



International Journal of Advanced Academic Studies

E-ISSN: 2706-8927

P-ISSN: 2706-8919

www.allstudyjournal.com

IJAAS 2024; 6(8): 09-15

Received: 12-06-2024

Accepted: 16-07-2024

Dr. Latifa Majed Mahmoud
Diyala University, College of
Education for Human
Sciences, Baqubah, Iraq

Ehsan Farhan Ashour
Diyala University, College of
Education for Human
Sciences, Baqubah, Iraq

Job performance of employees in the departments of Diyala governorate

Dr. Latifa Majed Mahmoud and Ehsan Farhan Ashour

DOI: <https://doi.org/10.33545/27068919.2024.v6.i8a.1242>

Abstract

The research aims to identify

1. Job performance among employees of departments in Diyala Governorate.
2. The significance of statistical differences in job performance based on gender (male-female). To achieve these goals, the researcher adopted the performance measure. The researcher verified the face validity and construct validity of the scale and also checked the reliability using the test-retest method, where the reliability coefficient was 0.80, while the Cronbach's alpha reliability coefficient was 0.79. The scale was then applied to the main research sample consisting of 200 department employees in Diyala Governorate from both genders (male and female). The research sample was chosen using the equal stratified random sampling method, and the study data was statistically processed using (one-sample t-test, Pearson correlation coefficient, independent two-sample t-test, and Cronbach's alpha equation).

The research reached the following conclusions:

1. The research sample, consisting of engineers from the Directorate of Agriculture in Diyala Governorate and doctors from the Baqubah General Teaching Hospital, has good job performance.
 2. There are statistically significant differences in job performance in favor of males.
- In light of these results, the researcher made several recommendations and suggestions.

Keywords: Job performance, Baqubah general teaching hospital, Diyala governorate

1. Introductions

1.1 Research Problem

Job performance, in a general description, is "the evaluation of whether a person performs their job well or not." It is academically studied as part of "industrial psychology," which forms a part of human resource management. Job performance in our current era is considered one of the most important secrets of success at both individual and institutional levels, which prompted the researcher to study job performance.

1.2 Importance of the Research

Job performance represents one of the main pillars of the success of any institution, as it reflects the effectiveness and efficiency of employees in completing the tasks assigned to them and achieving the institution's goals.

The importance of job performance is evident as it contributes to increasing the overall productivity of the institution by realistically achieving goals and accurately utilizing resources. Additionally, it improves the quality of employees who perform their tasks well and contribute to enhancing the quality of work or services they provide to others, thereby boosting the reputation of the institution they belong to when employees feel that they are performing well and receiving recognition, their job satisfaction increases, which positively affects turnover rates. This increases competitiveness among individuals, driving them to give their best efforts and abilities to achieve success.

1.3 Research Objectives

1.3.1 The current research aims to identify

1. Job performance of employees in the departments of Diyala Governorate.
2. The significance of statistical differences in job performance based on the gender variable (male-female).

Corresponding Author:
Dr. Latifa Majed Mahmoud
Diyala University, College of
Education for Human
Sciences, Baqubah, Iraq

1.4 Research Boundaries

Due to the broad impact of this phenomenon, which encompasses all categories, both socially and professionally, the researcher decided to limit the study to two categories:

1. Engineers from the Directorate of Agriculture in Diyala Governorate.
2. Doctors from Baquba General Teaching Hospital for the years (2023-2024) from both genders.

1.5 Definition of Terms

1.5.1 Job Performance

It is a reflection of how an individual meets job requirements, often causing confusion or overlap between performance and effort. Effort refers to the energy expended, while performance is measured based on results. (Abu Al-Sharsh, 2015: 83) ^[2].

It is the degree to which an individual accomplishes the activities and tasks that constitute the job they hold within the organization, compared to their ability to achieve, willingness, and motivation to work, taking into account the quantity and quality of effort and its pattern, whether physical or intellectual, in the presence of an appropriate environment (Bars, 2021: 38) ^[27].

It is a specific effort and performance pattern to transform inputs into outputs at a lower cost within a suitable work environment.

It is the result of investing in their abilities, skills, and motivations, whether within or outside the organization. It is an important topic for writers and researchers in the field of management and a true measure of the organization's success in human resource management.

It is a set of behaviors used to express what an individual does distinctively or what an individual achieves in the field of work (Abdoon *et al.*, 2023) ^[30].

1.5.1.1 The definition adopted by the researcher

The researcher adopted the definition of (Abdoon *et al.*, 2023) ^[30] for job performance: It is a set of behaviors used to express what an individual does distinctively or what an individual achieves in the field of work.

1.5.2 Operational Definition

It is the score obtained by the respondent through their answers on the job performance scale.

2. Theoretical Framework

2.1 Job Performance

Job performance refers to the extent to which an individual successfully accomplishes the various tasks that make up their job by exerting a certain level of effort according to a specific performance pattern. This enables the transformation of inputs into outputs that meet specific requirements and are produced at the lowest possible cost. This process takes place in a work environment that facilitates accuracy, efficiency, and minimal cost due to the interaction of three essential factors: ability, "which is the job behavior aimed at completing tasks accurately, quickly, and at a low cost"; motivation; and the work environment (Khaled *et al.*, 2024) ^[8].

Job performance is "a work-related outcome aimed at achieving organizational goals, measured by evaluating performance in tasks related to the job".

2.2 Elements of Job Performance

Job performance consists of essential elements, and it is impossible to discuss effective performance without these elements due to their importance in evaluating job performance. Among the most prominent elements are:

1. **Knowledge of Job Requirements:** This includes technical and professional knowledge, as well as the ability to organize work without errors.
2. **Ethical Elements:** These include maintaining working hours, exchanging viewpoints, adhering to regulations, defining responsibilities, and demonstrating good behavior.
3. **Social Elements:** These involve effective communication with supervisors, colleagues, and reviewers, as well as the ability to collaborate with others to establish effective work relationships. (Bouchrit, Aqqoun, 2023: 65-66.) ^[28].

"Hannies" classifies the components of performance evaluation as follows

1. **The Employee:** In terms of knowledge, skills, values, attitudes, and motivation for success.
2. **The Job:** Including duties, responsibilities, and roles necessary to perform the work.
3. **The Context:** Refers to the work environment, supervision within the organization, available resources, organizational structure, and administrative systems.

2.3 Performance Measurement

A variety of metrics are used to assess performance, and their selection depends on their relevance to the nature of the organization and the type of performance being measured. These metrics include:

1. **Type One:** This type involves providing an initial evaluation of the organization's performance, focusing on its culture. This metric indicates the organization's ability to face future challenges.
2. **Type Two:** The goal of this measurement is to assess the overall performance of the institution and identify weaknesses by evaluating the performance of each department within the organization. This procedure helps to identify weaknesses in the institution and develop strategic plans to overcome the problems it faces. The metric aims to achieve the required effectiveness by evaluating the various departments and units of the institution to address existing issues, rectify weaknesses, and formulate strategic plans.

Performance can be defined as "the execution of activities and tasks that constitute an individual's work within the organization and the manner in which employees carry out their tasks during production processes and related activities using production means and transformation procedures" (Al-Harbi, 2020: 46) ^[8]. Others define performance as "the degree to which tasks related to one's job are accomplished and can be measured based on the results achieved by the individual. Therefore, performance is considered the outcome of the interactive relationship between motivation, ability, and role perception" (Khalid, 2020: 39) ^[8].

2.4 Theories of Job Performance

1. **Human Relations Theory:** Emerging in the 1920s, the Human Relations Theory focuses on the importance of improving relationships and enhancing the work environment.

2. Scientific Management Theory: Frederick Taylor was a pioneering figure in production and management who was among the first to apply a scientific approach to address industrial problems. His analysis led to the development of a set of principles that could serve as an alternative to the trial-and-error method commonly relied upon during that period. Taylor believed that industrial work in complex organizations involves constant engagement in producing goods and services to earn rewards. His concept of work is based on three main aspects: continuity, production, and compensation. Taylor was the first to study the movements required to perform industrial tasks, record the time each movement took, and estimate the total time needed to complete the successive movements comprising the work. He would then identify an optimal method for performing each production process and impose it on the selected workers during their training. This approach made him the first to use time studies to improve work performance. (Mohamed, 1996: 288) ^[24]

2.5 Vroom's Expectancy Theory

This theory proposes that individuals make decisions based on their expectations regarding the outcomes associated with their performance. The theory includes three main factors: Expectancy (the belief that effort will lead to good performance), Valence (the individual's ability to value the outcomes associated with performance), and Instrumentality (the degree to which the person desires to accept the outcomes linked to performance). Vroom believes that when an individual has high expectations of achieving desired outcomes, their job performance will also be high.

3. Chapter Three: Research Procedures

3.1 Research Methodology:

The researcher employed a descriptive correlational approach as the scientific method. This approach focuses on studying the phenomenon as it exists in reality, then describing it both quantitatively and qualitatively. Qualitative description outlines and clarifies the characteristics of the phenomenon, while quantitative description provides numerical data that illustrates the extent of the phenomenon and its relationship with other phenomena. (Obaidat *et al.*, 1996: 286) ^[17]

3.2 Research Procedures

The research population refers to all individuals to whom the researcher aims to generalize the study's results. The current research population is defined as the engineers from the Agriculture Directorate of Diyala Governorate and the doctors from the General Teaching Hospital in Baqubah for the year 2023-2024. This population includes both genders, totaling 725 individuals: 480 males and 245 females. This information was obtained through an official facilitation letter. Table (1) illustrates this.

Table 1: Research Community

No.	Institution	Gender		Total
		Females	males	
1.	Baqubah General Hospital	140	204	344
2.	Diyala Agriculture Directorate	105	276	381
3.	Total	245	480	725

3.3 Research Sample

The sample is a subset of a specific population that represents the characteristics of that population. Researchers use samples to save on cost, effort, and time (Daoud & Abdul Rahman, 1990: 78) ^[30]. Since the research population is large, the researcher selected a sample using simple random sampling, consisting of 200 individuals, based on the Parten criterion.

Table 2: Research sample distributed according to gender variable

Total	Males	Females
	100	100

3.4 Research Instrument

3.4.1 Job Performance Scale

After reviewing the literature and previous studies related to job performance and the available scales for measuring it, the researcher adopted the Job Performance Scale developed by Abdoun *et al.* (2023) ^[30]. This scale consists of a set of behaviors used to express what an individual does distinctly or what an individual achieves in the work field.

The scale includes 16 items, with responses provided on a five-point Likert scale (Strongly Agree, Agree, Sometimes Agree, Disagree, Strongly Disagree), and weights of (1, 2, 3, 4, 5) assigned to all items. To ensure the validity and reliability of the instrument, it was reviewed by 18 experts and specialists in educational and psychological sciences (Appendix 2). Following their feedback, the researcher accepted items with a consensus of 80% or higher. All items received a consensus rate of over 80%. Based on the experts' opinions and feedback, all judges approved the Job Performance Scale, which remains as a 16-item tool for this research. The researcher also computed the psychometric properties of the scale.

3.4.2 Statistical Analysis of the Job Performance Scale Items

3.4.2.1 Discriminative Power of the Job Performance Scale

Discriminative power is a crucial psychometric property of test items, as it enables the scale to detect individual differences in the trait or characteristic being measured. Discriminative power refers to an item's ability to distinguish between employees with high and low levels of the attribute assessed by the test (Al-Imam *et al.*, 1990: 140). It involves testing individuals' responses to each item to determine how well the item differentiates between different levels of the trait.

To assess the discriminative power of the Job Performance Scale items, the researcher administered the scale to a sample of 200 engineers from the Agriculture Directorate of Diyala Governorate and doctors from the General Teaching Hospital in Baqubah. The responses were scored based on the total score for each form, and then the scores were ranked from lowest to highest. The researcher selected 27% of the highest scores, termed the high group (54 individuals), and 27% of the lowest scores, termed the low group (54 individuals). The t-test for independent samples was used to calculate the discriminative power between the high and low groups. An item was considered discriminative if its calculated t-value was greater than the critical t-value of 1.98. Table (3) illustrates this.

Table 3: Discrimination coefficient for the paragraphs of the job performance scale

Paragraph	Group	Arithmetic mean	Standard deviation	Calculated T	Significance level (0.05)
1.	Minimum	3.44	1.16	5.31	function
	High	4.44	0.76		
2.	Minimum	2.82	0.69	15.81	function
	Maximum	4.70	0.53		
3.	Minimum	2.44	0.73	14.76	function
	Maximum	4.46	0.69		
4.	Minimum	3.51	1.48	4.82	function
	Maximum	4.59	0.71		
5.	Minimum	2.13	1.24	12.87	function
	Maximum	4.57	0.63		
6.	Minimum	3.04	1.40	3.62	function
	Maximum	3.87	0.95		
7.	Minimum	2.29	1.43	11.81	function
	Maximum	4.76	0.54		
8.	Minimum	3.65	1.09	5.92	function
	Maximum	4.69	0.66		
9.	Minimum	2.20	1.62	9.48	function
	Maximum	4.41	0.53		
10.	Minimum	3.40	0.87	7.10	function
	Maximum	4.54	0.79		
11.	Minimum	3.16	1.05	5.80	function
	Maximum	4.22	0.83		
12.	Minimum	3.76	0.90	6.77	function
	Maximum	4.78	0.63		
13.	Minimum	3.69	1.08	5.36	function
	Maximum	4.57	0.53		
14.	Minimum	3.51	0.71	4.12	function
	Maximum	4.09	0.75		
15.	Minimum	2.98	1.08	7.63	function
	Maximum	4.43	0.88		
16.	Minimum	3.73	0.97	2.38	function
	Maximum	4.13	0.77		

The critical t-value at a significance level of 0.05 with 106 degrees of freedom is 1.98.

As shown in Table (3), all the discrimination indices for the items on the performance scale are statistically significant when compared to the critical t-value of 1.98, as the calculated t-value for each item was greater than the critical t-value.

3.4.3 Correlation of Item Scores with the Total Scale Score

This method relies on analyzing the relationship between an individual's score on an item and their total score on the test as a whole. This relationship serves as a criterion for evaluating the validity of each item in the test. The correlation between an item and the total score indicates how well the item measures the functions that the test is intended to assess. To calculate the correlation between item scores and the total scale score, the researcher used Pearson's correlation coefficient. The results are presented in Table (4).

The critical value of the correlation coefficient at a significance level of 0.05 with 198 degrees of freedom is 0.117. As shown in Table (4), all values of the correlation coefficient between the item scores and the total score on the scale are statistically significant when compared to the critical value of 0.117.

Table 4: Values of the correlation coefficient of the paragraph score with the total score of the job performance scale

Paragraph	Correlation coefficient value	Paragraph	Correlation coefficient value
1.	0.51	9	0.71
2.	0.60	10	0.42
3.	0.68	11	0.35
4.	0.35	12	0.55
5.	0.71	13	0.42
6.	0.33	14	0.28
7.	0.73	15	0.53
8.	0.28	16	0.26

3.4.4 Psychometric Properties of the Job Performance Scale

Efforts by those interested in psychometrics have focused on improving the accuracy of psychological measures by identifying the psychometric properties of scales and their items. These properties can indicate the precision of the measurement in assessing what the scale is intended to measure and aim to minimize errors in the measurement process.

3.4.4.1 Validity of the Scale

Validity is a crucial property in the construction of psychological scales and tests because it pertains to what the test or scale measures and how well it succeeds in measuring that aspect. Validity is not limited to the measurement process itself but extends to the experimental methodology in general (Abu Hatab, 1987: 95) [3]. A valid test is one that measures the trait or characteristic it is intended to measure. To ensure the validity of the instrument, the researcher relied on two indicators of validity as follows:

3.4.4.1.1 Content Validity

Content validity refers to the general appearance of the scale or its external form, including the type of items, how they are formulated, the clarity of the items, and their suitability for measuring the intended trait. Displaying the items to a group of experts to evaluate their adequacy in measuring the intended attribute constitutes content validity (Rabi, 2011: 62). This type of validity was verified by presenting the initial version of the scale to a group of experts and specialists in educational and psychological sciences. The scale, consisting of 16 items, was reviewed, and based on the experts' feedback, all 16 items of the Job Performance Scale were retained.

3.4.4.1.2 Construct Validity

Construct validity refers to the degree to which the scale or measure assesses the trait it is intended to measure. It is sometimes called theoretical or conceptual validity. This validity indicates how well the scores align with the concepts and assumptions that the researcher used to construct the scale (Al-Kubaisi, 2010: 226). Construct validity was verified through several indicators:

- Discriminative Power
- Correlation between Item Scores and the Total Scale Score

3.4.4.2 Reliability

Reliability is one of the key characteristics of a good test. A reliable test is one in which individuals obtain the same scores when the test is administered again at different times. While a valid test must be reliable, a reliable test is not necessarily valid. The reliability of the Job Performance Scale was assessed using two methods:

3.4.4.2.1 Test-Retest Reliability:

The researcher administered the scale to a sample of 30 male and female engineers from the Agriculture Directorate of Diyala Governorate and doctors from the General Teaching Hospital in Baqubah. Two weeks after the initial administration, the scale was administered again. Pearson's correlation coefficient was used to assess the reliability between the two administrations, resulting in a reliability coefficient of 0.80, which is considered good.

3.4.4.2.2 Cronbach's Alpha Coefficient:

To assess reliability using this method, the researcher applied Cronbach's Alpha formula to the sample of 200 male and female engineers from the Agriculture Directorate of Diyala Governorate and doctors from the General Teaching Hospital in Baqubah. This method depends on the internal consistency of the items, reflecting the extent to which individuals' performance is consistent across

different items. Cronbach's Alpha represents the average reliability coefficients obtained by dividing the scale into different parts (Abdul Rahman, 1983: 202) [14]. The alpha coefficient was 0.79, indicating good reliability according to measurement and evaluation literature (Allam, 2000: 119) [18].

3.4.5 Final Version of the Job Performance Scale

The final version of the scale consists of 16 items (Appendix 8). The scale includes four response options: (Strongly Agree, Agree, Sometimes Agree, Disagree, Strongly Disagree), with weights of (5, 4, 3, 2, 1). The highest possible score for a respondent is 80, and the lowest score is 16, with a theoretical mean of 48. The psychometric properties of the scale, including validity and reliability, have been determined.

3.4.6 Statistical Indicators of the Job Performance Scale

Several statistical indicators were calculated for the Job Performance Scale used with engineers from the Agriculture Directorate of Diyala Governorate and doctors from the General Teaching Hospital in Baqubah. The results showed that the sample's scores on the Job Performance Scale approximated a normal distribution. This indicates that the selected sample accurately represents the population from which it was drawn, allowing for generalization of the research findings to this population. This is illustrated in Table (5) and Figure (1).

Table 5: Statistical indicators of the Job Performance Scale

Descriptive statistical characteristics	Value	Descriptive statistical characteristics	Value
Arithmetic mean	61.06	extent	41
Medium	61	Convolution	-0.52
Lines	61	Hypertonic	0.04

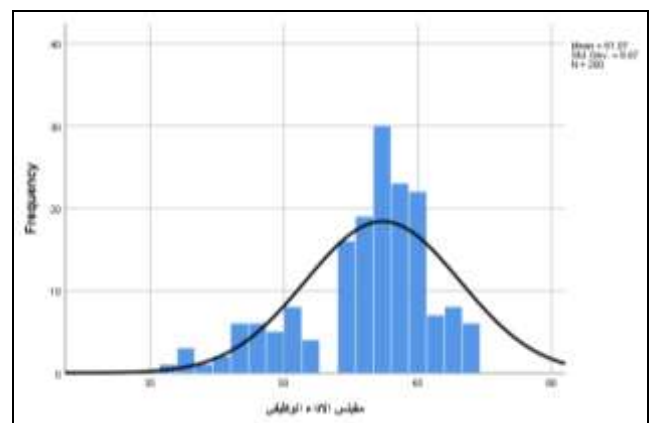


Fig 1: Distribution of the Research Sample According to the Normal Distribution Curve in the Job Performance Scale

3.5 Final Application

The researcher administered both scales to the main research sample, consisting of 200 male and female employees from the Agriculture Directorate of Diyala Governorate and doctors from the General Teaching Hospital in Baqubah. The application period was from December 10, 2023, to December 30, 2023.

4. Chapter Four: Presentation, Discussion, and Interpretation of Results

This chapter presents and interprets the results obtained from the current research based on the objectives outlined in Chapter One. It also includes conclusions, recommendations, and suggestions. The following is a presentation of the research findings in light of the objectives:

4.1 Objective One: Identifying Job Performance Among Engineers from the Agriculture Directorate of Diyala Governorate and Doctors from the General Teaching Hospital in Baqubah

To achieve this objective, the researcher calculated the mean score of the sample, which was 49.43, compared to the theoretical mean of the scale, which was 48. Using a one-sample t-test to determine the significance of the difference between the sample mean score and the theoretical mean of the scale, the results are detailed in Table (6).

Table 6: The results of the T-test to identify the functional performance of the research sample

Sample size	Arithmetic mean	Standard deviation	Hypothetical average	Degree of freedom	T-value		Significance level
					Tabular	Calculated	
0.05							
Statistically significant	200	61.06	8.66	199	1.96	21.31	48

The critical t-value at a significance level of 0.05 with 199 degrees of freedom is 1.96.

As shown in Table (6), the calculated t-value of 21.31 is greater than the critical value of 1.96. Since the calculated t-value exceeds the critical value, there is evidence of good job performance among the employees in the Diyala province, specifically the physicians at the Diyala General Hospital and the engineers at the Diyala Agriculture Directorate. The researcher interprets this result by suggesting that the value of commitment to work is considered a high virtue upheld by employees, as they are a conscientious group aware of their responsibilities toward the institutions they work for and their country.

4.2 Objective Two: Statistical Significance of Differences in Job Performance Based on Gender (Male-Female)

The results of the current research, after applying the Job Performance Scale to a sample of 200 employees from the Agriculture Directorate of Diyala Governorate and doctors from the General Teaching Hospital in Baqubah, showed that the mean job performance score for females was 54.53 with a standard deviation of 6.60, while for males, the mean job performance score was 67.6 with a standard deviation of 59.4. Using an independent samples t-test, it was found that there was a statistically significant difference. The computed t-value of 16.23 was higher than the critical t-value of 1.96 at a significance level of 0.05 and degrees of freedom of 198, as detailed in Table (7).

Table 7: T test to indicate statistical differences in job performance according to the gender variable (male-female)

Genre	Significance level	T-value		degree of freedom	Standard deviation	Arithmetic mean	Number
		Tabular	Calculated				
males	Function			198	4.59	67.6	100
Females		1.96	16.23		6.60	54.53	100

Since the calculated t-value is higher than the critical value, there are statistically significant differences in job performance favoring the male employees of the Diyala Agriculture Directorate and the Diyala General Hospital. The researcher interprets this by suggesting that males possess certain inherent advantages in the work environment, such as greater endurance, the ability to make difficult decisions, and the capacity to handle work-related stress. Additionally, males may be more inclined to put in extra effort to provide financial support for their families and exhibit a competitive spirit and drive to excel in their tasks to secure important positions within the organization.

5. Conclusions

The research sample, comprising engineers from the Agriculture Directorate of Diyala Governorate and doctors from the General Teaching Hospital in Baqubah, demonstrates good job performance.

There are statistically significant differences in job performance, favoring males.

Based on these findings, the researcher has developed several recommendations and suggestions.

6. Recommendations

In light of the research findings, the researcher recommends the following:

Enhance the focus on job performance for state employees, as it is the optimal way to advance the country towards becoming a developed nation.

7. Suggestions

To further the current research, the researcher proposes the following:

1. Conduct a study on how psychological and professional stressors impact employee efficiency and productivity.
2. Conduct a study on how work-life balance affects employee satisfaction and performance.

8. References

1. Ibrahim MA. Encyclopedia of Educational Curricula. Cairo: Anglo-Egyptian Library; c2000.
2. Abu Al-Sharsh K. Organizational Culture and Performance in Behavioral and Administrative Sciences. 1st ed. Amman: Dar Al-Ayyam for Publishing and Distribution; c2015.
3. Abu Hatab F. Psychological Evaluation. 3rd ed. Cairo: Anglo-Egyptian Library; c1987.
4. Adeb MK. Reference in Mental Health. 1st ed. Amman: Dar Wael for Publishing and Distribution; c2009.
5. Al-Imam MM, Abdul Rahman AH, Al-Ajili SH. Evaluation and Measurement. Baghdad: Dar Al-Hekma for Printing and Publishing; c1990.

6. Thornback R, Hagin E. *Measurement and Evaluation in Psychology and Education*. Translated by Al-Kilani AZ, Addas AR. Amman: Jordanian Book Center; c1989.
7. Jadi Brahim KM. *The Impact of Digitization on Job Performance*; c2023.
8. Khaled H. *Sociology of Organization and Work*. Algeria: Dar Kitab Al-Mu'assir for Publishing and Distribution; c2020.
9. Khairallah SM. *Educational Psychology - Experiments and Exercises (Workbook)*. Cairo: Anglo-Egyptian Library; c1978.
10. Al-Dulaimi IH, Saleh AAR. *Scientific Research: Its Foundations and Methods*. 1st ed. Amman: Dar Al-Ridwan for Publishing and Distribution; c2014.
11. Rabea MS. *Measuring Personality*. Alexandria: Dar Al-Ma'arifa Al-Jami'iya; c1994.
12. Al-Zubai AJI. *Research Methods in Education*. Baghdad: University Press; c1981.
13. Suleiman AA, Murad SA. *Tests and Scales in Psychological and Educational Sciences - Preparation Steps and Characteristics*; c2005.
14. Abdul Rahman S. *Psychological Measurement: Theory and Practice*. Amman: Dar Al-Fikr Al-Arabi; c1983.
15. Abdullah MM. *Industrial Psychology: Theory and Practice*. 1st ed. Egypt: Dar Al-Ma'arifa Al-Jami'iya; c1996.
16. Abdul Hadi J. *Learning Theories*. 1st ed. Amman: Dar Al-Thaqafa; c2006.
17. Obaidat T, Addas AR, Abdul Haq K. *Scientific Research: Its Concept, Tools, and Methods*. Amman: Dar Majdalawi for Publishing and Distribution; c1996.
18. Allam SM. *Educational and Psychological Measurement and Evaluation: Fundamentals, Applications, and Contemporary Directions*. Cairo: Dar Al-Fikr Al-Arabi for Printing and Publishing; c2000.
19. Awda AS. *Measurement and Evaluation in Teaching Science*. 5th ed. Jordan: Dar Al-Amal for Printing, Publishing, and Distribution; c2002.
20. Oweida KMM. *Psychology - Part 1 of the Psychology Series*. Cairo: Dar Al-Kutub Al-Ilmiya; c1996.
21. Al-Eissawi ARM. *Psychology of Work and Workers*. Lebanon: Dar Al-Rutb Al-Jami'iya; c1998.
22. Al-Eissawi ARM. *Studies in Social Psychology*. Beirut: Dar Al-Nahda; c1974.
23. Farag S. *Psychological Measurement*. Cairo: Dar Al-Fikr Al-Arabi; c1980.
24. Kamal Mohamed MO. *Social Psychology*. 6th ed.; c1996. p. 115-116.
25. Al-Kubaisi AW. *Measurement and Evaluation: Innovations and Discussions*. Amman: Dar Jareer for Publishing and Distribution; c2010.
26. Mikhael EN. *Construction and Techniques of Psychological and Educational Tests and Scales*. 1st ed. Al-Iscar Publishing and Distribution; c2016.
27. Baras M. *Electronic Management as a Strategic Approach to Improving Job Performance in Organizations [Master's Thesis]*. Kelmim: Faculty of Economic, Commercial, and Management Sciences, May 8 University; c2021.
28. Bouchrit A, Aqqoun N. *The Impact of Leadership on Job Performance Among Employees: A Field Study at Sonelgaz Electricity and Gas Distribution Company, Kelmim [Master's Thesis]*. Kelmim: May 8, c1945 University, Faculty of Humanities and Social Sciences; c2023.
29. Meshane R. *Factors Leading to Work Stress and Their Relationship with Job Performance [Master's Thesis]*. Al-Wadi: University of Al-Wadi, Social Sciences Department; c2017.
30. Abdulon H, Daoudi H, Abdul Jalil. *The Contribution of Administrative Transparency to Improving Job Performance [Doctoral Thesis]*. Adrar: Ahmed Draia University; c2023.
31. Al-Tarif GBRM. *Cairo Journal of Social Work*. 2009;21.
32. Naqass H, Rjam K. *Analyzing the Correlational Relationship Between Professional Adjustment and Job Performance*. *Algerian Journal of Economic and Financial Research*. 2024;6(2):35-59.
33. Naqass H, Rjam K. *Analyzing the Correlational Relationship Between Professional Adjustment and Job Performance*. *Algerian Journal of Economic and Financial Research*. 2024;6(2).
34. Agarwal J, Malhotra NK. *An integrated model of attitude and affect*. *Journal of Business Research*. 2005;58(4):483-93.
35. Ebel RL. *Essentials of Educational Measurement*. 1st ed. Upper Saddle River, NJ: Prentice Hall; c1972.
36. Fishbein M, Ajzen I. *Belief, Attitude, Intention, and Behavior*. Reading, MA: Addison-Wesley; c1975.
37. Glasser W. *Control Theory: A New Explanation of How We Control Our Lives*. New York: Harper & Row; c1985.
38. McQuail D. *McQuail's Mass Communication Theory*. 6th ed. London: SAGE; c2010.
39. Albers AB, Siegel M, Ramirez RL, Ross C, DeJong W, Jernigan DH. c2015.
40. Bolland AC, Tomek SE, Besnoy KD, Bolland JM. *Gifted 'n the 'hood: Gender and giftedness as predictors of social risk among low-income students*. *Exceptionality*. 2018;26(3):190-208.
41. Crerar B. *Construction and standardization of adolescence education programme (AEP) attitude scale*. *International Journal of Humanities Social Sciences and Education*. 2016;3(9):42-7.
42. Dinc MS. *Organizational commitment components and job performance: Mediating role of job satisfaction*. *Pakistani Journal of Commerce and Social Sciences (PJCSS)*. 2017;11(3):773-89.
43. Lunenburg FC. *Expectancy theory of motivation: Motivating by altering expectations*. *International Journal of Management, Business, and Administration*. 2011;15(1):1-6.
44. McQuail D. *McQuail's Mass Communication Theory*. 6th ed. London: SAGE; c2010.