

ADMINISTRATIVE PRACTICES AND ITS IMPACT ON EMPLOYEE PERFORMANCE: ANALYTICAL STUDY OF THE OPINION OF EMPLOYEES FROM THREE PRIVATE UNIVERSITIES OF ERBIL

Ahmed Talaat Jabbar

Department of Health and Hospital Administration, College of Administration and Economics, Lebanese French University, Erbil, Kurdistan Region, Iraq.

Email: ahmed.talaat@lfu.edu.krd

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ABSTRACT

With recent advances in technology, professionals of all ages are using new tools to enhance productivity, with younger generations often adapting more quickly to new digital trends. As the organization's job descriptions grow, the expectations of employees increase as well. This research measures the impact of administrative practices on the employee performance. This research is conducted in Erbil, the capital of Iraq's Kurdistan region. Out of the total population of 190 employees, 129 respondents participated in this research; all of whom completed the questionnaire. The sample included teaching as well as non-teaching staff. The data was analyzed through SPSS (Version 24) software. The data was examined using Correlation, ANOVA, & Regression analysis to conclude to fulfill the aims of the research. It was revealed that given the employment and training practices these private universities selected, the result showed that current training and development practices at the private universities were effective and did not require major improvements. Therefore, this administrative approach was identified as the most effective for enhancing staff performance. All examined characteristics of administrative practice were found to considerably and strongly contribute to job performance.

1. Introduction

Universities are pivotal in developing human capital, and efficient administrative methods are vital for improving employee performance. Administrative methods, such as recruitment, training, career development, and performance assessment, profoundly influence job satisfaction, performance, and productivity inside educational institutions.

Performance from an individual is of high significance for the organization and the individual himself (Adhikari & Budhathoki, 2024). Showing superiority when achieving an assignment brings about fulfillment, and sensations of self-adequacy (Cetin, & Askun, 2018). Also, Good-performance people receive awards and promotions, & are often honoured (Ridwannudin & Sadaf, 2023). People who perform well have access to significantly more professional opportunities than individuals who perform poorly or moderately (Mostafa 2000). High-performing individuals work according to the association's vision and methodologies and simultaneously play out their obligations and business performance characteristics at the most significant levels (Barutcugil, 2015). Nazirwan and Fadhlán (2024), define performance as the quantitative or qualitative expression of what an employee can do and provide to an organization or group when carrying out a task or job following the desired aim to be attained with that work and assignment. Consequently, employing individuals with exceptional work performance is the paramount prerequisite for a firm to achieve success and establish a sustainable competitive advantage.

2. Statement for Problem

Analyzing the impact of administrative practices on job performance is vital for universities and institutions, as it is associated with various factors. Additionally, elucidating the role of administrative practices will provide essential insights into the essence of administrative practices and organizational behavior, conduct, and attitudes. These measures will assist corporations, especially the educational sector with a people-centred mission, in identifying their issues as well as effectively fulfilling their social duties by enhancing their impact and achievement. This research is significant since it examines the alignment of current administrative practices in

private institutions with employee demands, which directly affects work performance. A gap arises between enacted policies and employee expectations, impacting motivation and efficiency. Although prior studies have investigated administrative procedures, there is a paucity of studies concerning their direct influence on employee performance within the educational sector, specifically at private universities in Erbil. This study addresses that gap by offering insights on essential enhancements for improved institutional results.

3. Research Questions

- What are the most effective administrative practices that enhance employee job performance in private universities?
- How do administrative practices correlate with employee performance in private universities?

4. Research Objectives

- To find optimal administrative practices that enhance job performance, and
- To analyze the correlation between administrative practices and employee performance.

5. Literature Review

Job performance (JP) is labelled as the degree to which organizations accomplish their intended objectives as a result of their actions. Employee performance is a job or task that a person can complete while staying within the parameters of typical resources and constraints (Jamal, 2007). Having a productive and diligent workforce is essential for the sustainability of the business (Lurni & Palupiningtyas, 2024). One of the most important dependent variables, employee job performance has been examined for decades (Wall et al., 2004).

The progress of educational institutions & employee performance is primarily based on employee satisfaction with administrative effective methods (Kehoe & Wright, 2013). Employee empowerment, effective communication, and constructive relationships are essential elements. the employee's optimal performance. After that,

they take on the responsibility of achieving the educational institute's joint goals (Leigh, 2005). Khan and Abdullah (2019), found a positive and strong connection between the training & development of university teachers & productivity. Developed education institutes have concentrated on developing talented personnel who can work well for the benefit of the firm (Danish and Usman, 2010). Khan (2015) found relationship with the colleagues and workload to be the most satisfying variable for teachers of the Ramtek region. Further, it was added that working conditions, and research with supervision are adequately satisfied by the instructors. The administration's positive views have an important influence on the performance of the employee (Tang et al, 2024). The well-being of the workforce is guaranteed in advanced organizations. If content staff approve of their managers' activities, they execute their work with enthusiasm as well as vigour. Van and Rose (2014), found a positive and strong relationship between managers & employees, and it is one of the most effective tools for the development of the educational institute. Lew (2009) opined that trained and well-qualified staff are the finest cause for improving the prestige of educational institutions. Of all the assets, the employees are considered as the utmost valuable and important asset. Employees who are skilled and well-trained are the best source for the company's growth (Zaharei & Ossian, 2013). Existing evidence shows a significant optimistic correlation between hiring & selection on performance at work (Gamage, 2014).

Comprehensive education elucidates the significant variability in job performance across people. Age (Timar, 2014), Gender (Wee et. al., 2020), Salary (Akter and Hussain, 2016), Stress (Ahmed et al., 2014), motivation and job satisfaction (Wang, 2011), Training and Development (Khan and Abdullah, 2019). Boon et. al., (2012) surveyed 169 adults in Melaka and Kuala Lumpur and found two factors that affect individual job performance. These aspects were family, personality, and work. The pay-for-performance method, according to Mujtaba and Shuaib (2010), would be useful and effective in the production setting. According to Vischer (2007), factors that substantially influence job satisfaction and performance, both individually and collectively, encompass the configuration and dimensions of furniture, spatial arrangement, noise levels, temperature, accessibility of file and work storage, as well

as the quantity, density, and height of workplace partitions. Mustufa et al. (2021) asserted that staff performance seems to be facilitated and utilized to enhance the retention of private universities. Likewise, if an employee's performance markedly improves, there will be a substantial level of acceptability among both instructional and non-instructional staff. Based on the literature above, a theoretical framework was designed

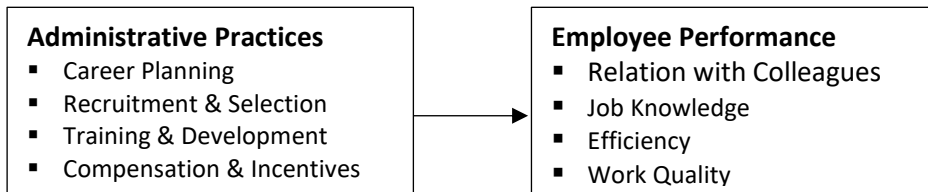


Figure (1): Theoretical Framework

6. Methods

This study used primary data. An organized survey was employed to gather the primary data. This questionnaire underwent initial verification through a pilot study. A final draft copy was prepared following the thorough filtration of questions. The questions were disseminated among the employees of Bayan University, Cihan University, and Knowledge University of Erbil. These three universities were chosen due to their accessibility, which facilitated efficient data collection. It was done personally to monitor and collect genuine data. The participants were made to understand the objective and purpose of the survey, after taking them into confidence, the data was collected by distributing the questionnaire. The sampling population included teaching and technical staff. This analysis focused exclusively on private universities. Overall, 138 forms were disseminated. Out of the 138, 129 were entirely accomplished and deemed fully acceptable. The return rate is established at 93.478%, resulting in a sample size of 129 to proceed with this study. The total population of the employees was calculated to be 190, using the online sample size

calculator (<https://www.calculator.net/sample-size-calculator.html>), the sample size comes out to be 128. The collection of data was gathered in December 2024. Stratified sampling method was employed to select the participants. Data compilation was done using SPSS–24. The study employed a quantitative research method. The independent variable was administrative practice, while the variable (dependent) was job performance. The question's consistency was assessed using Cronbach's Alpha and was determined to be within an acceptable range for reliance on the data.

7. Results

Table (1): Participants' general profile

		N	Percentage
Gender	Female	53	41.09
	Male	76	58.91
Age (In years)	25 – 30	7	5.43
	31 – 35	26	20.16
	36 – 40	41	31.78
	41 – 45	36	27.91
	Above 46	19	14.72
Experience (In years)	1 – 3	7	5.43
	4 – 6	11	8.53
	7 – 9	22	17.05
	10 – 12	51	39.53
	12 +	38	29.46

The demographic profile of participants offers significant insights into the workforce composition of private universities in Erbil. The data indicates that males represent a greater percentage of the workforce (58.91%), potentially affecting perceptions of administrative operations via the lens of gender dynamics. A predominant 79.85% of employees are aged between 31 and 45, indicating a workforce characterized by substantial professional experience and responsibility. Furthermore, 68.65% of responders possess more than seven years of experience, underscoring a seasoned

and proficient workforce. These considerations indicate that administrative methods should accommodate a seasoned staff, meeting their aspirations for professional advancement, job fulfillment, and organizational support. Comprehending these demographics aids in evaluating the efficacy of existing administrative policies in addressing staff needs and improving performance.

Table (2): Administrative Practices in a Descriptive Context

Selected Variables	N	Max.	Min.	Mean	Std. Deviation
Career Planning	129	5.00	1.25	3.4864	.79919
Recruitment & Selection	129	5.00	1.50	2.9184	.94978
Training & Development	129	4.50	1.00	3.6879	.80934
Compensation & Incentives	129	5.00	1.00	3.0172	.91202
Validity N	129				

The table indicates that training and development received the highest mean score, followed by career planning. Participants believe that training and development initiatives will enhance their job performance. Nonetheless, the disparity between the other two variables is minimal. The standard deviation was found to be .80934 and .79919 resp. The mean value from the aforementioned table ranges from 2.9184 to 3.6879, while the standard deviation ranges from 0.79919 to 0.94978. The majority of participants express considerable satisfaction with the administrative processes implemented at their private universities.

Table (3): Job Performance in a Descriptive Context

Variables	N	Min	Max	Mean	Std. Dev.
Relations with colleagues	129	2.00	5.00	3.8969	.64921

Job Knowledge	129	1.25	5.00	3.4132	.74137
Efficiency	129	1.25	4.50	3.5271	.84439
Work Quality	129	1.50	5.00	3.7857	.82308
Validity N	129				

Table 3 shows the vivid statistics for performing the job. As can be seen in the table, the variable for relations with coworkers holds the largest mean value at 3.8969. Next, the largest mean value at 3.7857 is for quality of work. According to these mean values, it can therefore be concluded that almost all of the variables have met respondents' job performance requirements.

Table (4): Correlation between the Variables of Job Performance (JP) and Administrative Practices (AP)

	JP	AP	WQ	E	JK	RC
JP	1					
AP	0.687**	1				
Work Quality (WQ)	0.839**	0.535**	1			
Efficiency (E)	0.857**	0.521**	0.619**	1		
Job Knowledge (JK)	0.741**	0.438**	0.484**	0.462**	1	
Relation with colleagues (RC)	0.613**	0.502**	0.302**	0.403**	0.298**	1

** The Correlation is significant at the 0.01 level

The data in the aforementioned table reveals that all selected variables have a positive and significant correlation with each other at a level of 0.01. There were no cases of a negative correlation between any of the variables. Most of the variables have a correlation coefficient value of over 0.5. In addition, several of the variables have a positive correlation, but one that is not strong, with values less than 0.5. There was a high level of correlation between job performance and efficiency, with a value of .857 for its coefficient. On the other hand, relations with coworkers and job knowledge showed a poor level of correlation. Administrative practice, work quality,

efficiency, and job knowledge showed a level of correlation of approximately 0.5, representing a moderately strong level of relation. There was a high positive level of correlation between administrative practice and worker performance, with an r-value of .687.

Table (5): ANOVA results for Administrative Practice (predictor) of Performance of Employee

Model		Sum of Sq.	Df	Mean Sq.	F	Sig.
Administration Practices	Regression	29.753	6	5.183	53.173	0.000 ^a
	Residual	26.384	176	0.159		
	Total	56.137	182			

The aforementioned table displays the output of the Regression Analysis between the independent and dependent variable(s). As can be seen, the variance, $F(6/176) = 53.173$, with a p-value far less than 0.05, clearly proves that the mentioned independent variable(s) impacted the dependent variable (Job Performance) in a significant manner.

Table (6): Regression

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Err.	Beta	t	Significance
Administrative Practices	(Constant)	1.420	0.181		8.177	0.000
	Compensation and Incentives	0.362	0.043	0.054	0.908	0.352
	Training & Development	0.125	0.046	0.173	2.894	0.05 ^{**}

	Recruitment And Selection	0.117	0.038	0.183	2.99 1	0.04**
	Career Planning	0.361	0.046	0.537	8.55 1	.000**

**Correlation is significant at a 0.01 level

The board above shows the outcome of the regression analysis, confirming the outcome in ANOVA (Table 5), and it shows that Recruitment & Selection, Training & Development, and Career Planning are significant at a statistical level. Specifically, Career Planning showed a beta value of 0.537 compared to Recruitment & Selection and Training & Development. On the other hand, Incentives and Compensation were found to be not significant at a statistical level.

8. Discussions

In general, administrative practices are instrumental for ensuring the best performance from the employees. These practices aim to enhance productivity, performance and morale of the employees. This is truer when it comes to universities (Abdulrehman, 2023). Another author, Konstantinidis, & Oikonomidou (2019), opined that HRM and administrative practices positively impact employee's satisfaction and the organizational performance. Jayarathna, D., & Weerakkody (2015) suggested that developing administrative practices can improve employee performance as they found a small but significant association between the administrative practices and job performance. This literature gives evidence about the result obtained in this study. It is indeed confirmed that administrative practices contribute to the employee performance. Kumar (2018) found that among other factors and variables, training and development were found to be the most contributing factor for employee performance. This was also confirmed with this study.

9. Conclusion:

The job performance of university employees is directly impacted by the administrative practice that is in use. University administrations make a constant effort to implement effective administrative practices in an attempt to build positive working relations with workers and boost motivation levels. Satisfied workers positively impact overall job performance. In terms of current research, two key objectives were determined. The first objective involved an examination of administrative practice that promotes job performance, and the second involved an investigation of the impact of administrative practice and performance consequences. It was determined through the results that all dimensions of administrative practice have a relation with each facet of workers' job performance. In addition, it was determined that training and development administrative practice in use at the university level is the greatest practice for enhancing job performance. In addition, a high positive relation between administrative practice and workers' performance was determined. All variable factors showed high and positive intercorrelations, and a conclusion about high data collection reliability was drawn. In conclusion, it was determined that administrative practice plays a significant role in enhancing workers' job performance, specifically for workers in private universities.

10. Recommendations

- Universities must consistently evaluate and improve their administrative procedures to augment efficiency and employee happiness.
- Institutions must offer opportunities for professional advancement and foster a conducive work environment to enhance employee performance.
- Universities must establish administrative methods that correspond with the requirements of their staff.

11. Limitations

Like every research, this research has also a few limitations as follows

- The research is limited to three private universities in Erbil, potentially failing to encapsulate the administrative methods and staff performance of other educational universities.
- The study collects data at a singular moment, hindering the evaluation of long-term trends or causal connections between administrative practices and employee performance.
- The study is limited to private universities in Erbil; thus, the findings may not be relevant to public universities.

12. Future Scope of Research

Subsequent research may encompass public universities to yield a more thorough comprehension of administrative methods and employee performance. Future research may also investigate the impact of economic situations, governmental policies, and sociological trends on the efficacy of administrative processes.

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پراکتیزه کارگیزییه کان و کاریگه ریبیه کانی له سهر ئه دای کارمه ندان: لیکۆلینه وهی شیکاری بۆ رای کارمه ندانی سی زانکۆی تایبته تی هه ولیر

پوخته:

له گه ل پيشكه وتنه کانی ئه م دوايیهی ته کته لۆژیا، پيشه گه ره کان له هه موو ته مه نه کاند ئامرازی نوێ به کارده هیئن بۆ به زکردنه وهی به ره مه هیئان، زۆرجار نه وه گه نه کان خیراتر خۆیان له گه ل په وته دیجیتالییه نوێیه کاند ده گونجین. له گه ل گه شه کردنی وه سفی کاره کانی ریکخواه که، چاره ووانییه کانی کارمه ندانیش زیاد ده کات. ئه م توێژینه وه یه کاریگه ری پراکتیکه کانی کارگیزی له سهر ئه دای کارمه ند ده پیویت. ئه م توێژینه وه یه له شاری هه ولیری پایته ختی هه ری می کوردستانی عیراق ئه نجام ده دریت. له کۆی گشتی دانیشتوانی ۱۹۰ کارمه ند، ۱۲۹ وه لامده ره وه به شدارییان له م لیکۆلینه وه یه دا کردوه؛ که هه موویان پرسیارنامه که یان پر کرده وه. نمونه که ستافی وانه وتنه وه و هه ره ها ستافی غه یه وانه بیژی له خوگرته بوو. داتا کان له رپگه ی نه رمه کالای SPSS (Version 24) شیکرانه وه. داتا کان به به کاره یانی شیکاری په یوه ندی، ANOVA، و پاشه کسه پشکینیان بۆ کرا بۆ ئه وهی ئه نجام بدریت بۆ به دیه یانی ئامانه کانی توێژینه وه که. ده رکه وت که به له به رچاوگرتهی ئه و شیوازه ی دامه زراندن و راهیئان که ئه م زانکۆ ئه هلییانه هه لیان بژاردوه، ئه نجامه که ده ریخستوه که پراکتیکه کانی ئیستای راهیئان و په ره پیدان له زانکۆ ئه هلییه کان کاریگه رن و پیوستانی به باشت کردنی گه وه نه بووه. بۆیه ئه م رپبازه کارگیزییه وه ک کاریگه رترین رپباز بۆ به زکردنه وهی ئه دای کارمه ندان ده ستنیشانکرا. هه موو تایبه تمه ندییه پشکینکراوه کانی پراکتیکی کارگیزی ده رکه وت که به شدارییه کی به رچاو و به هیزیان هه یه له ئه دای کاردا.

الممارسات الإدارية وأثرها على أداء الموظفين: دراسة تحليلية لرأي الموظفين في ثلاث جامعات خاصة في أربيل

الملخص:

مع التطورات الحديثة في التكنولوجيا، يستخدم المهنيون من جميع الأعمار أدوات جديدة لتعزيز الإنتاجية، وغالبًا ما تتكيف الأجيال الشابة بسرعة أكبر مع الاتجاهات الرقمية الجديدة. ومع نمو أوصاف الوظائف في المنظمة، تزداد توقعات الموظفين أيضًا. يقيس هذا البحث تأثير الممارسات الإدارية على أداء الموظفين. أُجري هذا البحث في أربيل، عاصمة إقليم كردستان العراق. من إجمالي عدد الموظفين البالغ 190 موظفًا، شارك 129 مستجيبًا في هذا البحث؛ وقد أكمل جميعهم الاستبيان. وشملت العينة أعضاء هيئة التدريس وكذلك الموظفين غير التدريسيين. تم تحليل البيانات باستخدام برنامج SPSS (الإصدار 24). وفحصت البيانات باستخدام تحليل الارتباط وتحليل التباين والانحدار لاستنتاج تحقيق أهداف البحث. وقد تبين أنه بالنظر إلى ممارسات التوظيف والتدريب التي اختارتها هذه الجامعات الخاصة، أظهرت النتيجة أن ممارسات التدريب والتطوير الحالية في الجامعات الخاصة كانت فعالة ولم تتطلب تحسينات كبيرة. لذلك، تم تحديد هذا النهج الإداري باعتباره الأكثر فعالية لتحسين أداء الموظفين. وقد وُجد أن جميع خصائص الممارسة الإدارية التي تم فحصها تساهم بشكل كبير وقوي في الأداء الوظيفي.