



## The effect of E-HRM practices on the performance of academic staff: The mediating role of trust

Nisrin Jamal  
Hussein<sup>1\*</sup>  
Amar Hisham  
Jaaffar<sup>2</sup>

<sup>1,2</sup>College of Graduate Studies, Universiti Tenaga Nasional, Malaysia.

<sup>1</sup>Email: [Nisreen.hr@yahoo.com](mailto:Nisreen.hr@yahoo.com)

<sup>2</sup>Email: [Ahisham@uniten.edu.my](mailto:Ahisham@uniten.edu.my)



(+ Corresponding author)

### ABSTRACT

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The purpose of this study is to investigate the effect of electronic human resource management (E-HRM) on the performance of academic staff (PAS) at Amman universities. In today's modern freelance and remote working society, employee performance (EP) has become an important topic in recent studies. This performance is more critical for educational institutions as they move to more virtual classes and meeting discussions. The move to the virtual world forced the organization to conduct most of its work online, which requires trust. Prior literature has focused on EP in business organizations, and minimal studies have examined this topic in educational settings among academic staff. The study also examines the mediating role of trust between E-HRM and PAS. Based on the literature, the study proposes a positive effect of E-HRM on PAS, and trust will mediate this effect. The population of this study is the academic staff in Amman, the capital of Jordan. A total of 332 responses were collected using stratified random sampling. The data was collected via an online questionnaire shared among the population. Smart Partial Least Squares (Smart PLS) was used to analyze the data. The finding showed that E-HRM and its dimensions, such as E-selection, E-training, and E-development, positively affected PAS. E-recruitment, E-performance appraisal, and E-compensation have an insignificant effect. The findings also showed that trust partially mediated the impact of E-HRM on PAS. E-HRM collectively is vital to improving PAS, and the selection and training process can play an essential role in enhancing PAS.

**Contribution/Originality:** This study contributed to the literature by examining the performance of academic staff, where most of the prior literature focused on business organizations. The study also contributed to the literature by examining the mediating role of trust and operationalizing E-HRM into dimensions that suit the context of higher education.

## 1. INTRODUCTION

People are the workforce that drives any organization, requiring the human resource management (HRM) departments to oversee employee recruitment, training, staffing, performance evaluation, and compensation for an organization's workforce (Stolt, 2010). Consequently, selecting, recruiting, and keeping talented personnel is a vital process in the HRM department (Laumer, Eckhardt, & Weitzel, 2010). HRM is defined by Stolt (2010) as "a set of practices concerned with the strategic management of an organization's most important asset: the individual who, individually or collectively, contributes to the success of the organization." HRM has always been pivotal in boosting a company's bottom line. Opatha (1995) defines HRM as "the strategic use of human resources (HR) to

achieve an organization's objectives." Organizational success is closely linked to the HRM department. Hence, with the technological advancements over the past few decades, many novel business ideas have emerged. This includes changes within the HR professionals' methods of interacting with and controlling staff. Directly, it affects businesses in two ways: first, it makes businesses more efficient, effective, and productive; and second, it alters how organizations are founded, structured, managed, and run (Zhang & Wang, 2006). With the advent of the internet, a new era of human resource management (HRM) known as Electronic Human Resource Management (E-HRM) emerged, requiring organizations to reengineer their HR processes and strategies to remain competitive. "The use of information technology to connect and support at least two individual or collective personnel in completing HRM activities collaboratively," as defined by Strohmeier (2007) is the essence of E-HRM. In this case, the HR department can meet the organization's HR needs over the internet. This way, HR professionals and workers alike may keep an eye on things and make necessary adjustments for optimized HR management.

Additionally, since E-HRM does away with the "HR intermediary," it decreases the need for HR specialists (Lengnick-Hall & Moritz, 2003). In today's modern society of freelance and remote working, an organization's ability to obtain a competitive edge in the market and its specialty area heavily depends on its HR procedures and the conduct of its personnel (Erkutlu, 2011). Organizations today get their work done with a smaller HRM workforce using the E-HRM. The advent and proliferation of these cutting-edge technologies have driven organizations to adopt technology to improve their HRM departments to their fullest potential. HR professionals, as a result, need to be flexible in the face of intensifying competition, shifting employee values, changing behavior and rapidly developing HR technologies. Organizations worldwide are investing millions of dollars in understanding their employees' mindsets and actions in the workplace to boost productivity (Salanova & Schaufeli, 2008). Higher education organizations are no exception to the need for robust workplace productivity.

Regarding higher education institutions, several people play important roles, including students, faculty support staff, academic staff, and administration staff. The academic staff is the most significant since they have the greatest direct impact on the university's reputation, quality, and the quality of its students. Consequently, the contribution and performance of a university are heavily dependent on the performance of academic staff (PAS) (Abba & Mugizi, 2018; Ofuyatan & Edeki, 2018). This is because professors and lecturers are tasked with producing original research and disseminating it to the public through forums like classroom instruction and community events (Maican, Cazan, Lixandriou, & Dovleac, 2019; Schmalings, Baker, Blume, & Trevino, 2019). All across the world, academic staffs are the backbone of universities and nations, helping to elevate their institutions and their countries in the rankings for their technological, scientific, and intellectual contributions. In terms of the number of credible articles and scientific paper contributions, developed nations like the United States (US), China, the United Kingdom (UK), Germany, Japan, France, Italy, Canada, India, and Australia are far ahead of emerging nations like Jordan (SCImago, 2021). And when compared to universities in other parts of the world, Western ones rank pretty highly. Almost all the top 500 universities are located in the United States, with some European universities making the cut (Webometric, 2020). Among the top 500 schools worldwide, a few higher education establishments from Japan, South Korea, China, and Singapore make the list. Only three Middle Eastern universities (Saudi Arabia and Iran) made the list of the top 500 schools, without any Jordanian universities on the list (Webometric, 2020).

Ahmad, Sunari, Soon, Farley, and Ismail (2017) state that the quality of academic staff and their performance at the top 500 universities worldwide are crucial in developed nations. Compared to Jordan's academic staff, actual PAS falls short (Al-Mzary, Al-rifai, & Al-Momany, 2015). The traditional HRM procedures in choosing, hiring, training, performance rating, and compensation of Jordan's universities' academic staff might be to blame for lower productivity among academic employees when compared to other developed nations (Aladwan, Ramudu, & Fish, 2014; Altarawneh & Aldehayyat, 2011; Mathis & Jackson, 2010; Ombanda, 2018; Sarah, Sang, & Ngunre, 2018). Few researchers have looked at these factors concerning PAS in less developed nations like Jordan (Houldsworth, 2021; Rahman, Mannan, Hossain, Zaman, & Hassan, 2018; Virgana & Kasyadi, 2020), focusing on other dimensions

without the inclusion of E-HRM. Also, trust among professors is crucial for increased efficiency in the classroom (Iqbal, Ahmad, & Allen, 2019).

Trust is the readiness of academic staff to be susceptible to the activities of another based on the expectation that the other will take a particular action significant to the university, regardless of the ability to monitor or control the other. Trust can affect both academic staff's behavior and organizational performance. For example, academic staff's trust in their university's fairness can affect their opportunistic behavior and academic performance. Brown, Gray, McHardy, and Taylor (2015) stated that in recent research, employee trust and organizational performance had received less consideration.

Accordingly, employees' levels of trust in their managers toward the performance rating process are directly related (Abdelhadi, Jamal, & Leclerc, 2015). As a result, all organizations must have a well-developed system (E-HRM) to evaluate employee performance. An efficient E-HRM procedure among workers is needed for all universities' heads of departments to ensure that their respective departments meet their critical performance evaluations. The head of a department may not have a complete say over the academic performance review process, but an atmosphere of trust among workers helps the review overall (Abdelhadi et al., 2015). There is a dearth of research on the topic among academic staff in Jordan (Al-Mzary et al., 2015; Siron, Muttar, & Ahmad, 2015). There has been a plethora of research on employee performance in the framework of organizations, but much less on the topic in the context of higher education in Jordan (Ghabban, Selamat, & Ibrahim, 2018; Muda, Ali, & Jusoh, 2017). Hence the motivation to examine the mediating effect of trust between E-HRM and PAS and its effectiveness in Jordanian universities. Based on the findings of this study, top management can be advised to improve their E-HRM for organizational competence. This study will also shed light on how trust mediates E-HRM and PAS. These insights will help university leadership improve their performance. Thus, it is a path for the university to become one of the top 500 universities in the world.

## 2. LITERATURE REVIEW

This section discusses the literature on PAS, E-HRM practices, and trust. The section also discusses the development of hypotheses and the conceptual framework.

### 2.1. Performance of Academic Staff (PAS)

According to Mawoli and Babandako (2011) PAS is an academic staff's level of competence in carrying out their duties and the extent to which those duties' completion contributes to the achievement of the organization's goal. There is a consensus among researchers that the PAS is a multidimensional construct (Abba & Mugizi, 2018) with the most common dimensions having to do with teaching and research effectiveness (Hassna & Raza, 2011; Ologunde, Akindele, & Akande, 2013; Zhou, Wang, Han, & Zhang, 2010). Alfagira, Zumrah, Noor, and Rahman (2017), employed teaching, research, and publication to calculate the PAS. Academic success was operationalized in studies to encompass classroom instruction, supervision, research and publication, new product development, and service to the community (Abba & Mugizi, 2018; Masron, Ahmad, & Rahim, 2012). For this study, the PAS is measured in two contexts: classroom and research performance.

### 2.2. E-HRM

The term "electronic human resource management" (E-HRM) describes the use of information technology (IT) and communications infrastructure to amass, organize, and disseminate HR information for organizational goals (Stone, Deadrick, Lukaszewski, & Johnson, 2015). Previous research has often implemented E-HRM in a multidimensional fashion. For example, E-HRM encompasses electronic (recruiting and selection, training and performance evaluation, communication, and remuneration) in a study by Khashman and Al-Ryalat (2015). To complete the picture of E-HRM, Atallah (2016) lists E-staffing, E-training and development, E-compensation, and

E-performance appraisal. Kataria, Arora, and Kataria (2018) similarly employed a multi-factor approach to E-HRM measurement. E-recruitment, e-training, e-compensation, e-benefit, e-selection, and e-evaluation are all examples of this online HR process. Prior research indicates that all parties favor implementing electronic recruiting, selection, training, performance evaluation, and compensation. All these parts—from hiring to selecting to training to evaluating and compensating employees—represent a comprehensive human resource management process. This study, therefore, employs these five dimensions as the E-HRM elements.

### *2.3. The Relationship between E-HRM and PAS*

E-HRM is critical to the success of organizations and their employees. Most existing research has found that E-HRM improves worker productivity. According to a study by Kimenyi (2016) using an E-HRM system improves worker output in the telecommunications industry. According to research by Kataria et al. (2018) utilizing E-HRM in India's hospitality industry improves worker output. Furthermore, Iqbal et al. (2019) revealed that E-HRM has a favorable and statistically significant impact on productivity in the workplace. According to research by Pahos and Galanaki (2020) E-HRM significantly impacts business results in Greece. Research in this area suggests that implementing E-HRM improves worker and organization performance. Hence, it is hypothesized that E-HRM at Jordanian universities will improve PAS.

### *2.4. The Relationship between E-HRM Dimensions and PAS*

The following sections analyze the connections between PAS and E-HRM's respective dimensions.

#### *2.4.1. E-Recruitment and PAS*

"E-recruitment" refers to posting job openings and accepting applications through an organization's or recruiting agency's website (Khashman & Al-Ryalat, 2015). Several pieces of research have included e-recruitment as part of E-HRM (Hosain, 2017; Kataria et al., 2018; Khashman & Al-Ryalat, 2015). The findings of a study by Daniel (2018) demonstrated that e-recruitment increased worker productivity. However, Nurshabrina and Adrianti (2020) research shows that it doesn't have much of an impact on productivity in the workplace. On the other hand, e-recruitment is hypothesized to improve the PAS in this investigation significantly. This is because Jordan's academic staff's satisfaction with the e-recruitment process directly affects their motivation, commitment, and productivity at work.

#### *2.4.2. E-Selection and PAS*

The adoption of online, audio, and video conferencing systems has made e-selection a common method for organizations to narrow their applicant pools and choose the best possible candidates (Rahman & Mordi, 2018). Employee performance reviews are positively impacted by the ease with which employees can be replaced through online selection (Sarinah, Gultom, & Thabah, 2016). Workers' productivity at water utilities improves due to e-selection (Karia, Omari, Mwanaongoro, & Ondieki, 2016). It is hypothesized that the PAS of Jordanian academic staff will increase due to the e-selection procedure.

#### *2.4.3. E-Training and PAS*

Organizations conduct e-training to save money by making instructional resources for their workers (such as videos, slideshows, and Portable Document Format (PDFs) accessible online and thus within their employees' reach at any time and from any location (Gonzalez, Koizumi, & Kusiak, 2011). Self-paced Intranet and compact disc-read-only memory (CD-ROM) learning at the office, live instructor-led webcast training, and archived recordings of previous webcast training are all examples of the types of e-training organizations offer today (Ramayah, Ahmad, & Hong, 2012). Research by Nurshabrina and Adrianti (2020) found that e-learning has a beneficial effect on worker

productivity. The Nigerian PAS has benefited from e-training (Umar, Yammama, & Shaibu, 2020). Given this, it is hypothesized that e-training would improve PAS outcomes among Jordanian academic staff.

2.4.4. E-Performance Appraisal and PAS

To evaluate and rank employees based on how well they perform essential job duties, organizations increasingly rely on electronic performance appraisal, or "e-performance appraisal" (Gonzalez et al., 2011). Employee performance at Jordanian telecommunications firms is improved by using electronic performance reviews (Khashman & Al-Ryalat, 2015). Employee performance at private organizations in Uganda improved after using an electronic performance evaluation system (Nkayivu, 2016). The PAS of academic personnel in Jordanian universities is hypothesized to improve due to the use of e-performance appraisal.

2.4.5. E-Compensation and PAS

The term "e-compensation" refers to the use of online software applications that facilitate supervisors' efficient creation, management, and dissemination of compensation and benefit packages (Al-kasasbeh, Halim, & Omar, 2016). Many researchers have included electronic compensation as part of electronic human resource management (Atallah, 2016; Kataria et al., 2018; Khashman & Al-Ryalat, 2015). E-compensation greatly benefits workers' productivity in private businesses (Akter & Husain, 2016; Ukandu, Iwu, & Allen-Ile, 2014). Payments made electronically have a salutary effect on the Nigerian university's PAS (Umar et al., 2020). Therefore, it is hypothesized here that e-compensation will have a beneficial impact on the PAS among Jordanian academic staff.

2.5. Trust as a Mediator

In this study, trust is theorized to be a mediating variable. One definition of trust is "individuals' favorable expectations about the intent and behaviors of many members of an organization based on their roles, connections, experiences, and interdependences within that organization" (Shockley-Zalabak, Ellis, & Winograd, 2000). Niu (2010) examined how trust mediated the connection between being a part of the business culture and learning new things. The research findings showed that trust somewhat mediates the relationship between belonging to an economic cluster and expanding one's knowledge base. Nohe and Michaelis (2016) came to a similar conclusion; they discovered that trust mediated the connection between a leader's charisma and the organizational citizenship behavior of their team. According to Tlaiss and Elamin (2015) the participant's trust in their supervisors moderated the relationship between organizational justice and trust in the organization. Researchers Rezvani et al. (2016) noted that trust played a moderating role in their investigation; their findings demonstrate that trust mediated the relationship between emotional intelligence and project success. According to research by Afsar, Badir, and Khan (2015) trust mediates the relationship between the job and organizational fit and innovative behavior on the job. Trust was discovered to mediate the relationship between a company's high-performance work system and its employees' productivity (Min, Zhu, & Bambacas, 2020). Furthermore, trust mediates the connection between leadership and performance in the workplace (Saleem, Zhang, Gopinath, & Adeel, 2020). The relationship between E-HRM practices and PAS is hypothesized to be mediated by trust in this investigation.

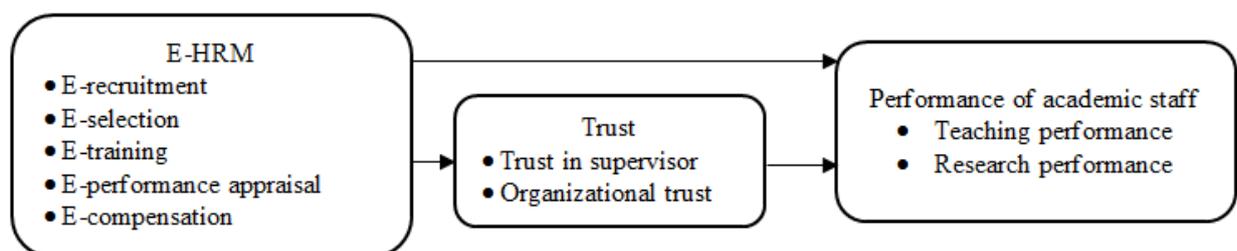


Figure 1. Conceptual framework.

Based on Figure 1, there is a significant effect between:

*H<sub>1</sub>: E-HRM practices and the PAS in Jordanian universities.*

*H<sub>2</sub>: E-recruitment and the PAS in Jordanian universities.*

*H<sub>3</sub>: E-selection and PAS in Jordanian universities.*

*H<sub>4</sub>: E-training and the PAS in Jordanian universities.*

*H<sub>5</sub>: E-performance appraisal and the PAS in Jordanian universities.*

*H<sub>6</sub>: E-compensation effects and the PAS in Jordanian universities.*

*H<sub>7</sub>: Trust mediates the effect of E-HRM on PAS in Jordanian universities.*

This paper uses the adaptive structuration theory (AST), to explain the connection between E-HRM and PAS. According to the findings of several researchers, the AST offers a theoretical reason for the effect that E-HRM has on the performance of employees. The application of the AST theory by researchers led to the discovery that the usage of E-HRM systems has a favorable effect on the performance of employees, which eventually boosts the success and performance of an organization (Bissola & Imperatori, 2013; Panos & Bellou, 2016). This can be justified since using E-HRM enhances automation and replaces low-value operations with high-value tasks (Marler & Parry, 2016). Using E-HRM, non-HRM employees, for instance, can perform routine HRM tasks on their own, such as updating their personal information and registering for training courses, without the assistance of an HR employee. This eliminates the need for non-HRM employees to ask an HR employee for help (Iqbal et al., 2019). Based on the AST and the literature evaluation, this study hypothesized that the E-HRM would have a direct favorable influence on the PAS among Jordanian academic staff. It is also hypothesized that trust as a mediator between E-HRM and PAS will positively influence Jordan universities' performance. The framework for this study is depicted in Figure 1.

### 3. RESEARCH METHODOLOGY

This paper uses an explanatory and quantitative study to analyze the effect of E-HRM practices on the performance of academic staff, with the mediating role of trust for the study location (Amman, Jordan). To achieve the scope of this study, ten (10) Amman institutions were selected from the sample population of 4,186 academic staff. This is because there are more colleges and universities in Amman, the capital of Jordan. Employing the stratified random sampling method, the total number of professors and lecturers at each institution was compiled from the respective institutions' websites and other online resources.

Krejcie and Morgan (1970) calculate that 352 individuals should be sampled from this population to ensure a 95% confidence level, with a margin of error of 5%. Furthermore, a questionnaire was used to collect the required data. The measurements are adopted from previous studies that have used and validated the items of each measurement.

Measurements of teaching performance (9 items) and research performance (8 items) were adopted from Cadez, Dimovski, and Zaman Groff (2017) and Mawoli and Babandako (2011). E-HRM practices such as e-recruitment (6 items), e-selection (6 items), e-training and e-development (11 items), e-performance appraisal (7 items), and e-compensation (6 items) were adopted from Adli, Gharib, Hakami, and Pourmahdi (2014); Atallah (2016) and Shane (2009). Trust in supervisors (7 items) and organizational trust (5 items) were adopted (Nyhan & Marlowe Jr, 1997).

Four Jordanian experts who work in Jordan and other regional nations, such as Bahrain University of Applied Sciences) and Qatar (University of Applied Sciences), validated back-to-back translation and the English and Arabic versions of the questionnaire. Comments and feedback from the experts were addressed to enhance the validity of the questionnaire. Further, a pilot study was conducted to assess the reliability, and the results showed that Cronbach's Alpha for all the variables is significant (>0.70). After confirming the validity and reliability, the main questionnaire was shared via Google Form with the respondents. The normality of the received data was checked using skewness and kurtosis. The value of skewness and kurtosis shown in Table 1 is less than absolute 1. In

addition, the multicollinearity was examined, and the value of tolerance is  $> 0.20$  while the value of the Variation Inflation Factor (VIF) is less than 5, as shown in Table 1. This is in agreement with the suggestion of Hair, Ringle, and Sarstedt (2017) and indicates that the data is normally distributed and there are no collinearity issues among the variables.

**Table 1.** Normality and multicollinearity.

Variable	Normality		Multicollinearity	
	Skewness	Kurtosis	Tolerance*	VIF
ECO	-0.464	-0.394	0.673	1.485
EPA	-0.409	-0.501	0.656	1.525
ERE	-0.283	-0.600	0.650	1.539
ESE	-0.316	-0.575	0.701	1.426
ETED	-0.540	-0.651	0.787	1.271
OT	-0.261	-0.395	0.786	1.272
RP	-0.246	-0.512	0.538	1.721
TIS	-0.313	-0.324	0.713	1.451
TP	-0.518	-0.317	-	-

Note: \*Dependent variable is TP.

#### 4. FINDINGS

The findings are presented in this section. The results include the respondents' profile and the measurement model (MM) and structural model (SM) assessments.

**Table 2.** Background of the respondents.

Variable	Label	Frequency	Percent
Gender	Male	254	76.5
	Female	78	23.5
Age	Less than 30 years	39	11.7
	30-40 Years	136	41.0
	40-50 Years	88	26.5
	50-60 Years	58	17.5
	Above 60 years	11	3.3
Education	Master's degree	46	13.9
	Ph.D. degree	286	86.1
Experience	Less than 5 years	137	41.3
	5-10 Years	66	19.9
	10-15 Years	49	14.8
	15-20 Years	19	5.7
	20-25 Years	52	15.7
	More than 25 years	9	2.7
Position	Lecturer	49	14.8
	Assistant professor	126	38.0
	Associate professor	86	25.9
	Full professor	71	21.4
Admin position	No admin position	238	71.7
	Deputy head of department	7	2.1
	Head of department	51	15.4
	Deputy dean	7	2.1
	Dean	29	8.7
University	University of Jordan	77	23.2
	Applied science private university	39	11.7
	German Jordanian university	32	9.6
	Isra University	37	11.1
	Princess Sumaya university for technology	9	2.7
	University of Petra	29	8.7
	Al-Zaytoonah university of Jordan	31	9.3
	Amman Arab university	37	11.1
	Middle East university	38	11.4
Al-Hussein technical university	3	0.9	
Do you have an E-HRM?	Yes	332	100.0
Nationality	Jordanian	332	100.0

4.1. Profile of Respondents

There were 332 total participants in this research. As seen in Table 2, out of the total sample size, female respondents make up 23.5%, while males are 76.5%, with 41% between the ages of 30 and 40. A total of 86.1% of the respondents hold a Ph.D. degree, with experience of more than 5 years at 41.3%. The study showed that 38% of the respondents held assistant professor positions, while 71.7% had no admin positions. In terms of having E-HRM, 100% of the respondents stated that they have E-HRM, and Table 2 shows the full details of the demographics of the participants.

4.2. Descriptive Information of Variables

The average values of the items and the variables are used to provide descriptive information about the variables. The numbers used in the description come from previously published research, which indicated a range of values for measuring the magnitude of the variables and objects in question. Researchers that have done descriptive statistics, including Siron and Tasripan (2012) and Qawasmeh, Darqal, and Qawasmeh (2013) provide values that are used to understand the assessment of the level of the mean. The mean value and its implications are shown in Table 3. The following sections detail the institution's trust, nepotism, knowledge sharing, and academic staff productivity.

Table 3. Level and interpretation of the mean score value.

Scale index	Answer	Answers level
1-1.49	Strongly disagree	Very low
1.5-2.49	Disagree	Low
2.5-3.49	Neutral	Moderate
3.5-4.49	Agree	High
4.5-5	Strongly agree	Very high

Adopted from Siron and Tasripan (2012) and Qawasmeh et al. (2013).

The overall mean score of the research performance is moderate, as indicated in Table 4, and all items had a mean score of 3.49 except for several items in which the mean score was less than 3.49. All other average scores are also very high.

Table 4. Descriptive information of variables.

Variable	Code	Mean	Std. deviation	Level
E-recruitment	ERE1	3.849	0.965	High
	ERE2	3.716	1.167	High
	ERE3	3.771	1.049	High
	ERE4	3.834	1.028	High
	ERE5	3.798	1.039	High
The overall mean of e-recruitment	-	3.790	-	High
E-selection	ESE1	3.728	1.045	High
	ESE2	3.716	1.064	High
	ESE3	3.750	1.057	High
	ESE4	3.686	1.073	High
	ESE5	3.719	1.078	High
	ESE6	3.725	1.063	High
The overall mean of e-selection	-	3.720	-	High
E-training and E-development	ETED1	3.951	1.006	High
	ETED2	3.948	1.016	High
	ETED3	3.852	1.120	High
	ETED4	3.924	1.003	High
	ETED5	3.975	0.973	High
	ETED6	4.009	0.940	High
	ETED7	3.997	0.924	High

Variable	Code	Mean	Std. deviation	Level
	ETED8	4.015	0.917	High
	ETED9	3.933	0.962	High
	ETED10	3.915	0.960	High
The overall mean of e-training and e-development	-	3.950	-	High
E-performance appraisal	EPA1	3.686	0.969	High
	EPA2	3.683	0.973	High
	EPA3	3.677	1.005	High
	EPA4	3.698	1.007	High
	EPA5	3.713	0.982	High
	EPA6	3.710	0.980	High
	EPA7	3.738	0.989	High
The overall mean of e-performance appraisal	-	3.730	-	High
E-compensation	ECO1	3.629	0.988	High
	ECO2	3.575	1.015	High
	ECO3	3.587	0.990	High
	ECO4	3.581	0.984	High
	ECO5	3.557	0.992	High
	ECO6	3.632	1.000	High
The overall mean of e-compensation	-	3.630	-	High
Trust in supervisor	TIS1	3.590	1.034	High
	TIS2	3.608	1.032	High
	TIS3	3.653	1.018	High
	TIS4	3.641	1.037	High
	TIS5	3.635	1.047	High
	TIS6	3.632	1.021	High
The overall mean of trust in the supervisor	-	3.630	-	High
Organizational trust	OT1	3.641	0.971	High
	OT2	3.680	1.019	High
	OT3	3.677	1.034	High
	OT4	3.644	1.057	High
	OT5	3.653	1.067	High
The overall mean of organizational trust	-	3.660	-	High
Research performance	RP1	3.578	1.032	High
	RP2	3.385	1.143	Moderate
	RP3	3.331	1.167	Moderate
	RP4	3.433	1.141	Moderate
	RP5	3.593	1.110	High
	RP6	3.177	1.294	Moderate
	RP7	3.379	1.256	Moderate
	RP8	3.234	1.309	Moderate
The overall mean of research performance	-	3.38	-	Moderate
Teaching performance	TP1	4.129	0.963	High
	TP2	4.105	1.056	High
	TP3	4.135	1.041	High
	TP4	4.132	1.051	High
	TP5	4.195	0.952	High
	TP6	4.165	0.961	High
	TP7	4.186	0.943	High
	TP8	4.204	0.939	High
The overall mean of teaching performance	-	4.150	-	High

According to these findings, most respondents agree that the research variable approach aims to identify factors and dimensions that diminish PAS at Jordan's university. The research performance, with an overall mean of 3.38, shows that more focus is required on this variable to help Jordan's universities become one of the top 500 universities in the world.

4.3. Measurement Model

Using the Smart PLS, the measurement model is evaluated by checking the value of factor loading (FL), reliabilities, and validities. The FL for all the items is >0.70, except for some items, which have been removed due to low FL. Removed items include items of research performance (6), teaching performance (9), and trust (5). Further, Cronbach's Alpha (CA) was achieved due to the notion that CA for all the variables is >0.70, as shown in Table 5.

Table 5. Measurement model.

Variable	CA	CR	AVE									
First order												
ECO	0.919	0.937	0.713	0.844								
EPA	0.963	0.969	0.817	0.791	0.904							
ERE	0.954	0.964	0.844	0.497	0.572	0.919						
ESE	0.954	0.963	0.815	0.450	0.495	0.751	0.903					
ETED	0.940	0.949	0.652	0.692	0.715	0.727	0.616	0.808				
OT	0.948	0.960	0.827	0.322	0.390	0.343	0.300	0.365	0.909			
RP	0.933	0.946	0.716	0.348	0.365	0.413	0.397	0.344	0.418	0.846		
TIS	0.971	0.976	0.874	0.244	0.267	0.316	0.305	0.344	0.737	0.414	0.935	
TP	0.963	0.969	0.796	0.174	0.196	0.266	0.367	0.342	0.311	0.506	0.309	0.892
Second order												
E-HRM	0.974	0.975	0.538	0.734								
PAS	0.945	0.951	0.553	0.435	0.744							
Trust	0.965	0.969	0.742	0.407	0.445	0.861						

Note: ECO: E-compensation, ETED: E-training and E-development, EPA: E-performance appraisal, ERE: E-recruitment, ESE: E-selection, TIS: Trust in supervisor, OT: Organizational trust, RP: Research performance, TP: Teaching performance.

4.4. Structural Model

The structural model of the study is given in Figure 2 and is assessed using the R-square, F-square, Q-square, and path coefficients. The R-square value shown in Table 6 is 0.275, considered moderate based on Hair Jr, Sarstedt, Ringle, and Gudergan (2017). The R-square value indicates that the variables can explain 27.5% of the variation in PAS. The F-square of all the main variables is accepted, while for the dimension of E-HRM, some are below 0.02, indicating a weak effect size. Q-square is acceptable because it is greater than zero.

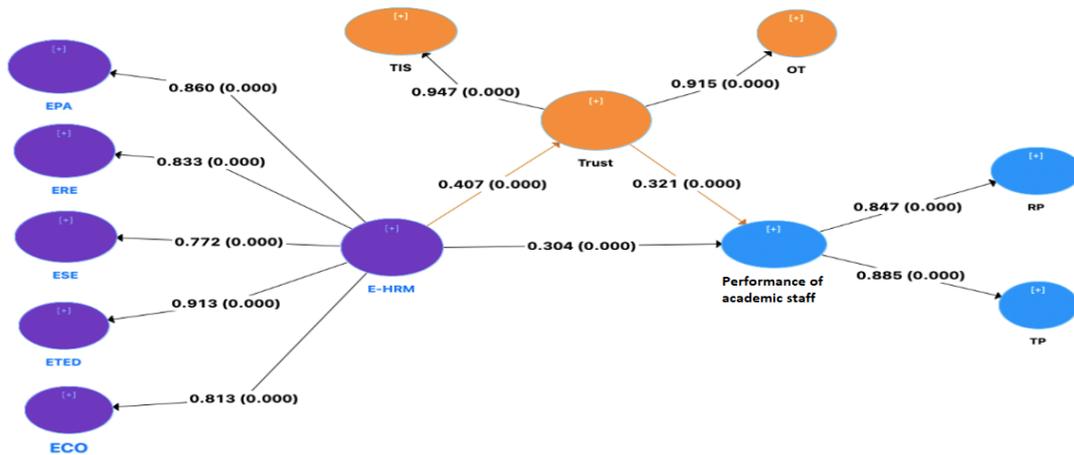


Figure 2. Structural model.

4.5. Hypotheses Testing

The hypotheses were tested using the structural model. Table 6 shows the hypotheses testing result, which includes the coefficient (B), standard deviation (Std), T-value (T), P-value (P), R-square (R<sup>2</sup>), and F-square (F<sup>2</sup>).

Table 6. Result of hypotheses testing.

H		B	Std.	T	P	F2	R2
H1	E-HRM -> PAS	0.30	0.09	3.54	0.00	0.10	0.275
H1a	E-recruitment > PAS	-0.02	0.15	0.13	0.90	0.01	
H1b	E-selection -> PAS	0.31	0.12	2.72	0.01	0.04	
H1c	E-training and E-develop -> PAS	0.22	0.11	2.03	0.01	0.03	
H1d	E-performance appraisal -> PAS	0.01	0.16	0.08	0.94	0.01	
H1e	E-compensation -> PAS	0.00	0.16	0.01	0.99	0.01	
H2	E-HRM -> Trust	0.41	0.08	5.14	0.00	0.00	
	Trust -> PAS	0.32	0.09	3.56	0.00	0.12	
	E-HRM -> Trust -> PAS	0.13	0.05	2.79	0.01	-	

This study's first hypothesis was divided into five sub-hypotheses. The effect of E-HRM on PAS was proposed to be positive ( $H_1$ ). The findings show  $p < 0.01$ . Thus,  $H_1$  is supported, and E-HRM has a significant critical effect on PAS. For the sub-hypotheses, the impact of E-recruitment on PAS is insignificant; therefore,  $H_{1a}$  is rejected, while E-selection, E-training and E-development are positive and significant, supporting  $H_{1b}$  and  $H_{1c}$ , respectively.  $H_{1d}$  and  $H_{1e}$  are rejected because  $p > 0.05$ . The second hypothesis of this study predicted that trust would mediate the effect of E-HRM on PAS. The finding shows that the direct impact of trust is positive ( $B=0.41$ ,  $P < 0.01$ ). The indirect effect of E-HRM on PAS through trust (E-HRM -> Trust -> PAS) is significant ( $B=0.13$ ,  $P=0.01$ ). This suggests that there is mediation, partly because the direct and indirect effects are significant. This is in line with the suggestion of [Hair et al. \(2017\)](#). Therefore, trust played a mediating role between E-HRM and PAS. Thus,  $H_2$  is supported.

## 5. DISCUSSION

The findings of this study showed that E-HRM is an important predictor of PAS. This indicates that the enhancement in the E-HRM will result in a better PAS at Jordan universities. This finding is in line with the findings of [Kimenyi \(2016\)](#) who found that E-HRM positively affects the performance of the private sector. Similar results from other research suggest that E-HRM can positively impact individual and organizational outcomes ([Bondarouk, Harms, & Lepak, 2017](#); [Iqbal et al., 2019](#); [Kataria et al., 2018](#); [Malhotra & Jain, 2017](#)). The findings also showed that E-recruitment (ERE), E-performance appraisal (EPA), and E-compensation (ECO) have an insignificant effect on PAS Jordan universities. This insignificant effect of these practices could be due to the notion that in the process of E-recruitment, several applications are received; however, only those with suitable capabilities are selected, which might explain the positive effect of E-selection. Further, the chosen staff must be trained and developed to enhance PAS. This also explains the positive impact of e-training and e-development. The compensation and performance appraisal, which have insignificant effects, could be due to the fixed salary that the staff obtains from the university and the early implementation of the systems in the universities. Trust partially mediated the effect of E-HRM on PAS. This indicates that trust can explain part of the effect of E-HRM on PAS. These findings align with previous studies' results that found trust as a mediating variable ([Afsar et al., 2015](#); [Min et al., 2020](#); [Saleem et al., 2020](#)).

## 6. IMPLICATION

This study has contributed to the literature and body of knowledge. The study examined the effect of E-HRM on the PAS in educational institutions in developing countries such as Jordan. The study focused on the performance at the individual level, while previous studies adopted focused on the organizational outcome of using E-HRM ([Al-Hmouze, 2016](#); [Atallah, 2016](#); [Hosain, 2017](#); [Khashman & Al-Ryalat, 2015](#); [Lazazzara, Della Torre, & Nacamulli, 2020](#)). The study contributed to the theory by examining the applicability of AST, which explains an average percentage of the variation in PAS. This study also contributed to the theory by examining the role of trust as a mediator in the context of E-HRM and PAS. For practicality, the study found that E-HRM is vital for

improving PAS. The essential component of E-HRM is e-selection, followed by E-training and E-development. Decision-makers are recommended to enhance the selection process to improve Jordanian universities' PAS. This can be done by examining the hard and soft skills of the candidate before proceeding with employment. E-training and E-development are essential for improving PAS in Jordanian universities. Decision makers have to conduct a training need analysis (TNA) to understand the needs of each academic staff and conduct training based on these needs. Decision-makers are also suggested to enhance the skills and capabilities of the academic staff. Experts can do this by keeping an eye on the staff while they are teaching and recommending training to improve their abilities. Trust is also a critical player in this process, and establishing a culture of trust can enhance the communication between the staff and their supervisors so that staff performance can be improved.

## 7. CONCLUSION

This study examined the effect of E-HRM on PAS in Jordanian universities. The data was collected from academic staff working in various universities in Amman. The findings showed that E-HRM and its components, e-selection, e-training, and e-development, are significant predictors of PAS. The results also showed that e-recruitment, e-performance appraisal, and e-compensation are not crucial in the context of PAS in Jordan. Trust mediated the effect of E-HRM on PAS. The study has examined the perceptions of academic staff in Jordanian universities. The findings are limited to the context of these academic staff in Jordanian universities. The sample was relatively moderate, and more responses will increase the generalizability of the results of this study. Future studies are recommended to examine the E-HRM in non-educational settings. Including more variables can help explain the performance of staff. These variables could be the technology's self-efficacy, nepotism in the country, and knowledge-sharing practices.

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**Transparency:** The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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