



Factors Affecting Job Performance of Teaching and Non-Teaching Staff in Higher Education Levels in Oman

Malik Mustafa, Gulf College, Muscat, Sultanate of Oman, malik@gulfcollege.edu.om

Faisal K. Alzubi, Gulf College, Muscat, Sultanate of Oman, faisal@gulfcollege.edu.com

Anas Bashayreh, Al-zahra College for Women, Muscat, Sultanate of Oman, anas1_bash@yahoo.com

Abstract: The main motive of this research paper is to identify the elements that are affecting the performance of the employees that belonged to Teaching and Non-Teaching Staffs in enhancing the recognition of Private Colleges according to the ideal perspective and realistic perspective. The main purpose of this paper is to increase the retention of Private Colleges. The questionnaire was used in the method of data collection in which 325 closed-ended questions were shared. The managers of different private colleges were its respondents. For the purpose of validation and verification of the framework, the method of linear regression analysis was used. As this research is quantitative that is why the statistical techniques like multiple regression and path analysis, factor analysis, and t-test were used to analyze the differences between Teaching and Non-Teaching Staffs to increase the retention of Private Colleges. Particularly, the performance of the employees seems to be eased and employed with the intention of enhancing the retention of Private Colleges. Similarly, if there is a high improvement in the performance of the employees then there will be a high rate of acceptance among the teaching staff and non-teaching staff. As a result,

Keywords: Performance of Employees; Teaching and Non-Teaching Staff; Private Colleges.

I. INTRODUCTION

The demand for teachers in higher education is growing and is projected to continue to grow, considering the goal of the government to substantially increase enrollment in higher education between 18 and 30 years of age. Around the same time, issues with recruiting and retention are growing dramatically (HEFCE, 2003) and it has long been feared that the industry faces a 'retirement boom' as expansionists take root in the 1960s. As a consequence, there are questions regarding the adequacy of potential supplies from Private Colleges.

Other significant changes in higher education over the past 10 to 20 years have likely contributed to the pressure on the college and university job market. Polytechnics obtained Private Colleges status in 1992 and changed their funding regime, orientation and staffing requirements. The number of students has increased significantly and the student / staff ratio has increased significantly with an unprecedented increase in staff. Due to the change in funding, the focus has been much more on research outcomes (through the practice of research evaluation, through the RAE), on the quality of education (through the requirements of quality assurance agencies, AQA) and funding of research and consulting by the academic community. Shorter contract periods (affecting holidays and operating hours), expanded use of short and hourly contracts and lack of terms was all found in other changes. Overall, these shifts, like managerial and teaching roles, aim to change the structure of employment, decrease control and increase workload. Around the same time, relative to other employment, the pay and prestige of scholars are considered to be worse (Halsey, 1992; Keep et al., 1996).

Organizational success, particularly in a highly competitive and evolving market, is becoming increasingly important. Across a range of dimensions, operational efficiency is assessed. Ensure stability of enterprise in foreign markets to remain competitive. In general, the application of success metrics is carried out using

human capital. To keep the company competitive in the market, human resources are important. To achieve the efficiency the organization requires, these human capital must be handled efficiently. Strategically handling human capital and adapting to policy as well as corporate strategy is important. The aim of this study is to focus on the impact of strategic human resources management on the achievement of organizational performance.

This case study explores, measures, analyzes and analyzes the effect of strategic motivations on the success of Private Colleges workers, a dynamic higher education with a massive campus that serves the needs of local and foreign learners of all forms. Private Colleges focuses on the provision of globally recognized and innovative technical credentials found relevant to the needs of its students, the demands of the work market and the fulfillment of international excellence requirements. In addition, Private Colleges creates a high- quality forum to promote science, creativity and entrepreneurship, connecting state, regional and international labor markets. National values are not overlooked in the services provided by the Private Colleges and this aims to support both the historical and cultural heritage of Oman.

The vision of the Private Colleges is to contribute to the development of the future direction of higher education for the Sultanate as a whole, and is reflected both in the reflection, achievement, training of highly qualified graduates and the improving the quality of human resources in the region. Modules and Private Colleges programs offered.

In this case study, we wanted to investigate the impact of strategic motivational practices at Private Colleges, taking into account parameters such as education and development, employee rewards, and employee career development. In order to enhance employee efficiency, it also analyzes the usefulness of motivational strategies implemented by Private Colleges. In addition, to strengthen the existing capabilities and techniques implemented by the Private Colleges to improve the efficiency of the entire workforce, recommendations will be made.

The proponents of this case study wished to stress that a secret to employee satisfaction is the outlook for positive inspiration. Training and growth, job incentives, and career progress are highlighted to show that they are variables that trigger and increase the productivity of employees. Private Colleges employees are treated with respect that promotes thoughtfulness and strong motivation. This case study describes each parameter of how a motivational strategy is implemented. As with other aspects of life, sufficient motivation means a lot, and this is very well seen when every employee decides whether to be the right motivation.

One of the highlights of this case is Private Colleges presenting and demonstrating the effectiveness of a motivational strategy that has been found to be dedicated to employee happiness and productivity. Because this institution of higher education is working with UK Universities, this case analyzes how training sessions motivate employees to learn new concepts as part of a comprehensive, sustained and consistent part of our partner universities.

Monitor the performance of Private Colleges staff and receive continuous and rapid feedback on their performance. It is the basis of rewards, annual awards and promotions. After analyzing the parameters mentioned to assess the effectiveness of the motivational strategy Private Colleges adopted for its employees, the promoters of this case study wanted to recommend an assessment technique or additional program that would provide more skills to their employees. What's more, productivity increases in your own workplace.

Productivity continues through these performance boost scenarios. In this regard, management plays an essential role. It is true that having productive employees means a successful organization. Researchers' strong wish is to investigate the impact of motivational strategies to improve employee performance. This is the primary purpose of the study. The aim of this survey is to examine the effect on preparation and growth, employee compensation, and employee job development of strategic motivations. It also analyzes the efficacy of motivational strategies used by Private Colleges to maximize employee performance. Finally, it also makes wise guidelines for strengthening the competitive motivations implemented by Private Colleges.

II. LITERATURE REVIEW

This part is a review of the relevant research and literature that is important to this case study. The related research and literature discussed here is limited to employee motivational techniques implemented to maximize job performance. To assess the effect of the topic of the inquiry, the researchers equate and contrast the presented study with the current event.

Employees are considered the heart of any organization. The study presented here explains how external and intrinsic motivation strategies affect employee performance for better performance in the workplace. Nabi, et.al, (2017) found that in meeting corporate targets, strongly driven workers became effective and efficient. External influences have definitely played a major part in the success of workers. Based on the performance assessment of leaders, we give cash awards, rewards and promotions. He also demonstrated that improved performance is a successful outcome if workers realize that managers and supervisors judge their good performance.

Similar to the current case study of Private Colleges employee motivation strategy, monetary rewards and recognition lead to positive relationships between employees and management, as Brown (2011) explains. . He pointed out that when employees receive rewards and recognition, they will certainly recognize and measure that there is a big change in their performance.

Ali and Ahmad (2009) showed that a clear connection existed between the reward system and the success of workers. The positive association between compensation and success is related to work satisfaction for workers, which has impacted competitiveness, quality, efficacy, pleasure, and excitement for employees. The case study discussed by the current researcher indicates that a supportive partnership was formed after gaining rewards and appreciation, which also improved workers' job satisfaction.

On the other hand, Armstrong et al (2011) noted that organizations today prioritize a reasonable balance between employee commitments to performance achieved within the organization. Rewards and recognition programs are essential to maintain the self-esteem and enthusiasm of workers. The current case study also examines how motivational tools to increase employee interest have changed daily performance.

On the other hand, Shagufta et al. (2015) noted that despite efforts to motivate people, there are challenges and obstacles to doing so. This is due to economic uncertainty and fierce competition facing the business world today. Under these circumstances, Shagufta's study recommended that human resources departments recruit and retain highly motivated and skilled employees. They have proven that there is a direct relationship between the productivity of the workforce and the ability to motivate.

In this instance, the investigator studies employee morale at Private Colleges as a method to improve the efficiency of workers in an organization. It finds employee motivation to be a dynamic mechanism, like other research, as the workers of the studied higher institution are composed of various people of different nationalities and are therefore difficult to anticipate. None of these motivational theories, as Waal (2007) points out, currently explain motivation, especially in different cultures.

In order to accomplish the desired objective, the incentive approach mentioned by Ali and Ahmad (2009) should improve the skill and efficiency of employees. In addition to financial accounts receivable, this phase can be preparation and advancement to improve job growth and can be other forms of reimbursement.

In addition, a study by Al Khaseem (2014) identified the impact of education and development on the motivation of employees in the banking sector. It was found that there was a positive relationship between employee motivation and education and training. It is also a goal that arises among the Private Colleges workforce. Training has become an effective way of empowering employees, so that management responds to the professional needs of employees as needed.

Likewise, according to a study by Khawaja and Nadeem (2013), organizations that provide training and related career development and development to their workforce can reap both short and long term benefits.

Employees become more enthusiastic and productive with updated knowledge, skills and improved capabilities. The study concluded that human capital is the most important asset of an organization to compete with global business trends.

Present case studies, such as the studies cited and addressed here, agreed that morale of staff is an important dedication to the working community and is affected by management and colleagues. A self-taught questionnaire (see appendix) was used here by the researchers to prove and explain the problem in the case. As the statement of Armstrong (2011), workers are strongly driven by benefits, bonuses, appreciation, and promotions that help pay and change receivable accounts.

Performance management is necessary to monitor whether employees are satisfied with what management has to offer. A formal assessment of an employee's performance, including follow-up or comments, and ongoing interviews, is a common tool for determining employee performance. As Brown (2011) explains, there are many reasons to review employee performance. Above all, employees have a clear understanding of how their work aligns with the overall goals of the organization, making decisions about whether their actions are contributing to the achievement of their goals.

As with the promoter idea of this case study, when employees learn that what they do contributes to the organization's vision mission, they become more productive, engaged, and willing to adhere to management.

NurunNabi et al. (2017) observed that to produce successful results, employee job development is important. Via frequent assessments, systemic, intelligent and rigorous performance assessment encourages workers to address questions and complaints and share ideas, regardless of whether they are performing well within the organization. Data illustrates that when offered the ability to evolve in the context of schooling, training and advancement, workers will participate more. The study proposed that creating resources for career advancement for workers could help resolve vulnerabilities and help executives in their companies grow and attract talent. Relevant activities may include leadership training activities, acquiring new skills, and innovative skills that seek employee enthusiasm and inspiration, both inside and outside the workplace.

Similarly, Farooqui and Nagendra (2014) pointed out that the outcome of learning is employee growth. This is achieved by developing a learning community in which the value of lifelong learning is recognized to all workers. Management would offer adequate training to staff in the Human Resources department by calling for suggestions and input to decide the training and career development needs for employees.

III. SCOPE AND LIMITATION OF THE STUDY

Researchers will focus on and influence the performance of employees of academic and non-academic staff at educational institutions in Oman. The study is limited to discussing this topic at the Private Colleges located in Oman, and could be extended to include more academic institutions in Oman in the future. Research methods are limited to quantitative approaches, in particular survey techniques.

IV. RESEARCH MODEL

The review of literature served as the basis for evaluating the significant variables that could be applied to the creation and management of Teaching and Non-Teaching Staff personnel in enhancing Private Colleges retention in the proposed system. The method of framework development employed in this research is depicted in Figure 3.3.

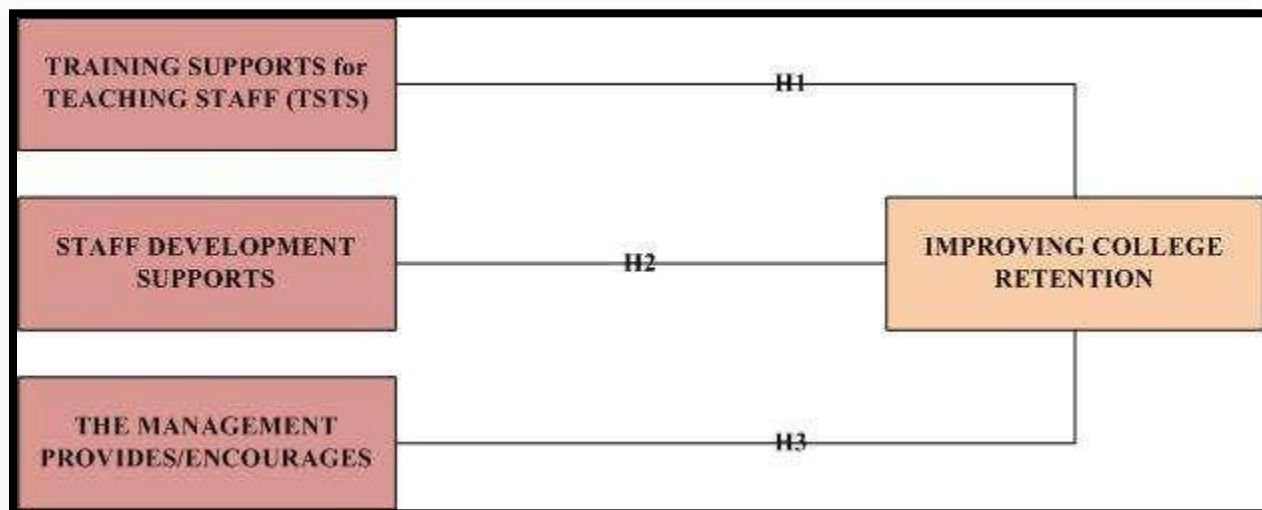


Figure 1.1: Proposed Framework

V. METHODOLOGY

The quantitative method of analysis was introduced by this methodological study. The thesis used a questionnaire to survey the target population and gather the test results within this context. The inquiry was designed to determine whether or not the explanatory factors had a substantial impact on the output of workers at Private Colleges.

5.1 Sampling and Location

The population of interest in this study was the faculty and comparative staff of the Private Colleges in Oman. Initially, questionnaires were distributed online to the GC of Oman using the objective sampling technique to collect the final research data. At the end of the study, a total of 20 nasal lecturers (administrators) and 30 faculty members who responded to the long form of administered questionnaire were retrieved.

5.2 Data Analysis

The collected data was analyzed using the Social Science Methodological Kit (SPSS, v. 13.0). To identify the main demographic profiles of the respondents, descriptive analysis was conducted based on frequencies and percentages. In addition, the research applied Product-Moment Association Analysis from Pearson.

VI. RESEARCH FINDINGS

This segment is the performance and discussion section. The demographic profile of the survey participants, the findings of the measures for the reliability of the study questionnaire, and the results of the hypothesis testing are presented and discussed.

6.1 Profile of the Respondents

Frequency distribution analysis was performed to define the key characteristics of the sample members. The analysis results (Table 1.1) show that the final study sample from GC staff in Oman predominated women over men. Analysis of specific descriptive statistics showed that 66.0% of the study samples were female and 34.0% were male. Also, from Table 1, you can see that 36.0% of respondents are between 22 and 32 years old

(36.0%). Employees under the age of 33 accounted for 24.0% of the total sample, those in the group 44-54 years old made up 32.0%, and those aged 55 and over accounted for 8.0% of the total sample.

Table1. 1: “The Demographic Profile of the Respondent Private Colleges Staffs”

Measure	Item	Frequency	Percentage (%)	Cumulative %
Gender	Male	17	66.0	66.0
	Female	33	34.0	100.0
Age (Years)	22-32	18	36.0	36.0
	33-43	12	24.0	60.0
	44-54	16	32.0	92.0
	55 and Above	4	8.0	100.0
Staffs	Non-Teaching	22	44.0	44.0
	Teaching	28	56.0	100.0
Income	OR500–OR1000	23	46.0	46.0
	OR1101–OR2000	18	36.0	42.0
	OR2001–OR3000	4	8.0	50.0
	Above OR3001	5	10.0	100.0
Total		50	100%	

As regards education, the majority of the respondents (44.0%) had Non Academic Staffs, Meantime, the sample comprised somewhat equal proportions of GC Staffs with academic staffs (56.0%).

Table 1 reveals that the lowest number of reps (8.0 percent) was that of GC Staffs with between (OR2001- OR3000), followed by reps with monthly incomes above OR3001 with respect to monthly wages (10.0 percent). The GC Staffs with salaries in the OR500-OR1000 range and monthly incomes in the OR500- OR1000 range and in this analysis accounted for nearly equal proportions of the GC Staffs sample; 36.0 percent and 46.0 percent, respectively.

6.2 Descriptive Analysis

At Private Colleges, a descriptive analysis of the research data was performed to evaluate the opinions of sample members on the importance of the five variables that determine employee performance motivation. In this case, Table 1.2 lists the average, standard deviation, minimum and maximum of the respondents’ opinions on the research variables. In order to facilitate the explanation of the five levels of tool items and variable agricultural products, this research divides these five levels into three categories. Low level with an average score below 2.33; the median indicating the average high-level consent score which corresponds to an average score of 3.67 or more, ranging from 2.33 to 3.67.

Table1. 2: “Descriptive statistics for, and coefficients of correlations variables (N = 50)”

Construct	M ^a	SD ^b	1	2 ^c	3
1- Training Supports For Teaching Staff	3.75	3.641	0.78	0.54	0.48
2- Staff Development Supports	3.81	3.841		0.47	0.42
3- The Management Utilizes...	3.82	3.741			0.37
4- The Management Provides/Encourages...	3.84	3.846			

- a. M: Mean.
- b. SD: Standard Deviation.
- c.**: The association is significant at the 0.01 level of significance.

Table 3 shows that the mean values of all study variables are greater than 3.75 and are very similar. It indicates that sample members perceive all variables as important determinants of motivation for performance. Private Colleges staff. Management offers/encourages the highest mean value (3.84) with a standard deviation of 3.846. On the other hand, the training aids for teachers had the lowest mean (3.75) and a standard deviation of 3.641. However, although leadership provides/encourages and leadership use has been shown to have a relatively greater impact on motivation for employee performance in these GC Performance samples, the difference in average scores for all variables studied is only minor.

6.3 Measurement Model

Convergence and discriminant validity was carried out through evaluation of the estimation model (external model). The degree to which various instruments could calculate the same structure was assessed by the feasibility of convergence (Portney and Watkins, 2000). Otherwise, it clarifies how well these instruments fit. The efficiency of systemic interventions requires this. The stability and internal integrity of the compound measured its reliability. Cronbach's alpha coefficient measured showed an alpha higher than 0.7. Both configurations demonstrated a compound reliability (CR) of 0.7 or greater in Table 3. It also checks the balance's internal consistency (ICR) for all configurations. In addition, the validity of convergence is measured as the factor load of the elements in the model construction. Barclay et al. (1995) recommends that the observed principle for the validity of convergence is to keep elements with loads greater than 0.70. As a result, there are two factors. This is because the managed offer/encourage configuration indicates a loading value of less than 0.7 (values in bold). So only thresholds for the rest of the analysis are displayed.

Table 1. 3: “Items Loading, Construct Composite Reliability (CR), Internal Consistency Reliability (ICR)”
ITEMS LOADING, CONSTRUCT COMPOSITE RELIABILITY (CR), INTERNAL CONSISTENCY RELIABILITY (ICR)

Construct	Items	Items Loading	Construct CR	ICR (Cronbach's alpha)
TRAINING SUPPORTS for TEACHING STAFF	TRTS1	0.901	0.948	0.982
	TRTS2	0.965		
	TRTS3	0.987		
	TRTS4	0.789		
	TRTS5	0.879		
	TRTS6	0.809		
	TRTS7	0.811		
	TRTS8	0.921		
	TRTS9	0.874		
	TRTS10	0.962		
	TRTS11	0.781		
	TRTS12	0.985		
Staff Development Supports	SDV1	0.714	0.889	0.874
	SDV2	0.754		
	SDV3	0.789		
	SDV4	0.724		
	SDV5	0.798		
	SDV6	0.786		
	SDV7	0.788		
	SDV8	0.879		
	SDV9	0.787		
	SDV10	0.875		

The Management Utilizes	SDV11	0.745		
	SDV12	0.743		
	MU1	-1.871	0.971	0.963
	MU2	-0.624		
	MU3	-0.334		
	MU4	-1.841		
	MU5	-0.152		
	MU6	-0.262		
	MU7	-0.865		
	MU8	-0.571		
The management provides/encourages	MU9	-0.865		
	MU10	-0.445		
	MP/E1	-0.874	0.864	0.952
	MP/E2	-0.195		
	MP/E3	-0.872		
	MP/E4	-0.581		
	MP/E5	-0.651		
	MP/E6	-0.332		
	MP/E7	-0.442		
	MP/E8	-0.277		
	MP/E9	-0.155		
	MP/E10	-0.965		

VII. FINDING AND DISCUSSION

7.1 “Analysis on the Effectiveness of Training and Development as Motivational Strategy to Improve Employees’ Performance in Private Colleges”

Table1. 4: “Effectiveness of Training and Development to Teaching Personnel”

A.	TRAINING SUPPORTS for TEACHING STAFF	Summary of Responses
1.	academic advising	Highly Effective
2.	student learning support	Moderately Effective
3.	teaching resources	Moderately Effective
4.	Performance planning and review	Effective
4.	research publication local and international	Effective
5.	marking system	Effective
6.	plagiarism and Turnitin	Effective
7.	issues on Academic Dishonesty	Effective
8.	teaching strategies for Individual differences	Effective

9. Test Construction and Measurement	Effective
11. Indoor and Outdoor student activities	Effective
12. Instructional material development	Effective

Table 1 shows the impact of Bay Private Colleges on education and development. Teachers have undergone various training and development in the following majors to promote personal and professional development, and provide corresponding language explanations: academic consultation (moderately effective), student learning support (moderate effective), educational resources (moderate effective), planning and Performance evaluation (effective), regional and international research publications (effective), scoring system (effective), plagiarism and turnitins (moderate effective), academic dishonesty (moderate effective), individual difference education strategy (effective), test composition measurement (Effective), students' indoor and outdoor activities (effective) and textbook development (effective).

Respondents said that the training mentioned gave them confidence and productivity in their workplace. They were able to acquire new knowledge and skills that they improved enough to perform. In education and workshops, they felt each other's support and were able to address their weaknesses. All learning was shared and executed. The results obtained by staff are intended to reflect good feedback and stakeholder satisfaction. As can be seen from the stakeholder customer satisfaction survey, the quality control department has come to be responsible for collecting data and feedback. Students also provided feedback on how each module tutor taught. All of the tutor's performance is reflected in the performance score given by the supervisor.

“Table1. 5: Effectiveness of Staff Development Supports to Non-Teaching Personnel”

A.	STAFF DEVELOPMENT SUPPORTS	Summary of Responses
1.	Students satisfaction and climate	Highly Effective
2.	Career and employment services	Effective
3.	Medical services	Effective
4.	Counseling services	Effective
5.	International student services	Effective
6.	Employees social and recreational issues	Effective
7.	Recruitment and selection	Effective
8.	Staff organizational climate retention	Highly Effective
9.	Library rules and resources	Effective
10.	Marketing and Promotion	Effective
11.	Facilities management and public relation	Effective
12.	Student registration	Highly Effective

Table 2 shows the effectiveness of the staff development support that Private Colleges provides to its Omani and non-Omani comparators. Based on this, every Thursday is called Education Development Day, and the continuous development of human resources is underway. Progress reports can be reflected in the

Institutional Standard Assessment Request Report (ISAA), which is always updated under the supervision of the Ministry of Education and the Accreditation Committee. Comparison staff are equipped with a variety of training and staff development to promote personal and professional career growth in the following specializations, as well as the corresponding language interpretation: Efficient), Consulting services (highly efficient), International student services (valid), Social and leisure matters of staff (valid), Recruitment and selection (valid), Preservation of staff organization mood (very effective), Library rules and resources (effective)), Marketing and promotion (very efficient), management and promotion of facilities (very efficient), student registration (very efficient).

7.2 “Analysis on the Effectiveness of Employee Rewards as Motivational Strategy to Improve Employees’ Performance in Private Colleges”

Table1. 6: The Effectiveness of Employee Rewards to Improve Work Performances

B. he management utilizes...	Summa ry of Respon ses
1. omprehensive tutor monitoring system	Not Effectiv e
2. ransparent performance appraisal	Not Effectiv e
3. mployee recognition awards	Fairly Effectiv e
4. romotion	Not Effectiv e
5. alary adjustment	Not Effectiv e
6. id year/Annual bonus	Not Effectiv e
7. ob recognition/appreciation	Fairly Effectiv e
8. ncentive programmes	Not Effectiv e
9. un day/Family day	Not Effectiv e
10. ork from home	Not Effectiv e

Table 1.6 shows how rewards and promotions have been used to motivate Private Colleges employees. In the organizations studied, employee compensation is the result of tutors' follow-up twice a year. According to personal experience, interviews, and reports from department heads, employees' compensation is not satisfactory. This is reflected in regular surveys conducted by the quality control office. Moreover, this is discussed and brought up more often at Thursday faculty meetings in each department.

To measure efficiency, they needed a much more detailed instrument. The reward scheme is very relevant for the whole employee, as Ali (2009) points out. Employees think that it would be engaging and inspiring to work at a high level and provide an effective framework that monitors their efficiency. Students from Private Colleges want financial and non-monetary rewards.

Al Kaseem (2014) clarified that in corporate practice the use of incentive schemes reflected the concepts of anticipation theory and strengthening theory, which are known to be the motivational theory employed in all organizations. Expectation Theory examined and evaluated the views of workers of the relationship between attempts to accomplish results and desired benefits. The will the expectations, the higher the motivation of the employee.

Similarly, Campbell's (2003) principle of expectation uses rewards such as promotions or wage raises as a way to boost successful job efficiency. This presumes that if they are inspired and have certain degrees of aspirations, the personality adopts certain habits. Other than that, it explains the link between the activities of individuals at work and the goals they wish to accomplish. At Private Colleges, management is based on the common interests of all employees. Department heads recognize that creating a highly motivated work environment makes faculty and non-instructor staff more productive. We understand that when employees are assessed and evaluated correctly and received appropriate rewards and incentives, employee motivation can be enhanced. The results of the case study will make recommendations to close the gap in terms of rewards and recognition for affected employees.

7.3 “Analysis on the Effectiveness of Providing Career Growth as Motivational Strategy to Improve Employees’ Performance in Private Colleges”

“Table 1. 7: Effectiveness of Providing Career Growth to Teaching and Non- Teaching Staff”

	Verbally Interpreted Results
C.	
he management provides/encourages...	
1. one-to-one meeting to determine employees aspiration, expectation and frustration	Not Effective
2. plotting employees’ career path	Not Effective
3. monthly knowledge forum with speaker from outside the organisation	Not Effective
4. sending the employees to conference local and international	Fairly Effective
5. networking	Fairly Effective
6. mentoring	Effective
7. work-life balance	Not Effective
8. leading by example	Not Effective
9. training planning programmes	Not Effective
10. further studies (graduate, post-graduate)	Fairly Effective
	Effective

As shown in Table 1.7, Private Colleges employees have the opportunity and opportunity to develop through self-directed learning. Management is encouraged to continue research and support, whether learning and development is regional or international. Career progress is monitored by each appointed committee, as it has a significant impact on the university's current accreditation process. Faculty and comparative staff feel

more immersive because they believe Private Colleges has a deep interest in career growth, hoping their accomplishments will benefit the entire organization in the long run.

In addition, career development between employees provides opportunities to improve the skills and knowledge necessary to master their respective jobs. As they know, this helps with promotions that lead to new or different locations. They show a desire for continuing education to improve their skills because today's business world is very competitive. According to Khawaja and Nadeem (2013), the need to introduce new technologies more often will help current employees to learn these new technological advances. Instead of hiring new employees, management decides to send workers to training programs to fill the skills gap that they lack. Via increased morale, work satisfaction, inspiration, efficiency and openness to accomplish departmental and corporate targets, the execution of the career path has a significant effect on the entire Gulf Campus. Customer loyalty, one of the most significant priorities, will come true.

7.4 “Analysis of the Effectiveness of Motivational Techniques Adopted By Private Colleges to Improve Employees Performance”

The administration of Private Colleges should not fail to follow motivational techniques and words of affirmation during the academic year to boost employee performance. Compared to current experience, the efficiency of persuasive methods has been found to be successful and optimistic. The findings are embodied in the programs offered to stakeholders that are more important than all pupils. Each school year, whether a teacher or not, an employee completes additional tasks assigned to them outside of working hours. This is a solid proof that you are happy with the work environment. Similarly, employee motivation has proven to be a key factor in the success of Private Colleges employees.

The ongoing accreditation and submission of academic requirements to the Oman Higher Education Ministry justifies that management is committed to a motivational strategy aimed at improving not only the performance of its staff, but, above all, the qualities of its graduates. Regular visits to our partner universities in the UK also have a huge impact on improving our performance better than before. In this case study, researchers were able to analyze the effect of motivational techniques to enhance employee engagement related to preparation and advancement, employee benefits, and job growth for workers. It also examined the efficacy of motivational strategies implemented by Private Colleges to optimize employee performance. In addition, recommendations for improving the strategic motivation adopted by the University of the Gulf have been made.

VIII. SYNTHESIS

As they say, there is no perfect organization. All employees know the annual bonus. This, ultimately, should be received when the population of the organization grows due to everyone's efforts to market the products they offer. Some problems arise when the compensation usually goes to one or two employees. The impact that comes to the minds of the rest of the workforce is that there is no need to work hard as only a handful of organizations are reaping the rewards of their efforts.

There was a strong consensus that affected officials should focus more on the performance management they are currently doing. The investigators in this case study believe that effective management behavior has a direct impact on the overall performance of an individual employee. This is a prerequisite for effective motivation. It is true that it is very difficult to motivate your employees and you need a connection with the personal life of every individual in the organization. He doesn't wake up overnight.

In this case study, employees maintain their goals with measurable standards that will deliver adequate and concise results. At this point, neither the faculty nor the comparison staff were satisfied with the results achieved. Job satisfaction is an important issue for any organization. Financial compensation is always the best at Private Colleges because it caters to both locals and foreigners. Being satisfied with your job depends

on several types, such as being part of a team, being evaluated for your accomplishments and being recognized publicly.

In addition to extensive research, the researcher is part of the comparative staff of the organization studied, while the motivation strategy implemented at Private Colleges is the guidance, direction, resources and rewards that inspire the staff. The Private Colleges is doing its best, but the whole organization still needs more push, improvements and changes. Motivational tools are the most effective way to solve problems.

Almost all institutions face challenges of staff retention, increased competition, and high recruitment costs, local and international education, growth in high technology and, most importantly, frequent changes in the rules and regulations of various ministries. All Sultanate. It is essential that the management of Private Colleges motivate its employees to survive. Motivated employees are at the heart of a rapidly changing work environment amid fierce competition.

IX. RESEARCH CONTRIBUTIONS

There are also important analytical and scholarly contributions to this review. The key contributions from this analysis are therefore defined as follows:

9.1 Practical Contribution

This study sought to investigate the effect of the model's independent variable (IV) and dependent variable relationship (DV) on the Private Colleges of Oman. This study explained the importance of factors influencing employee performance for Teaching and Non-Teaching Staff in improving retention in Private Colleges. In short, the results of this study have contributed a lot to the Private Colleges of Oman as follows:

The results of this study have shown several important implications for the performance of academic and non-academic staff in improving the Private College's retention methodology. It can also be argued that this study made several contributions from a practical point of view. If you have had a low level of success in the performance of your Teaching and Non-Teaching Staff, this study is worthwhile because it could provide useful guidance at the University of Oman to explain the factors that could improve Private Colleges retention. As a result, students will have a better understanding of what influences employee performance for Teaching and Non-Teaching Staff in increasing retention rates in Private Colleges and what needs to be focused on improving performance. .

1. Investigate employee performance and requirements for improving retention in Private Colleges.
2. Evaluate factors that can affect the improvement of employee performance for Teaching and Non-Teaching Staffs.
3. Assessing the variables of each external factor has the greatest impact on improving employee performance for Teaching and Non-Teaching Staffs.

9.2 Theoretical Contribution

This study is considered to be one of the very few studies conducted to improve employee performance in higher education institutions at Private Colleges in Oman. This review presented performance productivity issues, a comparison of existing models and highlighted the gap analysis in the Private Colleges environment of existing models. The goal of this analysis is to define the strengths and shortcomings of each model on which the model proposed is based. As follows, the academic contributions made by this study are explained.

- The main original contribution of this study is an in-depth understanding of the factors that influence employee performance. To the best of the researcher's knowledge, a review of the literature in the area of

employee performance revealed the need for more empirical research, this study consolidates and expands the research conducted in this area dealing with employee issues. "Overall performance and above all productivity. Therefore, this study is one of the unique studies conducted in the academic setting of Oman on factors affecting the performance of staff at the Private Colleges of Oman.

- Limited research that contributes to knowledge as an explanatory empirical study of employee performance at the Private Colleges of Oman. Therefore, this study improves and improves the understanding of the factors that affect the performance of the staff of the Normal Private Colleges of Oman, and complements and complements the gaps in the literature.
- Another major contribution was made as previous studies focused on employee performance were primarily viewed in a different cultural context than Oman. The results of this study were added to existing theory by expanding the amount of knowledge about employee performance practices, but in a new context.

X. RECOMMENDATION AND CONCLUSION

At the Private Colleges, motivational strategies have not reached very effective grades. This is due to some problems that are still growing. Private Colleges seeks opportunities to make a positive impact on its entire staff. Interviews with investigators revealed that employees can participate, receive a sense of accomplishment and recognition by their assigned tasks, and have career and knowledge growth opportunities. In terms of education and development and career development, all employees tend to be intrinsically motivated, just as most of them are expats.

On the other hand, the gap has been highlighted for the effectiveness of employee rewards as a motivational strategy for improving performance. The investigators always pointed out that they are given by companies and organizations other than policies and practices, such as annual bonuses and annual bonuses, because they belong to the labor law. Nonetheless, management strives to be positive, enthusiastic and motivated by doing their best to faculty and comparative staff. They use it to maintain a friendly work culture.

The survey concluded that Private Colleges offers a motivational strategy to help employees achieve their goals by improving their work performance. They have good relationships with their employees and entrust their vision, mission, values and strategic framework through their department heads. In summary, education and development, employee rewards, and employee career growth help Private College's academic growth. The positive results reflected in their outstanding productivity gains are reflected in the results of the tutors' follow-up actions performed each semester of the school year.

In conclusion, it can be argued that extrinsic variables such as advancement, appreciation, incentives, continued education and associated post-education are a great motivator for enhancing the absolute standard of jobs. Empowerment and intelligent success assessment are means of achieving meaningful employee motivation. The effect can be gathered from a psychological point of view, but it is real. A good working environment can increase employee productivity and engagement. Similarly, if workers agree that management and managers adequately assess their performance, we will certainly have reliable and good outcomes that are compatible with the mission, vision, and principles of the Private Colleges.

The following guidelines for administration, teaching and non-teaching staff are made based on the conclusion:

“Table1. 8: Recommendations for the management, teaching and non-teaching personnel”

For the Management	For the Teaching Personnel	For the non-Teaching Personnel
<p>1. Create a working environment that will push the employees to do their best and achieve their goals.</p> <p>2. Focus on building trust between managers and employees that would result to a high-performance-culture</p> <p>3. Create new ways of treating employees with dignity, respect, courtesy, kindness and encourage the free expression of opinions and ideas.</p> <p>4. Develop a performance management tool that will reinforce and support employees' expertise till maximize their potentials</p> <p>5. Regularly discuss the mission, vision, values and priorities to determine how the employees' work performances will fit into them.</p> <p>6. One-to-one meeting to determine employees aspiration, expectation and frustration.</p> <p>7. Plotting employees' career path.</p> <p>8. Series of minor rewards throughout the year should be awarded to motivate employees' performance excellence.</p>	<p>1. Conduct semi-annual strategic planning for the programmes and activities undertaken by each faculty/department in order to provide ways to learn from mistakes and experience</p> <p>2. Monthly knowledge forum with speaker from outside the organisation.</p> <p>3. Attend to conferences local and international for the advancement s of the field of expertise often.</p> <p>4. The head of the teaching faculty should expose the entire teaching staff to new and challenging assignments that will lead them to get</p>	<p>1. Conduct continuous trainings related to job and customer satisfaction in the form of realistic exercises and drills.</p> <p>2. Continue further studies to improve and strengthen the talent and skills.</p> <p>3. Take the opportunity to voice out the comments and feedbacks to the issues at hand.</p> <p>4. Request for</p>

out from incentive
 their respective program
 comfort zones. mes that
 will
 boost
 their
 careers

REFERENCES

1. Al-Kassem, A. H. (2014). Determinants of Employee's Overall Satisfaction Toward Training and Development Programs. *International Journal of Economics, Finance and Management*, 3 (3), 129-135.
2. Alkhatib, K., Al-Aiad, A., Mustafa, M., & Alzubi, S. (2020). Impact Factors Affecting Entrepreneurial Intention of Jordanian Private Universities Students: A Mediation Analysis of Perception Toward Entrepreneurship. In *Sustainable and Energy Efficient Computing Paradigms for Society* (pp. 53-65). Springer, Cham.
3. Armstrong, M. (2001). *A Handbook of Human Resource Management Practice*, 8th Edition, Kogan Page.
4. Arshad, H., Mustafa, M., & Badioze Zaman, H. (2015). Design of Vibratory Haptic Interface Model (VHIM) for Autistic Children's Social Interaction. *Asian Journal of Information Technology*, 14(3), 111-116.
5. Ali, R., and Ahmad, M. S. (2009). The Impact of Reward and Recognition Programs on Employee's Motivation and Satisfaction: An Empirical Study. *International Review of Business Research Papers*, 5 (4), 270-279.
6. Brown, D. (2011). Increasing the Effectiveness of Reward Management and Employee Relations. *Emerald Group*, (33), 2, 106-120.
7. Aswathappa, K. (2000). *Human Resource and Personnel Management*, New Delhi: Tata Mcgraw-Hill Publishing Company Limited.
8. Bascar, Prakash (2014). A Study on the Impact of Reward and Recognition on Employee Motivation. *International Journal of Science and Research*, Tamilnadu India.
9. Brahmi, B., & Mustafa, M. (2019). Impact of Knowledge Management Process on Managerial Performance in the High Tech Sector. *International Journal of Business and Management*, 14(2).
10. Campbell (2003). Expectancy Theory to Assess Group-Level Differences in Student Motivation: A Replication in the Russian Far East. *Accounting Education*, Vol. 18, No. 2.
11. Campbell and Kuncel (2001) Individual and Team Training. In: Anderson, N., Ones, D.S., Sinangil, H.K. and Viswesvaran, C. (eds), *Handbook of Industrial, Work & Organizational Psychology*, Vol. 2. London: Sage, pp. 278–312
12. Farooqui and Nagendra (2014). The Impact of Person Organization Fit on Job Satisfaction and Performance of the Employees. *Procedia Economics and Finance*, 11, (2014) 122 – 129. 102 Volume 52.
13. Hole, Y., & Snehal, P. & Bhaskar, M. (2018). Service marketing and quality strategies. *Periodicals of engineering and natural sciences*, 6 (1), 182-196.
14. Jawarneh, M. M. (2008). *Web-Based Patient Medical Record History* (Doctoral dissertation, Universiti Utara Malaysia).
15. Jones, George (2016). *Contemporary Management* 9th Edition. McGraw-Hill Education, Australia.
16. Khawaja and Nadeem (2013). Training and Development Program and its Benefits to Employee and Organization: A Conceptual Study. *European Journal of Business and Management*. ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online). Vol.5, No.2, 2013.
17. Malik Mustafa, & Omais Ali Ahmed JalaAldein. (2020). Examining Perception of Malaysian autistic children social interaction for Virtual Reality (Version original). <http://doi.org/10.5281/zenodo.4420802>.
18. Merrill, M. D. (2013). *First Principles of instruction: Identifying and Designing Effective, Efficient and Engaging instruction*. Hoboken, NJ: Pfeiffer/John Wiley & Sons.
19. Mustafa, M., & Abbas, A. (2021). COMPARATIVE ANALYSIS OF GREEN ICT PRACTICES AMONG PALESTINIAN AND MALAYSIAN IN SME FOOD ENTERPRISES DURING COVID-19 PANDEMIC. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(4), 254-264.

20. Mustafa, M., & Abbas, A. (2020).COMPARATIVE ANALYSIS OF GREEN ICT PRACTICES AMONG PALESTINIAN AND MALAYSIAN IN SME FOOD ENTERPRISES DURING COVID-19 PANDEMIC.PalArch's Journal of Archaeology of Egypt/Egyptology, 17(7), 14589-14599.
21. Mustafa, M., Arshad, H., &Zaman, H. B. (2013, December).Framework Methodology of the Autism Children--Vibratory Haptic Interface (AC-VHI).In 2013 International Conference on Advanced Computer Science Applications and Technologies (pp. 201-206).IEEE.
22. Mustafa, M., Arshad, H., &Zaman, H. B. (2013). Framework methodology of the autism children– vibratory haptic interface (AC-VHI)(p. 201-206). In International Conference on Advanced Computer Science Applications and Technologies (ACSAT), IEEE. <https://doi.org/10.1109/ACSAT>.
23. Mustafa, M., &Alzubi, S. (2020). Factors Affecting the Success of Internet of Things for Enhancing Quality and Efficiency Implementation in Hospitals Sector in Jordan During the Crises of Covid-19. In Internet of Medical Things for Smart Healthcare (pp. 107-140).Springer, Singapore.
24. Mustafa, M., Alzubi, S., &Alshare, M. (2020, April).The Moderating Effect of Demographic Factors Acceptance Virtual Reality Learning in Developing Countries in the Middle East. In International Conference on Advances in Computing and Data Sciences (pp. 12-23). Springer, Singapore.
25. NurunNabi, et.al (2017) Impact of Motivation on Employee Performances: A Case Study of Karmasangsthan Bank Limited, Bangladesh. Arabian J Bus Manag Review 7: 293.
26. Schunk (2011).Learning Theories: An Educational Perspective 6th Edition. Pearson.
27. Shagufta et.al. (2015). Impact of Motivational Strategies on Employee Motivational Level: A Case Study of National Bank of Pakistan. Azad Jammu and Kashmir.Journal of Investment and Management.Vol.4, No. 5, 2015, pp. 191-195. doi: 10.11648/j.jim.20150405.18.
28. Waal, D. (2007), The Characteristics of A High Performance Organization. Emerald Group Publishing Limited, (8),3, 179-185.