

The Impact of Functional Integration of Human Resources in the Development of Institutional Performance: Exploratory Study of a Sample of Tourism Education Institutions in Iraq

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DOI:10.37648/ijtbm.v13i05.008

¹Received: 02 May 2023; Accepted: 26 May 2023 ; Published: 04 June 2023

ABSTRACT

The two researchers aim through the current research to verify the relationship between functional integration and its impact as an independent variable in the development of institutional performance in tourism education institutions in Iraq, and try to come up with a set of recommendations that contribute to enhancing the practice and adoption of the two variables in the current study, and based on the importance of the topic to the research community and its impact The primary in their activities and services and based on the analytical descriptive approach used in this research, including the research community that included (high and middle managements) in tourism education institutions. The researchers distributed (119) questionnaires, as well as field interviews as tools to enhance the research. The research adopted the statistical program (SPSS V.25, AMOS V.25) with the adoption of descriptive statistics and inference methods (Linearity test, normal distribution test, confirmatory factor analysis, structural modeling, arithmetic mean, percentages, standard deviation, relative importance, coefficient of variation, Pearson correlation coefficient, simple regression coefficient, path analysis, and Sobel test) to test the hypotheses, and the research shed light on its conclusions, which showed the validity of the hypotheses that represent the direct impact of job integration on the development of institutional performance.

Keywords: *Functional integration; institutional performance.*

THE INTRODUCTION

The success of tourism education institutions depends on their institutional performance, the human resources working in them, and the extent of their functional integration in the work. If these factors are available, you will be able to reach positive results at work. In light of this, the aim of the research is to shed light on the extent of the integration of workers in tourism education institutions, and what is their role in developing institutional performance, as well as highlighting the development of workers and the development of their capabilities, which will be reflected positively towards their integration into institutional work. This research includes specific questions based on which a hypothetical scheme was built , it contains variables related to the subject of the research, which were formulated on the basis of two basic assumptions to find effective solutions to its problems about the extent of (functional integration in the development of institutional performance), the questionnaire was used as a tool for collecting data from tourism education institutions.

In order to cover the above, The research included four topics, the first is specialized in the theoretical framework of job integration, while the second is specialized in the intellectual framework of institutional performance, the third topic dealt with the practical side of the research, while the fourth topic deals with the most important conclusions and recommendations reached by the research.

¹ *How to cite the article:* Ridha N.A., Nori S.S.A.D, (June 2023); The Impact of Functional Integration of Human Resources in the Development of Institutional Performance: Exploratory Study of a Sample of Tourism Education Institutions in Iraq; *International Journal of Transformations in Business Management*, Vol 13, Special Issue, 109-125, DOI: <http://doi.org/10.37648/ijtbm.v13i05.008>

RESEARCH METHODOLOGY**First: The Research Problem**

Functional integration and the employees' assumption of social responsibility in their work leads to an increase in production capacity in an important part of the work and to the achievement of the goals that the institution desires to achieve, job integration is generated by the working individuals as a result of their sense of job affiliation and the fulfillment of their requirements by their institutions. This study sheds light on the problem that suffers from problems in the development of government institutions and their companies in a cooperative enterprise, as a result of not meeting their requirements and involving them in the operations of the institution and contributing to decision-making, therefore, the practical problem of the research is crystallized through the possibility of measuring the impact of the dimensions of functional integration in the development of institutional performance in tourism education institutions, Through the knowledge gap formed through the possibility of measuring the impact of the dimensions of functional integration in the development of institutional performance, in addition to the field coexistence and the interviews that the researchers conducted before distributing the questionnaire, which led to their diagnosis of poor knowledge and interest in functional integration, it is practiced in its limited framework as a result of poor awareness of the concepts, importance and objectives of each variable of the study variables.

In light of the foregoing, the problem of the study can be addressed by answering the main question of the study, which is (Is there an effect of functional integration in tourism education institutions on the development of institutional performance), and from here several questions crystallize that can be formulated as follows:

- 1- What are the philosophical and conceptual foundations of the topic (functional integration and institutional performance) and its variables?
- 2- What is the level of availability of functional integration, and the development of institutional performance in tourism education institutions, and what are the most applied and practiced dimensions?
- 3- What is the relationship between functional integration and the development of institutional performance, and what are the dimensions of functional integration related to the development of institutional performance?

Second: The importance of the research: The importance of the research is evident in the following axes:

- 1- Shedding light on the degree of possessing the study community (tourism education institutions) functional integration of working individuals necessary to develop institutional performance.
- 2- This study addresses real and actual problems that require specific solutions.
- 3- The study opened doors and areas that can be relied upon in subsequent studies to motivate researchers to delve into it without fear of it.

Third: Research Objectives: The research aims to achieve the following objectives:

- 1- Identifying the reality of functional integration and its impact on the possibility of developing and improving institutional performance in the researched institutions.
- 2- Developing a model linking the variables and verifying its credibility through the basic hypotheses of the study.
- 3- Presenting suggested recommendations that may contribute to enhancing institutional performance in tourism educational institutions.

Fourth: Hypotheses: The basic research hypotheses are formulated in the light of its objectives and according to theoretical reviews of its independent and approved variables, as follows:

- 1- There is a direct correlation with significant significance between job integration in general and its sub-dimensions with institutional performance.
- 2- There is a significant positive effect of job integration in general and its sub-dimensions on institutional performance.

Fifth: the study population:

The researchers chose tourism education institutions in order to apply the scientific aspect of the study. It included (College of Tourism Sciences at Al-Mustansiriyah university / Baghdad, Department of Tourism in the College of Administration and Economics / University of Karbala, Department of Tourism in the College of Administration and Economics / University of Kufa, Department of Religious Tourism Studies at Ahl al-Bayt National University in Karbala Governorate, Department of Tourism and Hotel Management at the Institute of Technical Management / Baghdad,

Department of Tourism within the Erbil Technical Institute , Department of Tourism within the Dokan Technical Institute / Sulaymaniyah, Baghdad Institute for Tourism and Hospitality, Nineveh Institute for Tourism and Hospitality, Duhok Institute of Tourism and Hotel, Najaf Institute of Tourism and Hotel).

Sixth: Study Methodology:

The current research adopted the descriptive analytical approach, as it is compatible with the trends based on surveying the opinions of the study community.

THE FIRST TOPIC: THE THEORETICAL FRAMEWORK FOR FUNCTIONAL INTEGRATION

First: the concept of functional integration:

The concept of functional integration emerged in the last decade of the twentieth century and was crystallized by many writers and researchers until it has become, at the present time, one of the most important research concepts that attract human resources and organizational behavior specialists (Khan ,1990: 693) . The concept of functional integration is represented in adopting a positive attitude by the employees towards the organization, it is the relationship between the employer and the working individuals” (Erekat, 2010: 23). Many researchers have indicated that the concept of employee integration has become a critical process in the success of any organization. To be able to succeed, continue and ensure sustainability (Morsi, 2013:25). It is also a critical factor in organizational success (Chtouris, 2016:4). The integration of individuals working in the job expresses their commitment and energy, which translates into high levels of effort to complete the most difficult tasks and overcome obstacles (Al-Haddad, 2018: 10).

Job integration is defined as "creating an appropriate work environment that enables working individuals to participate and influence decisions that affect their jobs, it is the integration of individuals working in leadership management and empowering them in continuous improvement and contributing significantly to the success of the organization” (Muhammad and Ayed, 2020, 32). Participation in work develops in them the spirit of initiative and makes them feel that they are part of the organization, therefore, they develop the motivation to work and the desire to provide more achievement, as integration and participation in work develop loyalty and commitment among workers (Khalafah, 2020: 55).

Job integration is described as the level of enthusiasm, sincerity, and dedicated work of the working individuals as a result of their feeling of job satisfaction with their work (Dais et al, 2021:14). Therefore, working individuals make efforts in order to achieve the goals of the organization and ensure its success, progress and continuity. Many psychologists have interpreted the concept of job integration as commitment and loyalty offered by the working individual as a result of the incentives he receives, Functional integration occurs when the organization is based on satisfying individual needs to ensure their satisfaction (Ahmed et al, 2022:2). It is also defined as "the extent of the psychological attachment of working individuals towards their job" (Zhu et al, 2022:1). Functional integration is defined as the achievement and positive behavior of working individuals that are mentally related to work and that lead to activity and dedication to work (Chini et al, 2022:2). It is also defined as “a sense of responsibility and commitment to performance in various fields” (Okonkwo, 2023:31).

In light of the foregoing, it can be noted that job integration represents "the feeling of job satisfaction by the working individuals towards their work, which leads to their integration in the work and exerting more effort in accomplishing the work as well as innovation and creativity in the work."

Second: Dimensions of Functional Integration:

Due to the divergence of writers and researchers' views on functional integration, the dimensions were adopted according to the study (Amin and Muhammad, 2022) as an appropriate measure:

1- Emotional integration:

Emotional integration is a relationship that arises between the individual's emotions and thoughts and his job. It is represented by the strength of the working individual's enjoyment of his job and his love for his work, Among the most important characteristics of emotional integration (attachment, enjoyment, connection) (Nurgaleeva, 2015:447). In recent years, emotional integration in work has gained much academic and administrative attention, Many studies have shown how emotions affect the organization, and highlighted the importance of perceiving, understanding, and using emotions in activating organizations and enhancing their competitive position (Chtouris, 2016:3). There are two types of emotion

(sympathetic and obsessive), having passion and obsession causes conflicts between emotional activity and other aspects of a working individual's life (Chini et al, 2022:2).

Also, total emotional integration at work contributes to avoiding problems and reducing friction (Ma et al, 2022: 2). Emotional inclusion is the exponential tendency of a working individual to engage in desirable behaviour, and he is ready to devote a great deal of time and effort to work (4: (Ahmed et al, 2022). The emotional feeling is generated at work when the working individual feels that the job has meaning, that the leaders appreciate his work and provide him with support, and that the methods of quality of work life are available in the organization, Therefore, he is motivated to continue to integrate into the job, and feels that the job has become a component of his identity (Sulistiawan et al, 2022:5). In order to generate the emotional integration of the working individuals, the organization must provide incentives and deal with the working individuals in a good and differential treatment, represented by allowing them to participate and be independent in the work while monitoring their work. Emotional inclusion is the awareness, understanding and finding a balance between personal feelings and specific expectations/roles and acting accordingly in daily work practices (Riyanto et al, 2023:31).

2- Cognitive integration (cognitive):

It is the full involvement of working individuals in the practice of their work and providing all the knowledge they possess in their work, as it is represented in the knowledge and different types of thinking that the working individuals enjoy, as the working individual integrated in his work applies different work methods from analyzing and exploring renewable innovation mechanisms (Amin and Muhammad, 2022: 68). Cognitive integration can be described as cognitive integration processes based on coordination to study the cognitive perception processes of working individuals. Cognitive integration is an important feature of intelligence that a number of people enjoy (Zhu et al, 2022:4). Cognitive integration is based on determining the state of individual and social influence in the knowledge production process, And for the interactive coordination of individuals working in the process of perceiving reality, and this is what allows them to choose an integrated cognitive system for cognitive analysis (6: kalagy & Braun-Lewenshon, 2022). Knowledge integration is mainly related to the desire of working individuals to integrate into work and to create and share knowledge, it also expresses the processes in which knowledge is generated, collected, stored, distributed and applied by following a specific behavioral formulation for these processes, in a way that contributes to the survival and growth of the organization and raising its organizational performance, In addition, it involves the process of cognitive transformation that involves converting tacit knowledge into apparent knowledge (Riyanto et al, 2023:523).

3- Behavioral integration (performance):

It is the working individuals taking an additional role, such as working extra hours to enhance their skills related to their job, or thinking about work after they leave , this type is characterized by a set of characteristics (behavioral intentions, behavior outside the organization, learning and development) (Amin and Muhammad, 2022:69). . Behavioral integration is the integration of behaviorally working individuals with each other, the exchange of information and participation in decisions (Sulistiawan et al, 2022:7). When the behavioral engagement of the senior management team is high, they collaborate and exchange information widely, thus enhancing their ability to know different areas of cognitive expertise in the organization and trust each other. They express their opinions openly (Budhiana et al, 2022:510). Hence, they deal with complex issues better with divergent viewpoints that lead to better decision-making (Chini et al, 2022:2). Behavioral integration refers to the willingness of working individuals to cooperate with others, offering loyalty at work and unwillingness to leave work or be absent from work, as well as job satisfaction, where job satisfaction leads to an unwillingness to leave work (kalagy & Braun-Lewenshon, 2022:12). An organization that gives employees the power to make decisions, and motivating them and making them feel responsible at work will ensure the improvement of the behavior of the working individuals and their integration in the work, which contributes to the success of their business and their organization (521: Riyanto et al, 2023).

THE SECOND TOPIC: THE INTELLECTUAL FRAMEWORK OF INSTITUTIONAL PERFORMANCE

First: the concept of institutional performance:

Institutional performance represents the mental performance associated with the professionalism of organizations, and it is a form of expression of joint cooperation between senior management and working individuals, so that they can perform the work in an organized and coordinated manner (Pounder, 1999:166). It is also a process of institutional evaluation of the important and necessary operations, especially in the field of quality, planning and effective institutional development (Al-Mobaideen, 2013: 692). Good performance of corporate performance in good performance. Institutional performance also reflects the ability of organizations to achieve their long-term and short-term goals, especially those that are represented by the goals of profits, continuity, and economic growth, which can be achieved through the availability of material and human resources (Abu Samra, 2017: 34). The concept of competitive performance refers to the outputs or

goals that organizations want to achieve, which reflect both the goals and the means needed to reach them. Institutional performance is also represented in the ability of organizations to accomplish tasks, achieve certain results, or produce good outputs (Muhammad and Saeed, 2017: 2).

So, institutional performance represents the integrated system for the production of the institution's work in light of its interaction with the elements of its internal and external environment (Abdul Rahman, 146: 2018). Institutional performance is based on a number of criteria, some of which are related to the organization's tasks, goals and aspirations, such as organization and planning, which is represented in (governance, management, planning, communication) and in the competitive business environment, the management of organizations must be rich in knowledge-oriented information (33: HAMAD, 2018). Institutional performance also includes the organization's interaction with the elements of the internal and external environment that threaten it, and the implementation of its work in accordance with performance standards, And to master the method of presenting these works to the customer in order to achieve the required service.

Institutional performance is a reflection of how the organization uses its material and human resources. And invest it with high efficiency and effectiveness and in a way that enables it to be able to achieve its objectives, accordingly, the institutional performance is the result of the interaction of two basic elements: the way in which the organization uses its resources, and that is meant by efficiency, and the results achieved from that use, which is effectiveness (Salman et al, 2021: 6715). It is clear that the institutional performance represents the relationship between the results and the effort expended in terms of money, time, etc, it is an expression of a certain level of achieved goals, whether strategic or operational, with a certain level of necessary resources or cost (Emhani, 2021: 80). Also, institutional performance is considered an integrated system for the output of the organization's business in light of its interaction with the elements of the internal and external environment (Novayanti et al, 2023: 2107).

In light of the foregoing, it can be noted that institutional performance is represented by the outputs or goals that organizations seek to achieve, and the means necessary to achieve them.

Second: Institutional Performance Dimensions:

It was based on the scale (Merjeh, 2018) to be adopted as dimensions of performance in the current study, and accordingly the dimensions are divided into the following:

1. Perform tasks:

It is the work performance behaviors practiced by working individuals that contribute to the achievement of the core operations of the organization directly (by implementing part of its technological process) or indirectly (by providing it with the required materials or services) (Viswesvaran & Deniz, 2000:218). Task performance is the efficiency with which working individuals perform activities that are officially recognized as part of their jobs (20_21: Hunthausen, 2000). Institutions must receive qualified personnel who perform the work in an outstanding manner, and achieve high levels of performance, and they must have a special place in the institution and be viewed positively, as they are considered a clear indicator of achieving institutional performance (Şahina & Yozgat, 2017:157). In a way that contributes to supporting the basic technology of the organization, and the performance of tasks includes three important aspects, as follows (Akca, 2017:12).

First : it reflects basic transformational activities such as completing work-related tasks.

Second: It reflects aspects that serve transformational activities, such as avoiding mistakes in work.

Third: written and oral communications.

The performance of tasks reflects the manner in which the working individuals perform the activities assigned to them, this dimension of performance refers to the intrinsic capabilities of the individual, That is, related to the extent to which the specific duties of the individual worker are completed and the fulfillment of the responsibilities mentioned in the job description, and performing the formal requirements of the job that directly affect the performance evaluation of the individual working within the organization (KALE, 2020:103).

2. Contextual performance:

Behaviors that do not support the technical essence of the institution, but rather support the psychological and social environment in which the technical operations take place, The term contextual performance appeared for the first time in (1990), based on research contributions in (organizational citizenship behavior, social organizational behavior) (Edwards et al, 2008:444). Contextual performance indirectly contributes to organizational performance by facilitating the performance of tasks (Sonnentag et al, 2010:429). Also, contextual performance includes five behaviors practiced by individuals working to develop institutional performance (Borman & Motowidlo, 1993), which are: (Reilly, 2012:4).

- 1- Volunteering to carry out activities that exceed the requirements of the official position of the working individual.
- 2- Perseverance, enthusiasm and application to complete the requirements of the necessary tasks.
- 3- The initiative to help others.
- 4- Follow the established rules and procedures, even if they are inconsistent with their orientations.
- 5- Defending the objectives of the organization.

Conscience, personal support, organizational support, sacrifice, voluntary work, and perseverance are some of the activities and roles pursued by working individuals within the contextual performance concept (Akca, 2017: 12). The concept of contextual performance is linked to being positive and beneficial human behaviors (Şahina & Yozgat, 2017:157). Contextual performance and cooperation behaviors are expected to increase the effectiveness of teamwork, improve monitoring and organizational coordination, reduce friction between working individuals, as well as enhance the psychological and social context that facilitates work performance (Palenzuela et al, 2019: 116). Contextual performance also includes those behaviors that contribute to organizational performance by providing a good work environment in which task performance can occur (Aryania & Widodob, 2020:2702). (Ling ,2020:4) indicated that contextual performance differs from task performance in four aspects, namely:

- A- The contextual performance does not support the technical essence of the organization, but rather supports the psychological and social environment, while the performance of tasks supports the basic technical operations of the organization and is linked to its technical nucleus.
- B- The contextual performance activities are similar in all jobs and organizations, regardless of the organization or position, there are cooperative behaviors voluntarily helping and cooperating, while task performance activities are devoted only to the completion of the specific work and not others.
- C- The contextual performance activities vary according to the personal characteristics and motivational factors of the working individuals, while the task performance activities vary according to the cognitive and cognitive skills and abilities of the individual.
- D- Contextual performance is estimated behaviors that are less likely to be described and not mentioned in the job description, while the performance of tasks is declared formally and explicitly as part of the roles decided by the institution within the job description.

3. Performing deviant behavior:

Organizational deviant behavior has become the subject of interest for many writers and researchers in the twenty-first century. They have exerted great efforts to know and understand this behavior in order to take deterrent measures against it, as it causes many problems for employers. Bennett & Robinson (1995) define deviant behavior as “voluntary behavior that violates important organizational norms and thus threatens the welfare of the organization, its members, or both” (Viswesvaran & Deniz, 2000:218). There are also some studies that indicated that deviant work behavior consists of two dimensions: (organizational deviation, which includes trespassing on the property of the organization and taking it without obtaining permission, And doing poor quality work) and the second dimension (deviation in interpersonal relations, including behaving immorally towards other workers, theft, absence, and safety violations (Jones, 2009:526). (MacLane & Walmsley,2010:63) referred to the study of (Bennett, 2000 & Robinson) in which they referred to two aspects of deviation in the workplace (the first is the deviation directed towards colleagues, and the second that targets the workplace). The first includes ill-treatment, brutality or physical assault, the second could be intentional, because the behaviors emanating from its practitioners are inconsistent with the standards of the institution and involve the possibility of harming it. (Abdul Rahim et al) and his colleagues indicated that these behaviors share some characteristics, which are as follows: (Abdul Rahim et al, 2012:125)

- a. These behaviors violate important organizational standards and threaten the safety of the organization, its personnel, or both.
- b. It violates the norms and values prevailing in the institution or society, or both.
- c. It results in negative consequences for the organization, the individuals working in it, or even the people who have direct contact with the organization.

In light of the foregoing, we would like to show that educational institutions should take into account several aspects in attracting working individuals. In addition to taking into account the existing workers and providing them with support to avoid deviant behavior and gain their satisfaction and ensure that they perform their duties with accuracy and dedication. **The following figure shows the nature of the relationship between job integration and institutional performance :**

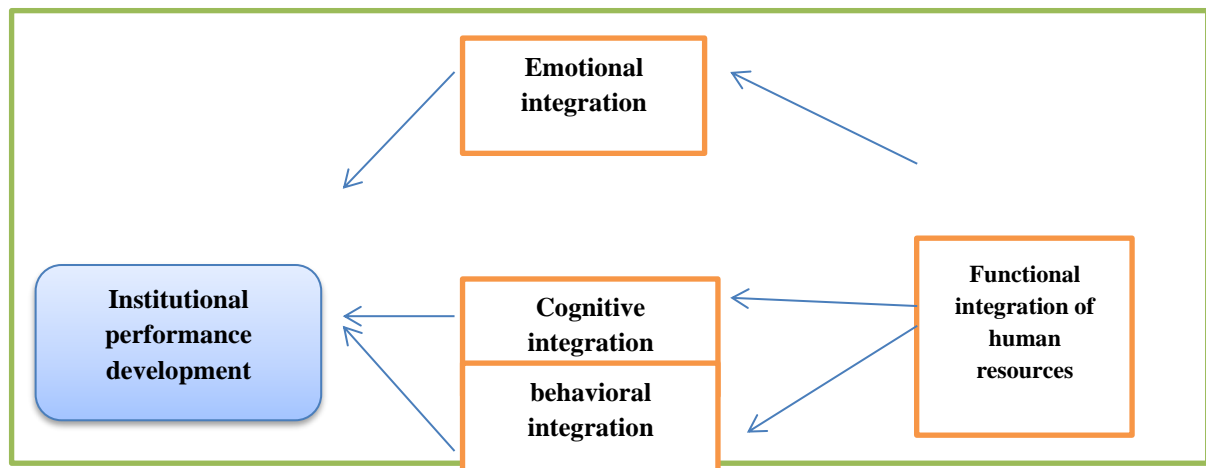


Figure (1) The relationship between job integration and institutional performance development
Source: prepared by the two researchers.

THE THIRD TOPIC: THE PRACTICAL SIDE

Analysis and diagnosis research variables and testing research hypotheses according to descriptive statistics methods

The third topic aims to document the results of the statistical analysis of the data obtained by the researchers as a result of surveying the opinions of a sample (119) of workers in a sample of tourism education institutions in Iraq, about research variables (functional integration, institutional performance) and their dimensions, using appropriate statistical methods and measures (descriptive and inference).

First: Verify the search measurement tool

The researchers used ready-made scales from previous studies, where the scale of the study (Amin and Muhammad, 2022) was adopted as a measure adapted to the independent variable, functional integration, and through (21) items represented by three dimensions (emotional integration, cognitive integration, behavioral integration). The researchers used ready-made scales from previous studies, where the scale of the study (Amin and Muhammad, 2022) was adopted as a measure adapted to the independent variable, functional integration, and through (21) items represented by three dimensions (emotional integration, cognitive integration, behavioral integration):

a- virtual validity test:

Virtual honesty is one of the best tests to build and test (metrics of scientific and administrative research), and in particular when it is based on the honesty of experts and arbitrators in the field of specialization (organizational behavior, strategic management, human resources, organization theory). The researchers distributed the (questionnaire) to them (10), so they expressed their opinions and observations about its suitability for measuring the researched variables, I have shown some directives and modifications in a manner commensurate with the work environment of the Iraqi Tourism Authority, the required modifications were carried out by them with scientific and administrative accuracy, and paragraphs were modified according to their point of view, until the questionnaire reached the achievement of the objectives of the study, which showed its readiness for distribution in its final form.

b- Test of validity of the questionnaire:

Reliability is a statistical method used to measure the internal consistency of a group of items included in the questionnaire. As it indicates the extent to which it continues to give the same result for each time it is applied, under similar conditions, and the measure is considered inconsistent when it gives results that are different from the previous results. Thus, through consistency, it is ensured that the questionnaire will give the same result every time that tool is applied (Shiraz, 2015: 257). In testing the validity of the internal consistency and stability of the study questionnaire, the researchers relied on the (Cronbach's alpha) coefficient to measure the internal consistency and the ability of the paragraphs included in the questionnaire to measure the same thing, which should be the Cronbach's alpha coefficient greater than (0.70).

Table (1) showed the results of the test, the overall stability coefficient of the questionnaire, which included (42) items ($\alpha = 0.935$) for the questionnaire and through its two main variables, While the stability of the study variables represented by the independent variable, job integration (0.849), and institutional performance (0.885) as a dependent variable, This result proves that the scale has credibility and stability from good to excellent, as the results indicate that the questionnaire and all its axes enjoy a high and acceptable degree of stability, and therefore it can be adopted in conducting the statistical analysis of the study.

The researchers resorted to testing the reliability coefficient by the semi-partition method due to the length of the paragraphs (42) items, so the reliability coefficient for the first individual part of the questionnaire represented by (21) items was (0.902), while the midterm segmentation coefficient for the second individual part of the questionnaire across (21) items was (0.885), While the correlation coefficient of the first and second parts of the questionnaire was strong (0.689), as for the dimensions of job integration, the stability coefficient ranged (0.817-0.708), and at the level of institutional performance dimensions (0.750-0.724), all of which are statistically acceptable.

Table (1) measures the validity and reliability of the items of the study scale

| variable | Measurement dimensions | code | The number of paragraphs | Alpha Crew Nabach dimension factor | Alpha Crowe Nabach coefficient for variables |
|---|--------------------------------|--|--------------------------|------------------------------------|--|
| Functional integration | Emotional integration | SHV | 7 | 0.817 | 0.849 |
| | Emotional fusion | orgl | 7 | 0.776 | |
| | behavioral integration | DSER | 7 | 0.733 | |
| the performanceInstitutional | perform tasks | TASM | 7 | 0.750 | 0.885 |
| | contextual performance | CONTP | 7 | 0.724 | |
| | Deviant passive work behaviour | NGBJ | 7 | 0.725 | |
| The stability of the overall resolution | 0.935 | | | | |
| The correlation coefficient of the two halves of the resolution | 0.689 | | | | |
| Cronbach's alpha coefficient of the halfthe first(21) | 0.902 | Cronbach's alpha coefficient of the halfthe second(21) | | 0.885 | |

Source: Prepared by the two researchers based on the results of the statistical analysis

C- Exploratory factor analysis:

Exploratory factor analysis represents a research methodology on which to summarize the multiplicity of measured variables and reduce them to (one latent variable, two latent variables, or a small number of latent variables), this reduction contributes to solving some of the problems of statistical analyzes based on multiple variables, whether they are variables (dependent, independent, or intermediate), as it is required that the variables be limited in number, and do not repeat the same information (be independent and not highly correlated with each other), and this is provided by the exploratory factor analysis (Tigza, 2012: 21).

Factorial analysis has steps such as analyzing the matrix of correlations between the measured variables, extracting factors, And rotation to obtain meaningful factors, as well as calculating the factorial scores for each element, and analyzing the adequacy of the sample size, represented by the Kaiser-Meyer-Olsen test, according to the following conditions (Haire et al., 1998):

- The sample is of appropriate size if the (KMO-Test) value is greater than (0.50).
- Factors that have saturations (0.40) are stable and consistent.

- c. The value of the latent root should not be less than (1.000).
- d. The value of the covariance between paragraphs or variables should not be less than (0.60).

In order to fulfill the above four conditions, and as shown in the results of Table (2), the degree of excellence is determined by extracting the rotated component matrix to find the highest saturation percentages at the dimension level, all paragraphs of the questionnaire achieved sufficient saturation rates for each variable of the study and with two factors, the researchers see the emergence of these results due to the compatibility of the answers of those concerned (a sample under study) with the content of the questionnaire paragraphs (42), in addition to its size (119) observations.

Table (2) Internal honesty coefficients and Barlett's test (KMO)

Source: Prepared by the two researchers based on the results of the statistical analysis.

| dimensions | Corrected Item Total Correlation | | | | | |
|------------------------|----------------------------------|----------------------------------|-----------------------------|-----------------------|---------------------------------|---------------------|
| | The first factor after rotation | The second factor after rotation | The root of the discrepancy | Explained discrepancy | Extracted average variance | Composite stability |
| Emotional integration | 0.684 | 0.332 | 3.66 | 33,326 | Functional integration | |
| Cognitive integration | 0.712 | 0.062 | 3,230 | 29,363 | 0.631 | 0.877 |
| behavioral integration | 0.779 | 0.018 | 6,896 | 62.689% | the performanceInstitutional | |
| perform tasks | 0.432 | 0.796 | | | 0.544 | 0.826 |
| | | | | | sample size adequacy test (KMO) | Telett bar test |
| contextual performance | 0.079 | 0.893 | | | 0.877 | 712,535 |
| deviant work behaviour | 0.174 | 0.889 | | | Moral | degrees of freedom |
| | | | | | 0.000 | 55 |
| | | | n | 119 | | |

The researchers used the (Kaiser-Meyer-Olken) (KMO-Test) as a criterion to identify the adequacy of the sample size to conduct the confirmatory and exploratory factor analysis, as the sample size (119) observations in tourism educational institutions appear sufficient and appropriate, allowing the analysis to be conducted.

1. The test value was (KMO = 0.877), with a significant level (Sig = 0.000), and thus the resolution is suitable for statistical analysis, with the value of the Bartlett test (Ki-square = 712.535), and with a degree of freedom (55).
2. Through the components matrix that reduced the variables by two factors, the factor saturation rates ranged (0.893-0.432) for the workers after the recycling process, and all of them are greater than the required saturation percentage (%40).
3. While the value of (Total Variance Explained) was (%62.689) for the model, while the results of Table (2) show the latent root value (Eigenvalues) associated with the linear elements (dimensions) before and after the extraction process and after the rotation process, After the process of extraction (extraction), the first worker was able to explain (%33.326) of the total variance with a latent root value of (3.666). While the second factor explained (%29.363), with a latent root (3.230), so that the total interpretation is greater than (0.60), Since the total root potential of the factors is (6.896), which is greater than the correct one, To confirm the strength of the dimension's association with the variable to which it belongs, and actually measure it, but after rotation, the total explained variance became (%62.689).
4. The value of the composite stability for the independent variable, functional integration, was (0.877), and for institutional performance (0.826), which is greater than the required value (CR>0.7) , While the value of the average extracted variance for the independent variable was (0.631) and for the dependent variable (0.544), which is greater than the required minimum value (0.50). From all of the foregoing, the researchers have fulfilled the conditions of the exploratory factor analysis of the study variables, through the rotation matrix of the explained variance, factor saturation, and latent root values, as well as the Kaiser-Meyer-Olsen test, Thus, the scale is eligible for testing by confirmatory factor analysis.

First: Analyzing the correlation between job integration and institutional performance:

Testing the first main hypothesis (there is a significant direct correlation between job integration in general and its sub-dimensions with institutional performance), as table (3) shows the results as follows:

- 1- Emotional integration achieved three soft positive correlations, and one inverse correlation, so its correlation with the dependent variable institutional performance (0.502**) was direct positive and strong at the level of significance (0.000), and with the performance of tasks (0.484 **) positive direct correlation, and with contextual performance (0.414 **) direct positive correlation, as for the level of the relationship between emotional integration with deviant work behavior, the relationship was inversely negative (-0.454**), of medium strength, and all four relationships were less than a significant level (0.05).
- 2- The cognitive integration achieved three direct significant correlations and one significant inverse correlation relationship, as the relationship of cognitive integration with the performance of tasks in the first order (0.335**) was medium, and with institutional performance as a whole (0.316**) at the level of significance (0.000), and with contextual performance (0.222*) weak at the level of significance (0.015) , as for the relationship of cognitive integration with deviant work behavior, it was an inverse relationship (0.284*-), weakly significant, noting that all relationships were below a significant level of less than (0.05).
- 3- Behavioral integration achieved three direct positive correlations, with the performance of tasks (0.355**) of medium strength in the first order at the level of significance (0.000), and with overall institutional performance (0.282**) of weak strength at the level of significance (0.002) , And with the contextual performance (0.213*), the strength is weak at the level of significance (0.020), while behavioral integration was not associated with deviant behavior due to the fact that the relationship between them (-0.169) at the level of significance (0.067), which is greater than the level of significance (0.05).
- 4- Job integration achieved four correlations with institutional performance in general and its dimensions, three of which were directly positive, and the fourth was inverse. The strongest relationship was with task performance (0.563**), strong and direct , and with overall institutional performance (0.515**) strong, and with contextual performance (0.396**) direct average , While the inverse relationship was negative (-0.437**) of medium strength with deviant work behavior, as the researchers noticed any increase in interest by tourism education institutions by one unit, this increase will increase their interest in performing tasks, contextual performance, and institutional performance in general, And that this interest in job integration will reduce deviant work behavior to the same extent as its inverse correlation with job integration, and from all of the above, the first main hypothesis is accepted (there is a direct correlation with significant significance between job integration in general and its sub-dimensions with institutional performance).

Table (3) The correlation between job integration and institutional performance

P<0.01, P*<0.05**

| the sample | | Emotional integration | Cognitive integration | behavioral integration | Functional integration |
|------------|------------------------------|-----------------------|-----------------------|------------------------|------------------------|
| 119 | perform tasks | 0.484** | 0.335** | 0.355** | 0.563** |
| | | 0.000 | 0.000 | 0.000 | 0.000 |
| | contextual performance | 0.414** | 0.222* | 0.213* | 0.369** |
| | | 0.000 | 0.015 | 0.020 | 0.000 |
| | deviant work behaviour | -0.454** | -0.284** | 0.169 | -0.437** |
| | | 0.000 | 0.002 | 0.067 | 0.000 |
| | the performanceInstitutional | 0.502** | 0.316** | 0.282** | 0.515** |
| | | 0.000 | 0.000 | 0.002 | 0.000 |

Source: Prepared by the two researchers based on the results of the statistical analysis.

Second: Analysis of the impact of job integration on institutional performance:

The second main hypothesis was formulated (there is a significant positive effect of job integration in general and its sub-dimensions on institutional performance). In order to verify the validity of the hypothesis or not, the simple linear regression model was implemented, based on the indicators of the tabulated (T) value (1.96), and the tabulated (F) value (3.841) at the level of significance (0.05) to reject and accept the hypotheses, for the second main hypothesis as follows:

- 1- It can be seen from the results of Table (4), an effect model of the independent dimension (emotional integration) on the dependent variable (institutional performance), below the level of significance (sig = 0.000). It is smaller than the significance value (0.05), and in terms of the calculated (F) value (39.434), which is greater than its tabular value (3.841), while the calculated (T) test value was (6.280) for the beta value , it is higher than its tabulated value at the same level of

significance (0.05), while the value of the coefficient of determination ($R^2 = 0.252$) of the model indicates that the independent dimension of emotional integration explains its value (%25.2) of the changes that occur in the institutional performance of tourism education institutions. The remaining percentage (%74.8) of the interpretation model is attributed to other variables that were not included in the tested model.

The value of the standard marginal slope was ($\beta = 0.502$), that is, the change of one unit in the emotional integration of interest and improvement by tourism education institutions, will cause interest in institutional performance by (%50.2), as this result provides sufficient support to accept the first sub-hypothesis of the second main hypothesis (the existence of a significant and statistically significant effect of emotional integration in institutional performance), and it is an acceptable and reliable effect, with a standard error value (0.044), and with the predictive regression equation model:

$$\text{(emotional fusion) } 2,657+0.502= \text{institutional performance}(Y)$$

Table (4) a summary of indicators of the impact of job integration on institutional performance

| Functional integration | R | R ² | F | T | Sig | β | α | Se | institutional performance |
|------------------------|------|----------------|--------|-------|------|---------|----------|-----|---------------------------|
| | .502 | .252 | 39,434 | 6,280 | .000 | .502 | 2,657 | 044 | |
| Acceptable | | | 119 | | n | 118 | 117 | 1 | DF |

Source: Prepared by the two researchers based on the results of the statistical analysis.

From the results of Table (4), the researchers note that there is an effect model for the independent dimension (cognitive integration) on the dependent variable (institutional performance), below the level of significance ($\text{sig} = 0.000$). It is smaller than the significance value (0.05), and in terms of the calculated (F) value (12.951), which is greater than its tabular value (3.841), while the calculated (T) test value was (3.599) for the beta value, it is higher than its tabular value at the level of significance (0.05), and the value of the coefficient of determination ($R^2 = 0.100$) of the model indicates that the independent dimension of cognitive integration explains its value (%10) of the changes that occur in the institutional performance in tourism education institutions, the remaining 90% of the interpretation model is attributed to other variables that were not included in the tested model.

While the value of the standard marginal slope was ($\beta = 0.316$), meaning that the change of one unit in cognitive integration is an interest and improvement by the Commission, it will cause an interest in institutional performance by (%31.6), as this result provides sufficient support to accept the second sub-hypothesis of the second main hypothesis (the existence of a statistically significant effect of cognitive integration in institutional performance), which is considered an acceptable effect, with a standard error value of (0.056), and with the predictive regression equation model:

$$\text{(cognitive fusion) } 2,944+0.316 = \text{institutional performance}(Y)$$

Table (5) a summary of indicators of the impact of cognitive integration on institutional performance

| Cognitive integration | R | R ² | F | T | Sig | β | α | Se | institutional performance |
|-----------------------|------|----------------|--------|-------|------|---------|----------|------|---------------------------|
| | .316 | .100 | 12,951 | 3,599 | .000 | .316 | 2,944 | .056 | |
| Acceptable | | | 119 | | n | 118 | 117 | 1 | DF |

source: Prepared by the two researchers based on the results of the statistical analysis.

3- From the results of Table (5), the researchers note that there is an effect model for the dimension (behavioral integration) on the dependent variable (institutional performance), below the level of significance ($\text{sig} = 0.002$), it is smaller than the significance level (0.05), and in terms of the calculated (F) value (10.111), which is greater than its tabular value (3.841), while the calculated (T) test value was (3.180) for the beta value. It is higher than its tabulated value at the same level of significance (0.05), while the value of the coefficient of determination ($R^2 = 0.080$) of the model indicates that behavioral integration explains what is worth (%8) of the changes that occur in the institutional performance in tourism education institutions, While the remaining percentage (%92) of the interpretation model is attributed to other variables that were not included in the tested model.

While the value of the standard marginal slope was ($\beta = 0.282$), that is, the change of one unit in the behavioral integration of interest and improvement by tourism education institutions, will cause interest in institutional performance by (%28.2). These results provide sufficient support to accept the third sub-hypothesis of the second main hypothesis (the existence of a statistically significant effect of behavioral integration on institutional performance), which is considered an acceptable effect, with a standard error value of (0.053), and by the predictive regression equation model:

(behavioral fusion) $3,108+0.282=$ institutional performance(Y)

Table (6) a summary of indicators of the impact of behavioral integration on institutional performance

| behavioral integration | R | R ² | F | T | Sig | β | α | Se | institutional performance |
|------------------------|------|----------------|--------|-------|------|---------|----------|------|---------------------------|
| | .282 | .080 | 10.111 | 3,180 | .002 | .282 | 3,108 | .053 | |
| Acceptable | | | 119 | n | 118 | 117 | 1 | DF | |

Source: Prepared by the two researchers based on the results of the statistical analysis.

- 4- It is clear from the results of Table (6), that there is an effect model for the variable (functional integration) on the dependent variable (institutional performance), below the level of significance ($\text{sig} = 0.000$), It is less than the level of significance (0.05), and in terms of the calculated (F) value (42.293), which is greater than its tabular value (3.841), while the calculated (T) test value was (6.503) for the beta value, It is greater than its tabular value at the same level of significance (0.05), while the value of the coefficient of determination ($R^2 = 0.26.6$) for the model, This indicates that the influencing variable, functional integration, has explained a value of (%26.6) of the changes that occur in the institutional performance in tourism education institutions. From the interpretation model for other variables that were not included in the tested model.

While the value of the standard marginal slope was ($\beta = 0.515$), that is, the change of one unit in functional integration is an interest and improvement from tourism education institutions, and an interest in institutional performance will occur by (%51.5). As this result provides sufficient support to accept the second main hypothesis (there is a significant positive effect of job integration in general and its “sub-dimensions” on institutional performance), and it is considered an acceptable and statistically reliable effect, with a standard error value (0.062), and by the predictive regression equation model:

(functional integration) $2,187+0.515=$ institutional performance(Y)

Table (7) a summary of indicators of the impact of job integration on institutional performance

| Functional integration | R | R ² | F | T | Sig | β | α | Se | institutional performance |
|------------------------|------|----------------|--------|-------|------|---------|----------|------|---------------------------|
| | .515 | .266 | 42,293 | 6,503 | .000 | .515 | 2,187 | .062 | |
| Acceptable | | | 119 | n | 118 | 117 | 1 | DF | |

Source: Prepared by the two researchers based on the results of the statistical analysis.

And by resorting the researchers to multiple regression to find out the method (Backward), in order to identify any dimensions of functional integration impact on the institutional performance in tourism education institutions, as shown by the results of Table (7), the effect was particularly through cognitive integration, with a marginal tendency value (0.376) and a significant level (0.000), which is lower than the significant level (0.050), With a calculated (T) value of (4.594), while there was no effect of cognitive integration and behavioral integration on institutional performance, as the level of significance of their effect was (0.476 - 0.832), respectively, all of which were greater than the level of significance (0.05). The calculated value of (T) is (0.716 - 0.212), which is less than its tabular value (1.96), while the correlation coefficient of the model was (0.585), and the value of the multiple regression coefficient is (0.342), while the value of (F) calculated for the model was (30.142), The value of the modified interpretation coefficient is (0.331), which indicates that the independent variable, emotional integration, explains (%33.1) of the changes that occur in the institutional performance of tourism education institutions.

Table (8) the multiple impact of job integration dimensions on institutional performance

| the sample | Moral | t value | standard error | impact coefficient | The Independent | affiliate |
|-----------------|----------------|---------|----------------|--------------------|------------------------|-----------|
| 119 | 0.000 | 4,594 | 0.045 | 0.376 | Emotional integration | <--- |
| | 0.832 | 0.212 | 0.060 | -0.004 | Cognitive integration | <--- |
| | 0.476 | 0.716 | 0.055 | -0.038 | behavioral integration | <--- |
| AR ² | R ² | R | α | Sig | F | |
| .331 | .342 | .585 | 2,136 | 0.000 | 30,142 | |

Source: Prepared by the two researchers based on the results of the statistical analysis.

CONCLUSIONS:

The research included the practical conclusions of the research, derived from the applied side and a summary of the research results, which were expressed through practical conclusions based on statistical analysis in tourism education institutions. The results of the statistical analysis showed a set of conclusions for the variables that were searched for by their dimensions, and their relationships to each other, directly and indirectly, which were as follows:

- 1- Tourism education institutions try to invest in human resources and improve their emotional integration to improve the level of their institutional performance, as they consider them a tool for coordinating and unifying the efforts of their members towards achieving their strategic goals.
- 2- Tourism education institutions rely on the knowledge integration of human resources to enhance their institutional performance in an acceptable manner, especially through careful planning of its human resources and achieving a balance between the requirements of current jobs and the capabilities of the individuals working in them, which allows them to expand knowledge and experience and acquire new knowledge.
- 3- It has been proven that those in charge of managing tourism education institutions employ the behavioral dimension in enhancing their institutional performance, especially when integrating the goals of their departments and branches with each other to achieve their current and future goals, As well as encourage the behavior of working individuals that integrate knowledge, experience and skill, and reach advanced stages of cooperation and synergy at the level of individuals and departments.
- 4- Tourism education institutions have proven their keenness to perform the tasks entrusted to them as part of their activities and work there, supporting them with reward programs and systems commensurate with the tasks expected to be accomplished and developing their ability to assume responsibility, in light of their compatibility between their energies and objectives and raising the level of their institutional performance.
- 5- Tourism education institutions invest their members in the context by contributing to presenting new ideas and constructive proposals, and work to bridge the outputs of the Commission, as well as direct them to engage in volunteer work and tasks and accept more responsibilities.
- 6- It has been proven that the staff of tourism education institutions are trying to avoid adopting negative behavior at work in a large way, in order to enhance the performance of their institutions, By spending most of the time thinking about work matters, taking breaks of no more than the time allowed only within narrow limits, And avoid manifestations of fraud, deceit, and underestimation of co-workers, and stay away as much as possible from being late when coming to work.
- 7- Tourism education institutions try to enhance their institutional performance, by employing functional integration mainly, as well as investing in emotional integration in improving the performance of their institutions.

RECOMMENDATIONS:

The research included the recommendations reached by the researchers based on the previous conclusions, which are as follows :

- 1- Tourism education institutions should pay additional attention to the emotional integration of working individuals in order to improve the level of their institutional performance, according to the following mechanisms:

- a- Clarifying the vision of tourism education institutions for everyone and facilitating the decision-making process and its implementation, leading to the adoption of a development policy commensurate with the alternatives and resources it possesses, and thus enhance emotional integration.
 - b- Ensuring the participation of efficient and creative personnel in the organization's operations, and this will contribute to enhancing their feeling that they are part of the organization.
 - c- Adopting a policy of promoting emotional integration as a tool for coordinating efforts between departments, units and individuals, in a way that achieves the objectives of the Authority in both the short and long term.
- 2- Tourism education institutions should apply learning methods and encourage knowledge sharing as a supportive tool for their basic capabilities through:
 - a- Provide the appropriate opportunity for its members to acquire knowledge and improve experience and skill so that they can occupy administrative positions according to their career path with transparency and objectivity.
 - b- Providing the latest technology and information technologies that reduce waste and loss.
 - 3- Tourism education institutions should encourage and motivate their cadres to ensure behavioral integration in a positive and flexible manner in enhancing their institutional performance through:
 - a- Encouraging behaviors aimed at integrating knowledge and experience with available jobs.
 - b- Spreading the spirit of cooperation and harmony between departments and units in order to achieve synergy and integration in their work.
 - c- Formation of work teams from different departments when dealing with emergency problems, and when assigning new tasks that are qualitatively different from the previous ones.
 - 4- Tourism education institutions must ensure that they perform the tasks entrusted to their members to the fullest, and benefit from their institutional performance in a more efficient, effective and productive manner, through:
 - a- Alignment between human resources and the desired goals of human resources.
 - b- Developing the ability of the members of the commission to take responsibility when facing emergency problems.
 - c- Training courses to increase the efficiency of its members' performance in quantity and quality.
 - 5- Emphasis on tourism education institutions paying attention to the contextual performance of their members, in order to increase the level of their institutional performance, by using:
 - a- Fostering the spirit of volunteerism among the members of the Commission by assuming responsibilities and carrying out additional work and activities with a material and moral reward because of its impact on improving the output of the institution and enhancing its image when talking about its reputation in front of external parties.
 - b- Encouraging a spirit of cooperation and altruism and not interfering with the privacy of others, extending a helping hand to new colleagues and those in the process of completing their work, spreading informal relations between departments, units and members of the authority to overcome routine joints and cumbersome procedures and reduce time and effort.
 - 6- Tourism education institutions should promote positive behaviors at work and limit the adoption of abnormal behaviors, because of their negative role in discouraging their institutional performance, through:
 - a- Ensure adherence to work time and rest hours, waste time on things that are far from the spirit of achievement, and resort to methods that waste time and hinder the completion of the main tasks of its staff.
 - b- Avoiding, as much as possible, the practice of tricks, deceit, fraud, and sarcasm towards colleagues and authority, because they lead to the spread of personal and organizational diseases, reduce cooperation, and spread hatred and loathing among its cadres.
 - 7- Tourism education institutions should enhance their performance in terms of quality and quality by giving additional attention to functional integration, especially when participation is directed through emotional integration in improving the level of activities and tasks performed by its employees and in a way that shows real positive results that increase its success.
 - 8- Tourism education institutions should invest the functional integration of workers in improving their performance directly.

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