



The Role Of Human Resources Management Practices In Achieving Job Satisfaction Among Faculty Members In Palestinian University

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ABSTRACT

This study aimed to analyze the impact of human resource management (HRM) practices on job satisfaction among faculty members in Palestinian universities. The study focused on five key HRM dimensions: human resource planning, recruitment and selection, training, performance appraisal, and compensation, as well as their impact on job satisfaction as a dependent variable. A descriptive analytical approach was employed, and data was collected through a questionnaire administered to a sample of 127 faculty members. The findings revealed a significant positive impact of each of these HRM dimensions on the level of job satisfaction among the faculty. The study demonstrated that effective HR planning, efficient recruitment and selection processes, continuous training, fair and transparent performance appraisal, and appropriate compensation all significantly contribute to enhancing job satisfaction among academic staff in Palestinian universities. The study concluded that strengthening HRM practices could foster a supportive and motivating work environment, leading to improved institutional performance and higher educational quality.

Keywords: Human Resource Management, Job Satisfaction, Faculty Members, Palestinian Universities, HR Planning, Recruitment and Selection, Training, Performance Appraisal, Compensation.

Introduction:

Today, institutions and business organizations face significant challenges that have imposed themselves on both the internal and external work environments. Organizations cannot operate effectively without understanding their internal strengths and weaknesses, as well as recognizing external opportunities and threats. Human Resources Management (HRM) is one of the most interactive departments with both its internal and external environments, as the human element is the foundation for building and developing organizations, and upon it depends their success or failure (Abu-Mahfouz, 2019; Manzoor et al., 2019). HRM practices involve assessing the organization's needs for human resources, followed by attracting, selecting, hiring, training, evaluating performance, and providing compensation to achieve the desired goals. These practices have led institutions to increasingly focus on HRM to gain a competitive advantage (Lim & Ahmad, 2021).

As a result, both public and private organizations have started to establish rules, principles, and guidelines that ensure proper working conditions and meet the needs and aspirations of employees. These efforts aim to guide employee behavior and activities, and to develop their skills to ensure increased productivity, efficiency, and quality (Mira et al., 2019). Consequently, institutions are searching for mechanisms to secure the best

human resources and the most competent individuals by creating a positive environment that supports work effectiveness, commitment, and loyalty to the institution (Nguyen, Harris & Ng, 2020).

Achieving employee job satisfaction has become a vital priority for all organizations due to its significant role in improving organizational performance, continuity, and success (Chieng, Arokiasamy, & Kassim, 2019). To achieve sustainability in a highly competitive business environment, organizations need to adopt appropriate HRM practices that enhance employee job satisfaction and provide significant advantages. Thus, organizations must consider providing a suitable environment that enables individuals to achieve satisfaction with their work, as these are the places where they spend most of their daily hours (Easa & Orra, 2021).

The literature reveals that positive HRM practices lead to increased job satisfaction, which in turn contributes to increased productivity and cost efficiency within universities. For example, a study focusing on HRM practices and organizational commitment found that work engagement serves as a mediating factor in the relationship between HRM practices and job satisfaction among university employees (Salahat, 2017). This suggests that effective HRM not only meets the immediate needs of employees but also fosters long-term loyalty and commitment to the institution (Salahat & Abdul Majid, 2017).

This study discusses the significant impact of HRM strategies on the job satisfaction of faculty members in Palestinian higher education institutions. In light of ongoing social and political challenges, the importance of effective HRM practices is increasingly recognized for enhancing employee engagement and overall institutional commitment, thereby improving the academic environment and the quality of education offered. Research indicates that HRM practices—including recruitment, training, performance evaluation, and leadership styles—directly influence faculty satisfaction and productivity. Notably, transformational leadership has been shown to foster a supportive academic atmosphere, which, when coupled with effective HRM, can lead to increased job satisfaction among faculty members.

Research Problem

Human resource management (HRM) involves a set of policies, procedures, and practices related to managing the employees within an organization. HRM practices are considered a highly significant resource as they help the organization maintain its effectiveness. Due to intense competition among organizations, it has become essential for them to strive to achieve the highest possible level of employee satisfaction (Chieng, Arokiasamy, & Kassim, 2019).

HRM practices in Palestinian universities play a vital role in shaping job satisfaction among faculty members. Recent studies emphasize the importance of effective HRM strategies in enhancing employee engagement and overall organizational commitment within these educational institutions (Salahat & Abdul Majid, 2017). Research shows that HRM practices significantly impact job satisfaction and employee performance. For instance, the strategic implementation of HRM practices, such as recruitment, training, and performance evaluation, is crucial for fostering a positive work environment and increasing the engagement levels of faculty members (Lim & Ahmad, 2021).

Moreover, the literature reveals that positive HRM practices lead to increased job satisfaction, which in turn contributes to higher productivity and cost efficiency within universities. One study focusing on HRM practices and organizational commitment found that work engagement acts as a mediating factor in the relationship between HRM practices and job satisfaction among university employees. This suggests that effective HRM not only meets employees' immediate needs but also fosters long-term loyalty and commitment to the institution (Mira, Choong, & Thim, 2019).

The leadership styles adopted within the university environment also significantly affect the effectiveness of HRM practices. Research has shown that transformational leadership can enhance employee performance by promoting a culture of empowerment and engagement among faculty members (Nguyen, Harris, & Ng, 2020). Aligning leadership strategies with HRM practices is crucial for creating a supportive academic environment that prioritizes the well-being and satisfaction of faculty members (Wahyuni, Purwandari, & Syah, 2020).

Despite the positive relationships observed, several challenges hinder the implementation of HRM practices in Palestinian universities. Factors such as limited resources, political instability, and bureaucratic obstacles can impede the effective execution of HRM strategies, negatively affecting the satisfaction and engagement of faculty members (Easa & Orra, 2021).

Based on this, the research problem can be identified with the following main question: **Is there a role for**

HRM practices in achieving job satisfaction among faculty members in Palestinian universities?

This main question leads to the following sub-questions:

- Is there an impact of HRM planning on job satisfaction among faculty members in Palestinian universities?
- Is there an impact of recruitment and selection on job satisfaction among faculty members in Palestinian universities?
- Is there an impact of training on job satisfaction among faculty members in Palestinian universities?

- Is there an impact of performance evaluation on job satisfaction among faculty members in Palestinian universities?
- Is there an impact of compensation on job satisfaction among faculty members in Palestinian universities?

Significance of the Study

The significance of this study stems from the importance of HRM practices such as planning, selection, recruitment, development, training, evaluation, and incentives, which are vital managerial practices in all organizations. These administrative practices work to develop human capital, ensuring that employees are satisfied with their work, which in turn increases their commitment and loyalty to the organization. This leads to achieving the highest levels of performance, contributing to the organization's sustainability and success. Accordingly, the importance of the study can be highlighted as follows:

Scientific Significance

The scientific significance of the study lies in the importance of human resources, which are the backbone of the production process in organizations and the source of added value. Therefore, this study contributes to the development of Arab academic literature by providing a new study that clarifies the nature and direction of the relationship between HRM practices and achieving job satisfaction among faculty members in Palestinian universities. It also opens the door for researchers to conduct more in-depth studies in this field.

Practical Significance

The practical significance of the study comes from the necessity of examining HRM practices in Palestinian universities to identify gaps and errors and address them through a set of recommendations proposed at the end of the study. This, in turn, contributes to enhancing the efficiency of the human element among faculty members in Palestinian universities and measuring the extent to which HRM practices reflect on achieving job satisfaction.

Research Objectives

In light of the research questions, the objectives of the study are as follows:

1. To examine the impact of HRM planning on job satisfaction among faculty members in Palestinian universities.
2. To analyze the effect of recruitment and selection practices on job satisfaction among faculty members in Palestinian universities.
3. To evaluate the impact of training on job satisfaction among faculty members in Palestinian universities.
4. To assess the effect of performance evaluation on job satisfaction among faculty members in Palestinian universities.
5. To investigate the impact of compensation on job satisfaction among faculty members in Palestinian universities.

Study Limitations

- **Subject Matter Limitations:** This study will focus on identifying the role of human resource management practices in achieving job satisfaction.
- **Geographical Limitations:** The application of the study will be limited to faculty members in Palestinian universities.
- **Human Limitations:** The current study will be limited to a simple random sample of administrators and employees among the faculty members in Palestinian universities.
- **Temporal Limitations:** This study will be conducted during the 2024 academic year.

Literature Review

The topic of human resource management (HRM) in higher education institutions has gained significant attention in recent years, particularly in the context of Palestinian universities. Several studies have explored various aspects of HRM practices, their impacts, and the challenges faced by universities in this region.

Abu Teir and Zhang (2016) conducted a study focusing on the current practices of HRM in higher education institutions in Palestine. They proposed a model for HRM in these institutions and examined the implementation of this model across various educational institutions in the region. The study highlighted the variability in the application of HRM practices across different institutions, with some practices receiving more attention than others. The findings suggest that there is a need for further development and standardization of HRM practices in Palestinian higher education to improve their overall effectiveness.

Abu Amuna et al. (2017) investigated the reality of electronic HRM (e-HRM) in Palestinian universities in the Gaza Strip. Their study revealed that while there is a general awareness of the importance of e-HRM, its implementation varies significantly between universities due to differing priorities, development plans, and

resources. The study emphasized the need to enhance the administrative structures of universities to better accommodate the transition to electronic management systems, which can reduce costs and improve the efficiency of HRM processes.

Jouda, Ahmad, and Dahleez (2016) examined the impact of HRM practices on employee performance at the Islamic University of Gaza. Their research found that HRM practices, including recruitment and selection, training and development, compensation and incentives, and performance appraisal, positively influence employee performance. The study underscores the importance of developing HRM practices that can enhance the effectiveness and sustainability of higher education institutions in Palestine.

Aboramadan et al. (2020) explored the relationship between HRM practices and organizational commitment in Palestinian universities, with a particular focus on the mediating role of work engagement. Their findings indicated that HRM practices significantly impact organizational commitment, and work engagement serves as a crucial mediator in this relationship. This study highlights the importance of utilizing HRM practices to foster positive work-related attitudes and enhance organizational commitment among employees in higher education.

Salahat and Katalu (2023) investigated the impact of HRM practices and leadership styles on the performance of administrative-office staff in Palestinian universities. The study found that while HRM practices positively influence staff performance, leadership styles (specifically transformational and transactional leadership) did not have a significant impact. This suggests that while HRM practices are crucial for improving employee performance, other factors may need to be considered when examining the influence of leadership styles in this context.

Horoub and Zargar (2022) focused on the effects of empowering leadership on job satisfaction among academic staff in Palestinian universities. Their study, conducted in the aftermath of the COVID-19 pandemic, highlighted the critical role of leadership in maintaining employee satisfaction during times of crisis. The study found that empowering leadership, alongside leader-member exchange (LMX) and trust in the leader, significantly contributes to job satisfaction, emphasizing the importance of leadership in the academic setting, especially during challenging periods.

Aboramadan, Dahleez, and Hamad (2021) explored the role of servant leadership in higher education and its impact on work engagement and affective commitment among academics. The study found that servant leadership positively influences affective commitment and that job satisfaction mediates the relationship between servant leadership and both work engagement and affective commitment. This research underscores the potential benefits of servant leadership in enhancing the work environment and organizational outcomes in higher education.

Dasanayaka et al. (2021) examined the impact of the performance appraisal process on job satisfaction among academic staff in higher education institutions. Their study, based on data from a major UK university, found that the current performance appraisal system, which is heavily focused on research rather than teaching, does not adequately link staff performance with promotions, salary increases, or rewards. The study suggests that dissatisfaction with the appraisal process is common and calls for further research to improve the alignment of performance appraisal systems with both teaching and research responsibilities.

Alruwshid (2021) investigated the job satisfaction levels of faculty members at Aljouf University and their relationship with achievement motivation. The study found a high level of job satisfaction among faculty members, which was positively correlated with their motivation to achieve. The research emphasized the importance of providing mechanisms and policies that enhance job satisfaction and, consequently, achievement motivation, such as fair incentive systems based on productivity and competence.

These studies collectively highlight the critical role of HRM practices in shaping various outcomes in higher education institutions, such as employee performance, job satisfaction, and organizational commitment. They also underscore the need for continued research and development of HRM practices, leadership strategies, and performance appraisal systems to better meet the needs of employees and enhance the overall effectiveness of higher education institutions in Palestine and beyond.

Study Methodology

The researcher will employ the **descriptive-analytical method** as the research approach, which is appropriate given the nature of the study. This method involves the scientific analysis and interpretation of the research problem by first providing an accurate description of the problem, followed by its classification and analysis to derive the resulting conclusions.

In the practical part of the study, the researcher will rely on a prepared questionnaire to examine the role of human resource management (HRM) practices in achieving job satisfaction among faculty members in Palestinian universities. Several statistical methods and tests will be utilized for data analysis using the SPSS statistical software, including:

- **Spearman's rank correlation coefficient** to determine the direction and strength of the relationship between the study variables.
- **Means and standard deviations** to measure the degree of agreement on the study dimensions.
- **Simple regression analysis** to assess the impact between the variables.

Study Population and Sample

- 1. Study Population:** The population of the study consists of all administrative staff and employees among the faculty members in Palestinian universities.
- 2. Study Sample:** The researcher will draw a simple random sample from the population, including managers and employees, to conduct the practical study and answer the research questions.

Demographic Data of the Study Sample

The following table summarizes the demographic characteristics of the study sample based on descriptive statistical methods, which were used to obtain frequencies and percentages for the general traits contained in the demographic section of the questionnaire:

Table (1): Demographic Data of the Study Sample

VARIABLE	CATEGORY	FREQUENCY	PERCENT
GENDER	Male	87	68.5%
	Female	40	31.5%
AGE	20 to <30 years	27	21.3%
	30 to <40 years	52	40.9%
	40 to <50 years	35	27.6%
	50 years and above	13	10.2%
EDUCATIONAL LEVEL	Diploma or less	4	3.1%
	Bachelor's	66	52.0%
	Postgraduate Diploma	9	7.1%
	Master's	45	35.4%
JOB POSITION	PhD	3	2.4%
	Administrative Assistant	25	19.7%
	Unit Head	12	9.4%
	Section Head	20	15.7%
YEARS OF EXPERIENCE	Department Manager	9	7.1%
	Administrative	61	48.0%
	Less than 5 years	31	24.4%
	5 to <10 years	23	18.1%
	10 to <15 years	37	29.1%
	More than 15 years	36	28.3%

The study sample consists of 68.5% males and 31.5% females, indicating a higher representation of males in administrative roles. The age distribution shows that the majority of the sample (62.2%) falls within the 30 to 50 years age range, reflecting a mature and experienced workforce. Regarding educational level, a significant portion (88%) of the respondents hold university degrees or higher qualifications, suggesting that the participants are well-educated, which adds credibility to their responses. In terms of job position, nearly half (48%) of the respondents are in administrative roles, with the rest distributed across various managerial positions, indicating a well-rounded representation of different job levels. Additionally, over 67% of the sample has more than 10 years of experience, highlighting a seasoned group of professionals, which enhances the reliability of the data collected. This demographic distribution provides a comprehensive view of the study sample, ensuring that the data collected is representative and relevant to the research objectives.

Study Instrument

The study instrument, which is a questionnaire, consists of five parts. After reviewing the secondary data, the questionnaire was developed in light of the study's objectives to appropriately address the questions distributed in the research problem and hypotheses.

The questionnaire is divided into seven parts as follows:

- **Part One:** This section consists of several questions related to the general characteristics of the sample individuals and includes items such as:
 - Gender
 - Age
 - Educational Qualification
 - Duration of Employment
 - Job Position
- **Part Two:** This section addresses questions related to Human Resource Planning.
- **Part Three:** This section covers questions about Recruitment and Selection.
- **Part Four:** This section includes questions discussing Training.
- **Part Five:** This section focuses on Performance Evaluation.
- **Part Six:** This section contains questions related to Compensation.

- **Part Seven:** This section includes questions about Job Satisfaction.

Validity and Reliability of the Instrument

A. Validity of the Instrument (Face Validity / Content Validity)

Testing the validity of the instrument means assessing its ability to measure what it aims to measure accurately and correctly. The validity test can determine the relative validity of the instrument and can be divided into face validity and content validity.

- **Face Validity:** This relates to the extent to which the instrument can be measured in various ways. It is assessed by having the instrument reviewed by a panel of experts to determine how well it aligns with the concepts and theoretical foundations related to the field it addresses.
- **Content Validity:** This concerns the extent to which the content of the instrument aligns with the theoretical and practical concepts of the field it aims to measure. Content validity is measured by presenting the instrument to a sample of the target population and collecting their feedback and opinions on how well the content reflects the actual concepts intended to be measured.

Therefore, the validity test of the instrument can be used to determine its relative validity. The test results are analyzed using appropriate statistical criteria, and recommendations are made to improve the instrument's validity if necessary.

The study instrument (questionnaire) was tested for validity before its final version was written to ensure its accuracy and applicability in achieving the study's objectives. This was done by presenting it to a panel of specialized reviewers, including academic professors in the field of management, and also to a statistical expert in its preliminary form. They were asked to verify the validity of each statement in the scale, its suitability for implementation, and to provide comments if needed. The results of the review indicated a consistency rate of over 60% among the reviewers, indicating that all scale statements are acceptable and contain clear validity levels suitable for application to the study population.

B. Reliability of the Instrument

The reliability of the study instrument (questionnaire) was statistically tested by subjecting the questionnaire items to a reliability test using the internal consistency coefficient according to Cronbach's Alpha. The values of the mentioned coefficient were derived to measure the reliability of the dimensions and the questionnaire as a whole.

This is illustrated in Table (1), where the Cronbach's Alpha values were as follows:

- **Human Resource Planning:** 7 items, $\alpha = 0.697$ (Good)
- **Recruitment and Selection:** 7 items, $\alpha = 0.818$ (Excellent)
- **Training:** 7 items, $\alpha = 0.820$ (Excellent)
- **Performance Evaluation:** 7 items, $\alpha = 0.813$ (Excellent)
- **Compensation:** 6 items, $\alpha = 0.882$ (Excellent)
- **Job Satisfaction:** 12 items, $\alpha = 0.845$ (Excellent)
- **Overall:** 46 items, $\alpha = 0.953$ (Excellent)

Since Cronbach's Alpha for the entire instrument was 0.953, which is considered a high and excellent value (above the acceptable threshold of 0.66%), it is deemed acceptable and suitable for the study's objectives. A higher coefficient indicates better reliability, with values close to 1 being ideal. Values below 0.60 are considered poor, between 0.60-0.70 acceptable, between 0.70-0.80 good, and above 0.80 excellent.

This high reliability coefficient ensures the researcher of the questionnaire's validity and reliability, providing full confidence in the questionnaire's accuracy and its suitability for analyzing results, answering research questions, and testing hypotheses.

Table (2): Cronbach's Alpha Internal Consistency Coefficient for the Questionnaire

<i>Dimension</i>	<i>Number of Items</i>	<i>Internal Consistency (α)</i>
<i>Human Resource Planning</i>	7	0.697
<i>Recruitment and Selection</i>	7	0.818
<i>Training</i>	7	0.820
<i>Performance Evaluation</i>	7	0.813
<i>Compensation</i>	6	0.882
<i>Job Satisfaction</i>	12	0.845
Overall	46	0.953

Validity of the Study Instrument:

The validity of the study instrument reflects the extent to which the indicators accurately measure the concept intended to be measured. This was determined by calculating the Pearson correlation coefficient between the

items and the overall mean score of each dimension. The following tables illustrate the validity test of the measurement tools using Pearson correlation for the study dimensions.

Table (3): Pearson Correlation Coefficients for the Study Dimensions the role of human resource management (HRM) practices

<i>Dimension</i>	<i>Item 1</i>	<i>Item 2</i>	<i>Item 3</i>	<i>Item 4</i>	<i>Item 5</i>	<i>Item 6</i>	<i>Item 7</i>
<i>Human Resource Planning</i>	0.672**	0.629**	0.677**	0.552**	0.451**	0.592**	0.610**
<i>Recruitment and Selection</i>	0.705**	0.646**	0.722**	0.712**	0.685**	0.698**	0.678**
<i>Training</i>	0.736**	0.668**	0.726**	0.759**	0.693**	0.722**	0.546**
<i>Performance Evaluation</i>	0.612**	0.713**	0.691**	0.763**	0.731**	0.686**	0.620**
<i>Compensation</i>	0.608**	0.870**	0.824**	0.813**	0.767**	0.870**	—

The table demonstrates strong and statistically significant correlations between the items and their respective dimensions, indicating that each item effectively contributes to the overall score of its dimension. This high level of internal consistency across all dimensions supports the validity of the questionnaire, confirming that it is a reliable tool for measuring the intended concepts in the study. The consistency of these results enhances confidence in the questionnaire's ability to accurately assess the role of HRM practices in achieving job satisfaction among faculty members in Palestinian universities.

Validity of the Study Instrument:

The validity of the study instrument reflects the extent to which the indicators accurately measure the concept intended to be measured. This was determined by calculating the Pearson correlation coefficient between the items and the overall mean score of each dimension. The following tables illustrate the validity test of the measurement tools using Pearson correlation for the study dimensions.

These tables present the correlation between each item within a dimension and the overall score for that dimension, which helps to ensure that the items are effectively capturing the intended concept. High and statistically significant correlations indicate that the items are well-aligned with their respective dimensions, confirming the validity of the instrument in measuring the concepts under investigation.

Table (4) Pearson Correlation Coefficients for the Items of the Sixth Dimension (Job Satisfaction) with the Overall Dimension Score

ITEM NUMBER	CORRELATION COEFFICIENT	SIGNIFICANCE LEVEL
1	0.519**	0.000
2	0.441**	0.000
3	0.678**	0.000
4	0.640**	0.000
5	0.683**	0.000
6	0.653**	0.000
7	0.666**	0.000
8	0.583**	0.000
9	0.673**	0.000
10	0.561**	0.000
11	0.598**	0.000
12	0.584**	0.000

Table (4) shows that all items of the sixth dimension (Job Satisfaction) are significantly correlated with the overall score of the dimension. The Pearson correlation coefficients range from 0.441** to 0.683**, with all correlations being statistically significant at a significance level of 0.000. The fact that all correlation values are below 0.01 indicates a strong connection between the items and the overall dimension score, confirming that the items effectively measure the job satisfaction construct within the study.

Statistical Methods Used

The study utilized a **five-point Likert scale**, which is widely used for measuring opinions and provides a good balance between ease of understanding and the ability to capture nuances in responses. This scale allows respondents to indicate their level of agreement with each statement, converting their qualitative opinions into quantitative data that can be statistically analyzed. The five-point Likert scale used in the study is structured as follows:

Table (5): . The five-point Likert scale

Level of Agreement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Score	1	2	3	4	5
Relative Weight	20%	40%	60%	80%	100%

To analyze the results and validate the hypotheses, the **SPSS** software was used, which is one of the most widely used programs for conducting statistical analyses. The statistical methods applied in this study are as follows:

A. Descriptive Statistical Methods:

These methods were employed to present the study results and describe the responses to the questionnaire items, including:

- **Mean (Arithmetic Average):** This is a key measure of central tendency and is used to assess the average number of responses to the study's questions. It helps to rank the importance and level of agreement or disagreement with the items in the questionnaire.
- **Standard Deviation:** This measure indicates the degree of variation in the responses from the mean, helping to verify the accuracy of the analysis.
- **Coefficient of Variation:** This is used instead of the standard deviation when the means of the data differ, allowing for the comparison of differences.
- **Simple Regression:** This method is used to examine the relationship and impact between variables, helping to determine the effect of independent variables on the dependent variable in the study.

These statistical tools provide a comprehensive understanding of the data, enabling the researcher to draw meaningful conclusions and insights based on the responses collected.

Study Variables

- **Independent Variable:** HRM practices, consisting of the following dimensions: (Human resource planning, Recruitment and selection, Training, Performance evaluation, Compensation).
- **Dependent Variable:** Job satisfaction.

Table (6): T-Test Results for the Mean Scores of Study Dimensionsthe role of human resource management (HRM) practices

<i>Dimension</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Standard Error Mean</i>	<i>t-value</i>	<i>Sig (2-tailed)</i>
Human Resource Planning	3.90	0.794	0.071	56.127	0.000
Recruitment and Selection	3.93	0.872	0.078	50.629	0.000
Training	3.90	0.837	0.075	52.407	0.000
Performance Appraisal	3.91	0.865	0.077	50.779	0.000
Compensation	3.84	0.870	0.076	50.526	0.000
Job Satisfaction (Dependent Variable)	3.88	0.820	0.073	53.150	0.000

The results presented in Table (6) offer a clear insight into the role of human resource management (HRM) practices in enhancing job satisfaction among faculty members in Palestinian universities. Each dimension examined in the study—Human Resource Planning, Recruitment and Selection, Training, Performance Appraisal, Compensation, and Job Satisfaction—shows mean scores that are significantly higher than the neutral point of 3 on the Likert scale. This suggests that the faculty members in the surveyed universities generally perceive these HRM practices positively.

1. **Human Resource Planning (Mean = 3.90, Sig = 0.000):** The high mean score in this dimension indicates that faculty members perceive the planning of human resources as a critical factor in their job satisfaction. Effective HR planning, which involves forecasting the needs of the institution and ensuring the right personnel are in place, likely contributes to a more organized and stable work environment. This stability allows faculty members to focus on their academic and research responsibilities without undue concern about staffing issues.
2. **Recruitment and Selection (Mean = 3.93, Sig = 0.000):** The positive perception of recruitment and selection processes suggests that faculty members believe these practices are conducted fairly and effectively. When faculty members feel that recruitment and selection are based on merit and align with the institution's academic goals, it enhances their confidence in the institution's leadership and promotes a culture of fairness and competence, which is crucial for job satisfaction.
3. **Training (Mean = 3.90, Sig = 0.000):** The importance of training is underscored by the high mean score, reflecting the belief among faculty members that continuous professional development is essential. Training opportunities not only enhance their skills and knowledge but also signal the institution's investment in their personal and professional growth. This, in turn, increases job satisfaction as faculty members feel valued and supported in their career development.
4. **Performance Appraisal (Mean = 3.91, Sig = 0.000):** Faculty members seem to view performance appraisal systems favorably, indicating that these systems are perceived as fair, transparent, and aligned with their roles and expectations. Effective performance appraisals can motivate faculty by recognizing

their achievements and providing constructive feedback, which helps them improve and feel more satisfied with their jobs.

5. **Compensation (Mean = 3.84, Sig = 0.000):** Compensation is a significant factor in job satisfaction, as indicated by the mean score. Faculty members likely feel that their compensation is adequate and reflects their contributions to the university. Fair and competitive compensation not only meets the financial needs of faculty but also serves as a form of recognition for their work, enhancing their overall job satisfaction.
6. **Job Satisfaction (Dependent Variable, Mean = 3.88, Sig = 0.000):** The overall job satisfaction score further confirms the positive impact of these HRM practices. The alignment of HRM practices with the needs and expectations of faculty members leads to a supportive work environment, where faculty members are more likely to feel content and engaged in their roles.

The statistically significant results across all HRM dimensions underscore the critical role these practices play in fostering job satisfaction among faculty members in Palestinian universities. The positive perception of HR planning, recruitment, training, performance appraisal, and compensation suggests that these practices are effectively implemented, contributing to a work environment where faculty members feel valued, motivated, and satisfied. This not only enhances individual performance but also supports the broader goals of academic excellence and institutional success in Palestinian higher education.

Research Hypotheses

To achieve the study's objectives and answer its questions, the researcher will test the following main hypothesis:

Main Hypothesis:

- There is no statistically significant impact between HRM practices, with its dimensions (Human resource planning, Recruitment and selection, Training, Performance evaluation, Compensation), and achieving job satisfaction among faculty members in Palestinian universities.

From this main hypothesis, the following sub-hypotheses are derived:

- **Sub-Hypothesis 1:** There is no statistically significant impact between human resource planning and achieving job satisfaction among faculty members in Palestinian universities.
- **Sub-Hypothesis 2:** There is no statistically significant impact between recruitment and selection and achieving job satisfaction among faculty members in Palestinian universities.
- **Sub-Hypothesis 3:** There is no statistically significant impact between training and achieving job satisfaction among faculty members in Palestinian universities.
- **Sub-Hypothesis 4:** There is no statistically significant impact between performance evaluation and achieving job satisfaction among faculty members in Palestinian universities.
- **Sub-Hypothesis 5:** There is no statistically significant impact between compensation and achieving job satisfaction among faculty members in Palestinian universities.

Table (7): Hypothesis 1 - The Impact of Human Resource Planning on Job Satisfaction

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate		
Values	0.657	0.432	0.427	0.38568		
ANOVA	Sum of Squares	df	Mean Square	F	Sig.	
Regression	14.129	1	14.129	94.981	0.000	
Residual	18.594	125	0.149			
Total	32.723	126				
Coefficients	Unstandardized Coefficients (B)		Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	1.241		0.276	-	4.499	0.000
Human Resource Planning	0.684		0.070	0.657	9.746	0.000

The analysis shows a statistically significant positive impact of Human Resource Planning on Job Satisfaction among faculty members in Palestinian universities. The R-Square value of 0.432 indicates that 43.2% of the variance in job satisfaction is explained by human resource planning practices.

Table (8): Hypothesis 2 - The Impact of Recruitment and Selection on Job Satisfaction

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate		
Values	0.663	0.439	0.435	0.38308		
ANOVA	Sum of Squares	df	Mean Square	F	Sig.	
Regression	14.379	1	14.379	97.978	0.000	

Residual	18.344	125	0.147		
Total	32.723	126			
Coefficients	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	1.735	0.222	-	7.805	0.000
Recruitment and Selection	0.553	0.056	0.663	9.898	0.000

Recruitment and Selection practices also have a significant positive impact on job satisfaction. The R-Square value of 0.439 suggests that these practices explain 43.9% of the variation in job satisfaction among faculty members.

Table (9): Hypothesis 3 - The Impact of Training on Job Satisfaction

Table (9): Hypothesis 3 – The Impact of Training on Job Satisfaction							
Model Summary		R	R Square	Adjusted R Square		Std. Error of the Estimate	
Values		0.872	0.760	0.758		0.25075	
ANOVA	Sum of Squares		df	Mean Square	F	Sig.	
Regression	24.863		1	24.863	395.445	0.000	
Residual	7.859		125	0.063			
Total	32.723		126				
Coefficients	Unstandardized Coefficients (B)			Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	0.965			0.150	-	6.446	0.000
Training	0.752			0.038	0.872	19.886	0.000

Training shows a strong positive influence on job satisfaction, with a high R-Square value of 0.760, indicating that 76% of the variation in job satisfaction is explained by training practices.

Table (10): Hypothesis 4 - The Impact of Performance Appraisal on Job Satisfaction

Table (16): Hypothesis 4 – The Impact of Performance Appraisal on Job Satisfaction								
Model Summary		R	R Square	Adjusted R Square		Std. Error of the Estimate		
Values		0.766	0.586	0.583		0.32909		
ANOVA	Sum of Squares		df	Mean Square	F	Sig.		
Regression	19.185		1	19.185	177.138	0.000		
Residual	13.538		125	0.108				
Total	32.723		126					
Coefficients		Unstandardized Coefficients (B)		Std. Error	Standardized Coefficients (Beta)		t	Sig.
Constant		1.321		0.197	-		6.720	0.000
Performance Appraisal		0.661		0.050	0.766		13.309	0.000

Performance Appraisal significantly impacts job satisfaction, with an R-Square value of 0.586, indicating that 58.6% of the job satisfaction variation is due to performance appraisal practices.

Table (11): Hypothesis 5 - The Impact of Compensation on Job Satisfaction

Model Summary		R	R Square	Adjusted R Square		Std. Error of the Estimate		
Values		0.725	0.526	0.522		0.35222		
ANOVA	Sum of Squares		df	Mean Square	F	Sig.		
Regression	17.215		1	17.215	138.762	0.000		
Residual	15.508		125	0.124				
Total	32.723		126					
Coefficients		Unstandardized Coefficients (B)		Std. Error	Standardized Coefficients (Beta)		t	Sig.
Constant		1.929		0.171	-		11.280	0.000
Compensation		0.521		0.044	0.725		11.780	0.000

Compensation practices are also found to have a significant positive effect on job satisfaction, with an R-Square value of 0.526, indicating that 52.6% of job satisfaction variance is explained by compensation practices.

The analyses collectively indicate that all dimensions of HRM practices (Human Resource Planning, Recruitment and Selection, Training, Performance Appraisal, and Compensation) have a statistically significant positive effect on Job Satisfaction among faculty members in Palestinian universities. Therefore,

the main hypothesis that there is no significant effect of HRM practices on job satisfaction is rejected, confirming the importance of these practices in enhancing job satisfaction.

Discussion of Results

The study's findings highlight the critical role of Human Resource Management (HRM) practices in influencing job satisfaction among faculty members in Palestinian universities. The results across various HRM dimensions—Human Resource Planning, Recruitment and Selection, Training, Performance Appraisal, and Compensation—demonstrate a statistically significant positive relationship with job satisfaction. This indicates that effective HRM practices are essential not only for enhancing faculty satisfaction but also for ensuring their commitment and performance, which ultimately contributes to the overall success and sustainability of educational institutions.

- 1. Human Resource Planning:** The analysis shows that systematic planning of human resources significantly impacts job satisfaction. Faculty members feel more valued and secure when their institutions proactively assess and address staffing needs. This underscores the importance of strategic HR planning that aligns with the university's goals, ensuring that faculty members are neither overburdened nor underutilized.
- 2. Recruitment and Selection:** The findings suggest that transparent and merit-based recruitment processes are vital for faculty satisfaction. When faculty members believe that their hiring was based on fair criteria, they are more likely to feel respected and motivated. This points to the need for universities to maintain high standards of transparency and fairness in their recruitment processes.
- 3. Training:** The strong positive correlation between training and job satisfaction highlights the importance of continuous professional development. Faculty members who receive relevant and timely training are more likely to feel competent and capable in their roles, which enhances their satisfaction and productivity. This suggests that universities should invest in regular training programs that are tailored to the evolving needs of their faculty.
- 4. Performance Appraisal:** The study reveals that performance appraisals, when conducted fairly and consistently, positively influence job satisfaction. Faculty members appreciate when their efforts are recognized and when they receive constructive feedback that helps them grow professionally. This finding emphasizes the need for transparent and objective appraisal systems that reward merit and provide clear pathways for professional development.
- 5. Compensation:** Compensation is a fundamental driver of job satisfaction. The significant impact of fair and competitive compensation packages on faculty satisfaction underscores the necessity for universities to review and adjust their pay structures regularly to remain competitive and equitable. This also includes non-monetary benefits that contribute to overall job satisfaction.

Recommendations

Based on the study's findings, the following recommendations are proposed to improve job satisfaction among faculty members in Palestinian universities:

1. Universities should develop and implement comprehensive HR planning strategies that anticipate future staffing needs, address gaps, and ensure that faculty workloads are manageable. This will help in aligning faculty capabilities with institutional goals, thereby improving job satisfaction and institutional effectiveness.
2. It is crucial to maintain and enhance the transparency and fairness of recruitment and selection processes. Universities should establish clear, merit-based criteria for hiring and ensure that all candidates are assessed objectively. This will build trust and satisfaction among faculty members.
3. Universities should prioritize the continuous professional development of their faculty by providing regular training and development opportunities. These programs should be relevant to the current academic environment and address the specific needs of faculty members to help them stay competitive and satisfied in their roles.
4. Universities need to ensure that performance appraisals are conducted regularly and that they are based on transparent and objective criteria. Feedback should be constructive, focusing on professional growth, and appraisals should be linked to opportunities for promotion and professional development.
5. Compensation packages should be regularly reviewed and adjusted to ensure they are competitive and fair. Universities should consider both monetary and non-monetary benefits to attract and retain top faculty talent. Benefits such as research grants, sabbatical opportunities, and housing allowances can significantly enhance job satisfaction.
6. Beyond the direct HR practices, universities should strive to create a supportive and inclusive work environment that values the well-being of faculty members. This includes fostering open communication, providing support for work-life balance, and encouraging faculty involvement in decision-making processes.

Conclusion

The study highlights the pivotal role that effective HRM practices play in enhancing job satisfaction among faculty members. By strategically improving HRM practices, Palestinian universities can foster a more motivated, committed, and satisfied faculty, which will, in turn, lead to improved educational outcomes and institutional success. Implementing these recommendations will not only enhance job satisfaction but also contribute to the overall development and sustainability of higher education in Palestine.

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