3) is achieved.

Conclusions and Recommendations

Conclusions

The study presented some conclusions that were discovered through the field and practical side carried out by the researcher. The most important conclusions were:

1. The results of the study showed the availability of a large level of career development for the studied sample, and this indicates the university's interest in developing the career path.
2. There is a great correlation between career development and job performance, as the more the organization pays attention to developing individuals, the higher the job performance.
3. There is a significant impact of career development on job performance. The more the organization pays attention to developing the career path, the more individual job performance is, and therefore there is an increase in the organization's performance.
4. The low level of instructions provided by the supervisors with sufficient clarifications regarding the job requirements in terms of characteristics, content and qualifications.
5. There is a commitment by the colleges to continue their members within one career path and do not allow the dual career path that reflects the negative performance of the individual towards his future development.

Recommendations

In order to complement the requirements of the study, and in light of the foregoing theoretical framework of the subject and the conclusions shown by the statistical analyzes on the other hand, we review the following set of recommendations made to the colleges at the University of Dhi-Qar in general, and to the colleges of the study sample in particular, which are the following:

1. The college should provide a dual or multiple career path that contributes to enabling individuals to determine their future career directions and seek to develop the knowledge, skills and capabilities necessary to perform the tasks.
2. Availability of a training program for individuals outside the college borders, supported by financial budgets commensurate with the size of the development program.
3. Enable and support the participation of individuals in the formulation of development plans for the college.
4. The need to work to speed up promotion procedures, especially for individuals who deserve it, and work to reduce routine procedures at work.
5. The need to pay attention to individuals who are about to retire and work to make jobs suitable for their ages and physical abilities.

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