

**T.C.
ISTANBUL GEDİK UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE RELATIONSHIP BETWEEN HUMAN RESOURCE DEVELOPMENT
STRATEGY AND INSTITUTIONAL PERFORMANCE A CASE STUDY OF
THE UNIVERSITY OF BAGHDAD**

MASTER'S THESIS

Mustafa Jasim ALGHURAIBAWI

Department of Business Management

Business Administration Thesis Master's Program in English

OCTOBER 2021

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T.C.
İSTANBUL GEDİK ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜ

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Enstitümüz, Business Management Department İngilizce Tezli Yüksek Lisans Programı (191285025) numaralı öğrencisi Mustafa Jasim Alghuraibawi'in "The Relationship Between Human Resource Development Strategy and Institutional Performance: A case study of the University of Baghdad" adlı tez çalışması Enstitümüz Yönetim Kurulunun 07/10/2021 tarihinde oluşturduğu jüri tarafından **Oy Birliği** ile Yüksek Lisans tezi olarak **Kabul** edilmiştir.

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DECLARATION

I, Mustafa Jasim Alghuraibawi, as a result of this declare that this thesis titled “The Relationship Between Human Resource Development Strategy and Institutional Performance: A case study of the University of Baghdad” is original work I did for the award of the master's degree in the faculty of Business Management. I also declare that this thesis or any part of it has not been submitted and presented for any other degree or research paper in any other university or institution. (07/10/2021)

Mustafa Jasim ALGHURAIBAWI



DEDICATION

I dedicated this thesis to my parents, especially my beloved father, Allah bless his soul and my mother Allah Protect her



PREFACE

All praise and thanks should be presented first to Almighty Allah for facilitating this work and giving me the ability and strength to finish this research.

I would like to express my sincere gratitude and appreciation to my supervisor Dr Ahmed Erkasap for guiding and supporting me to accomplish this work. I thank him for being a kind supervisor, and I genuinely appreciate his flexibility and willingness to answer my questions whenever I ask.

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October 2021

Mustafa Jasim ALGHURAIBAWI

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THE RELATIONSHIP BETWEEN HUMAN RESOURCE DEVELOPMENT STRATEGY AND INSTITUTIONAL PERFORMANCE A CASE STUDY OF THE UNIVERSITY OF BAGHDAD

ABSTRACT

This study's aim is to determine the human resource development strategy and its relationship on institutional performance employing University of Baghdad as a case study. The specific objective of this study is to investigate the effect of training strategy and skill development strategy on institutional performance.

A descriptive research design was employed in this study as it enabled the researcher to examine factors affecting employee performance at Baghdad University. The population of the study consisted of all employees that work at Baghdad University. The sample size was 234 respondents from employees in Baghdad University and they were more than 10,000 employees. The data were analyzed in SPSS26 , Factor analysis, Pearson correlation test, and regression analysis were carried out to examine whether there was an existing relationship between the study variables.

The study revealed a positive and significant relationship between human resources management and institutional performance. Also there is positive and significant relationship between training strategy and institutional performance. And the relationship between skill development strategies and institutional performance seems to be less significant. And there is a positive and significant relationship between training strategy and skill development strategy.

The study recommends that the HR department at Baghdad University ensure that it matches its human resource to the strategic and operational needs of the organization during its strategic recruitment and selection process. This will facilitate the performance of employees within the organization. Also, provide strategic training that will produce highly skilled human capital, equip its employees with new tools to enhance their service delivery, and take advantage of strategic compensation and benefits policies to increase employee performance.

Keywords: *Human resource, Institutional performance, Training strategy, Development strategy*

İNSAN KAYNAKLARINI GELİŞTİRME STRATEJİSİ VE KURUM PERFORMANSINA ETKİSİ BAĞDAT ÜNİVERSİTESİ ÖRNEĞİ

ÖZET

Bu çalışma, Ortadoğu ve Arap bölgesindeki en büyük, en eski ve en farklı üniversitelerden biri olan Bağdat Üniversitesi'nde İnsan kaynakları geliştirme stratejisini ve kurumsal performans üzerindeki etkisini belirlemeyi amaçlamıştır.

Çalışmada, araştırmacının Bağdat Üniversitesi'nde çalışan performansını etkileyen faktörleri incelemesini sağladığı için betimsel bir araştırma tasarımı kullanılmıştır. Araştırmanın evrenini Bağdat Üniversitesi'nde çalışan tüm çalışanlar oluşturmaktadır. Her tabakadan çalışanların örneklem büyüklüğünün seçilmesi için tabakalı örnekleme tekniği kullanılmıştır. Örneklem büyüklüğü 234'tür. Toplanan verilerin analizinde SPSS kullanılmıştır. Araştırma değişkenleri arasında var olan bir ilişkinin olup olmadığını incelemek için faktör analizi, Pearson korelasyon testi ve regresyon analizi yapılmıştır.

Araştırma, üniversitelerdeki eğitim stratejisi ile performans arasında güçlü bir ilişki olan pozitif bir ilişki olduğunu göstermiştir. Eğitim stratejisi ile beceri geliştirme stratejisi arasında pozitif bir ilişki vardır.

Çalışma, Bağdat Üniversitesi'ndeki İK departmanının, stratejik işe alım ve seçim sürecinde insan kaynağını organizasyonun stratejik ve operasyonel ihtiyaçlarıyla eşleştirmesini sağlamasını tavsiye ediyor. Bu, çalışanların organizasyon içindeki performansını kolaylaştıracaktır. Ayrıca, yüksek vasıflı insan sermayesi üretecek stratejik eğitim sağlamanın yanı sıra, çalışanlarını hizmet sunumlarını geliştirmek için yeni araçlarla donatmak ve çalışan performansını artırmak için stratejik ücret ve yan haklar politikalarından yararlanmanın yolları aranmıştır.

Anahtar Kelimeler: *İnsan kaynağı, Kurumsal performans, Eğitim stratejisi, Gelişim stratejisi*

1. INTRODUCTION

The modern trend of contemporary institutions has shifted towards the necessity to pay attention to human resources. As confirmed by the management literature, developments in managerial thought change its perception as a strategic asset and a primary strategic partner. The human resource of the institution in light of an economy is governed by knowledge and a world driven by the tremendous developments and operated by the accelerating dynamism. At the same time it is guided by the slogan that survival of the strongest and strength lies in excellence, which will not be without human resources with competencies and skills. The knowledge that enables it to efficiently manage the rest of the institution's resources has become the natural capital of the institution and the source and it is the first is to create value in it (Manaa Sabrina, 2015).

1.1 Background of the Study

Human resources have moved from being a tool to achieve competitive advantage to being considered a competitive advantage. The emergence of the term "competitive advantage" of human resources can only be owned and sustained by different institutions. To achieve the goals of the institutions, carefully planning their human resource needs, deducting them, selecting them, assigning them and then working continuously on its development and good investment, through its adoption and diversification of development strategies are needed (Albrecht et al., 2015).

The university has a vital role in achieving outcomes summarized by the development and advancement of societies and as a first organization entrusted with the task of generating, disseminating and exploiting knowledge. It was necessary to value its human resources and increase its skills, competencies and learning through their adoption and application of the idea of investing in their development, a practical investment that maximizes benefit. The university is considered to create human capital that increases with continuous use and tends to self-generate its experiences and competencies. Since institutional performance is the key of survival,

excellence and advancement of each institution endeavours to obtain resources. Human beings are efficient and able to achieve their goals. Comparing the university and other institutions depends on what the university introduces to human competencies and to the labour market. This in turn reflects the level and competence of its qualified professors and administrators, and expressing the excellency of its performance (Amin et al., 2014).

Accordingly, the highest goal universities seek to achieve to develop the human resources is to improve their performance and advancement. The levels depend mainly on the level of performance of the human resource, especially in light of the changing and dynamic environment in which it lives. Because it a cognitive system that reflects of social and economic issues of societies, it is forced to keep abreast of developments and try to adapt the developments taking place. Moreover, among its most important tasks is the advancement of society by standing on the problems and containing the requirements and aspirations. This will not only make it distinguished in its performance but made it feel free to search for methods, directions and strategies for developing human resources and adopting them as methods to improve university performance (Waiganjo et al., 2012).

The university's existence today in an era where knowledge is the focal point, around which all the intellectual assets and the scientific components of the human being are centered is the first and most important source of progress and development. This makes it bear the responsibility of promoting its knowledge that constitutes the wealth of societies and a subject for competition between institutions of all kinds. However, attention to the integration of its resources, organizing its development is done through real investment in its human resources from a teaching and administrative body. Trying to revive harmony and integration is necessary to ensure the improvement of university performance by improving its human performance. Training, organizational learning, career development and creativity constitute important strategies for developing human resources in the university and in all institutional organizations that seek to advance the competencies, skills, qualifications and knowledge of its employees. In light of the fundamental developments and trends of performance towards excellence, one needs to adopt the philosophy of total quality management in university education (Modell, 2019).

1.2 The Problem of Research

Human resources contribute significantly to improving management systems in general when the administrative problems facing the organizations are exacerbated. Because the strategic direction of human resources is to make long-term decisions about the employees of the systems at all organizational levels, the focus of this administration is under the leadership of the higher management of the organization. This will express the general direction of the organization to achieve its strategic goals and achieve distinction through its human resources that contribute to its efforts in organizing the organization's work and activities.

It is believed that the University of Baghdad in Iraq is in a process to updating its strategic practices related to human resources on an ongoing basis because of their importance in achieving high levels of performance. Compared with competitors from universities internationally, the University of Baghdad requires to know the nature of strategic human resource management practices and what practices could affect its performance (Abdullah, 2020).

Based on what was mentioned previously, the study hypothesizes the strategic practices of human resources management (training and development, compensation systems, recruiting and appointment, and employee participation) has a relationship with the performance of the University of Baghdad.

1.3 Study Objectives

This study aims to emphasize the following points:

1. Considering the human resource as a strategic asset, the main engine of its resources, and the primary guideline for its performance;
2. Emphasizing the importance of human resources and the need for their strategic direction in universities, as they are one of the pillars Fundamental to achieving excellence.
3. Understanding the human resource development strategies through these three terms: Training, Organizational Performance, and Skill Development.

4. Emphasizing the need for the university to use modern administrative methods in developing its human resources.

The researcher exposes the reality of human resource development in Baghdad University and the strategies adopted in them and determines the performance levels of the teaching and administrative bodies and the quality of the impact and the relationship between them.

1.4 The Importance of the Study

This study derives its importance from the importance of the study variables in the life of institutions in general and universities in particular. The independent variable is the strategy for human resource development which reflects the need for universities to pay attention to their human capital and to add a strategic dimension to its development, which constitutes its scientific stock, intellectual stock and the driving force for it. Advancement and excellence are the essential and sensitive goals, while the dependent variable is the human performance at the university. Thus trying to find out the effectiveness of the strategies adopted by Iraqi universities in developing their human resources and determining their impact on the institutional performance is what will be done.

The importance of human resource development strategies come from the role they play in adapting the university to the current developments, changes and challenges; by valuing and refining the skills, knowledge and competencies of its employees, thus achieving optimization in all aspects of their responsibilities.

The importance of human performance in the life of universities and its major impact on their success and achieving their goals in an efficient and distinguished manner will be tackled with.

The reality of Iraqi universities and the performance levels of their employees, including professors and administrators, clarify the relationship to the strategies adopted in their development and investment in them.

Drawing the attention of officials of various institutional organizations, including the University of Baghdad, to the importance of human resources, with an emphasis on

the need to adopt a system that is serious in their development and investment in them characterized by its strategic dimension.

Directing officials of human resources development in Iraqi universities to the necessity of considering their human resources as a strategic partner, in order to follow the example of the pioneering universities, which focus all their interest in distinguishing their employees and considering them as their true wealth and a source of success for their strategies, objectives, and value creation.



2. LITERATURE REVIEW

2.1 The Concept of Human Resources Management

The human resource management strategy can be defined as: a long-term plan, which consists of a set of activities in the form of programs with specific start and end, and policies that form the functions and tasks of human resources management within the organization. This plan contains a set of procedures and decisions related to human resource affairs within the organization and the future career of this human resource (Armstrong, 2020).

It is a contemporary long-term plan that includes practices and policies by which the organization deals with the human resource (element) at work. These plans, practices and policies are consistent, integrated and coherent with the general strategy of the organization work. Such work tries to achieve its mission, purpose, and goal in light of the internal and external environment variables through which the organization operates the most important of which is the intense competition between global, regional and local organizations.

The most important outcome of the transition from the industrial revolution to the information revolution and strategic management to the knowledge revolution and the management of intellectual components is considers the increased awareness of enterprises and their awareness of the importance of the human resource (Bontis et al., 2018). Human resources today have become an important strategic source of information, innovations, knowledge and the basis of excellence. It also ensures that the institutions of the different performance of its functions efficiently and effectively on the one hand and create competitive advantages and sustainability of the other hand (Rexhepi et al., 2013). The institutions that seek to human development of investment resources make it inevitable necessity to catch up with progress, keep abreast of developments and keep pace with changes (Rexhepi et al., 2013).

Consequently, the increasing interest in developing human resources within institutions today imposed by rapid developments and changes in all fields resulted in the development and complexity of modern businesses (Snell et al., 2015). This compelled them to work hard to find and adopt ways to enable institutions to adapt and harmonize with these changes to improve their performance (Snell et al., 2015).

Human resources development is one of the most effective approaches to improving the human element's quality, increasing their skills, detecting and refining and valuing their knowledge, and blowing up the creative energies (Altbach, 2013). As a result, imparting and disseminating knowledge as well as serving and advancing societies.

Human resource management is one of the most intellectual and scientific fields in which ideas differed, concepts varied, and opinions differed around them. Despite the recent trend of interest compared to other scientific fields, recent decades shows the attention focused on managing human relations in the institution and raising the level of skills that would facilitate these goals and efforts (Collings et al., 2018).

In the last decade of the previous century and the beginnings of the twenty-first century, human resources management has emerged, which focused most of its attention on obtaining individual and collective skills and enabling them to contribute to building and investing. The term "strategic management of human resources" emerged, confirming the latter's strategic orientation. Personnel management has been defined as a department that carries out planning, organizing, recruiting, leading and controlling individuals working in the organization. (Klingner et al., 2015). Human resources management includes policies and practices related to selecting and employing human resources or workers and the trade-offs in choosing human resources. It also has a set of partial processes from resource planning, job analysis and description, selection and appointment systems, employee performance evaluation and incentive systems (Cascio, 2015).

The concept of human resources management in its broad sense is that the human resources department undertakes the affairs of the optimal and effective use of human resources at all organizational levels aim to achieve its objectives, as it is an administrative activity that represents one of the branches of business administration. In its narrow meaning, it is concerned with providing and maintaining the human

resources needs, developing its capabilities and willingness to work in a way that helps form a satisfied and productive workforce (Kramar, 2014).

It is believed that human resources management is a function that is concerned with how to prepare the necessary workers for institutions and how to distribute them to various positions within the latter, and then supervise and direct these workers and compensate them with what they deserve as a result of performing the duties and functions assigned to them (Buller and McEvoy, 2012).

To sum up, human resources management is a set of practices and policies required to implement various activities related to human aspects that the management needs to perform its functions to the fullest. In other words, it refers to all processes, activities and tasks associated with the acquisition of skills and the use, development and reward of individuals in the workplace (Armstrong and Taylor, 2020).

2.2 The Objectives of Human Resources Management

Human resources management has some objectives that attempt to achieve. These objectives are listed as below:

Organizational Objectives: Human resource management contributes to organizational effectiveness. It works to innovate methods that help managers to develop their performance, and keep managers accountable for the performance of their subordinates, each in their assignment, as found in the human resources department to support managers and help them achieve the goals of the institution (Waiganjo et al., 2012).

Functional Objectives: For the department and the various divisions to maintain levels appropriate to the institution's requirements, the human resources department must provide the institution with the quantitative and qualitative needs of individuals. Its value and its operation and utilization will be affected if the human resources department does not perform its various functions to the fullest (Leroy et al., 2018).

Social Objectives: The human resources department works to achieve a set of social and ethical goals in response to social needs and challenges, as it seeks to reduce the adverse effects and the environmental constraints facing the corporation (Ehnert et al., 2014).

Personal Objectives: The human resources department works to achieve the individual goals of the workers, thus helping to protect and preserve them, develop their abilities, stay and motivate them to work, as the personal needs of the workers are satisfied. Achieving job satisfaction and pursuing career paths needs a fair amount of human resource management attention (Marchington, 2015).

These objectives, which the human resources department strives to achieve, are complementary and characterized by acceptance, flexibility and pragmatism, given their connection to the human component and to be defined in light of the general objectives of the institution, which guarantees their achievement.

2.3 Concept of Strategy

Strategy is defined as directing the organization in the long term to achieve a competitive advantage by managing its resources within a changing environment to accomplish the stakeholders' expectations (Patrick, 2016). It is also defined as a unified, integrated and comprehensive plan that links the organisation's competitive advantages with the environmental challenges designed to ensure that the organisation's fundamental objectives are achieved through its implementation (Mbayeh, 2012). Strategic management is a set of concepts associated with the administrative centre to achieve positive results that make the organisation's management effective (Albrecht et al., 2015).

2.4 Human Resource Management Strategy

The human resources management strategy is defined as the relationship between human resources and the enterprise's strategic objectives to improve its performance and develop the institution's culture to increase flexibility and creativity (Coccia, 2014).

A human resource management strategy includes three steps. First, developing a human resources strategy: Creating a strategy for managing human resources in the organization is considered a crucial part of the institution's strategic planning, related to providing the institution's resources and the appropriation of the institution's resources. Second, the implementation of the human resources management strategy: The strategy is implemented through the departmental managers according to the

organizational structure of each institution, and this implementation is done according to the developed strategy. Third, monitoring and evaluation of the human resources management strategy: Those in charge of developing the human resources management strategy in the facility must monitor the strategic plan and follow up its implementation to know the extent of enactment of this strategy and the changes in the performance of this strategy (Al-Khasawneh, 2013; Kramar, 2014).

In light of the development of strategic directions and the emergence of the field of strategic management, the modern concept of human resource management has emerged, which is no longer only advisory management, but instead has become part of the organizational strategy that responds to environmental changes affecting human resources, such as legal, social, and economic and ecological variables. Human resources is that part of strategic management responsible for formulating human resource strategies and policies, in line with environmental opportunities and business strategies, to achieve competitive advantages by the human element (Greer, 2021).

Accordingly, the human resources department has earned an influential role in achieving the organization's success, which is no longer the traditional routine role. Instead, it includes analysis and diagnosis of each human resource activity. It formulates a human resources strategy in line with the institution's overall strategy of direct integration and interconnection between this department and the senior management team. As the director of human resources is a member of this team, she helps define the organization's mission and goals by analysing the opportunities and threats associated with the human element (Buller and McEvoy, 2012).

In the past, there was a fear that machines would someday reduce the need for individuals working at work. The opposite happened as individuals have become more important than ever before in contemporary organizations (Campbell et al., 2012). Today, human resources have become the source of the organization's competitive advantage, and they are the new capitalists in the framework of the knowledge economy (Al-Hawary and Shdefat, 2016). The function of human resources management has become one of the essential jobs responsible for achieving competitive positions at the local and sectoral levels, ensuring growth, expansion, creativity and customer service.

As Agha et al. (2012) explained, behind the success of every successful organization stands the successful human resource management in its programs, whether these programs are selecting individuals, training them, evaluating their performance, or through good programs for rewards and incentives. From this standpoint, the Human Resources Department began to transform from being a function concerned with specialized affairs for working individuals whose function is to provide consultancy in this field to executive management that has a significant and comprehensive role throughout the organization through strategic planning for human resources, as the director of human resources became one of the members who is responsible for drafting a strategy for human resources management (Zikic, 2015). Also, the human resource management strategy is represented by the central and basic philosophy of managing and organising individuals and translating this into policies and practices that achieve cooperation and harmony among all within the organization (Buller and McEvoy, 2012). The human resources management concerns all organizational activities that affect the behaviour of individuals in their efforts to formulate and implement the planned strategies that will help the organization achieve its goals (Wagner and Hollenbeck, 2014).

It is possible to define the human resource management strategy as the process of developing a strategy for the main functions of human resources management in line with the organization's strategy, opportunities, external threats, internal strengths and weaknesses to increase the organization's ability to achieve success and stay in the fields of business.

The widespread interest in the development of human resources on the part of institutions was imposed by a set of challenges that impose themselves on the work environment, forcing the organization to make changes to keep pace with and adapt to them. As the human resource is the most affected and the most influential element the Human Resources Department adopt new policies and practices or make adjustments to existing policies, procedures and functions in order to ensure adaptation, harmony and compatibility with the imposed challenges.

2.4.1 Globalization and its impact on human resource development

Globalization is a political, economic, and cultural pattern of a developed Western model through its experience, departed from the borders of the world with the aim of

achieving goals imposed by contemporary development, where dealing with it successfully requires self-building and upgrading in various fields so that dealing with it is positive. Accordingly, it can be said that globalization in general is the lifting of barriers with its temporal, spatial, cultural, social and even political dimensions between the countries of the world. From an administrative perspective, it is the globalization of financial markets, goods, services, technology and employment where institutions have become in light of this unprecedented and increasing openness of markets. The world is facing great challenges (Qadi Abdel-Majid, 2004).

Influencing the institution's activity and its competitive performance, human resources development became requirement to raise the quality of its output directed to global markets. Institutions have become obliged to develop their human resources and give them a global character, in order to reach at the level of achieving the requirements of globalization; providing the world with qualified human resources that are capable of erasing the borders imposed between countries, this will only be possible if the development of the human resources is good and the right choice of development strategies made within the framework of globalization and its restrictions. One of the most important factors that push local or international institutions to increase interest in human resource management systems is the increasing trend towards globalization and market liberalization. As a response to the challenges of globalization, institutions must work to develop their human resources and raise skills to match the requirements of globalization. The most important skills that a human resource department must acquire in this case are (Qadi Abdel-Majid, 2004).

- Training the human resource in the institution on the language of the state whose members they deal with in multinational institutions; Language is a key factor in an individual's success in the international work environment;
- Adopting the multilingual method of communication and translating everything related to human resources into more than one language so that individuals from different countries can understand it;
- Developing the human resources assigned to perform duties and tasks in other countries and training them to understand and how to deal with the culture of these

countries; That is, understanding and respecting the country, its traditions, values and prevailing laws, because cultural considerations are among the most important factors that determine the extent of business success in the international business environment;

- Developing human resources skills on the techniques and techniques of effective communication, building strategies and building work teams, especially work teams consisting of different nationalities and cultures;

- Acquiring skills to resolve conflicts that may arise from the different backgrounds of multinational team members;

- Developing the skills of human resource managers to understand the methods and practices of human resource management for different countries, allowing the modification of current practices, to align and correspond with different cultures, languages and nationalities. Accordingly, globalization, with its limitations and dimensions, compel contemporary human resources management, as a partner in building the general strategy of the institution, to develop its human resources and raise skills and competencies; In order to ensure keeping pace and suitability of practitioners to the requirements of globalization.

2.4.2 Workforce mix

Contemporary institutions today have a different combination of human resources that differ in their elements in terms of their demographic aspects (age, gender, cultural level, customs and traditions), and the phenomenon of work and study has spread simultaneously for young people, as well as the unprecedented penetration into the world of work and in various fields. For women, these differences mean the difference in the level of skills, knowledge and experiences that require more refinement and appreciation, especially young people and new employees, through the development of effective programs to develop this mixture of heterogeneous workforce. Moreover, institutions today are up to the level of achieving high quality in their output, which ensures the achievement of a competitive position.

Institutions helps to survive and continue, especially since the first success factor for the organization is the customer and his loyalty. It was necessary to diversify the human resources skills and create new skills, especially technical skills and handling

techniques related to the relationship (service provider / beneficiary). (DeCenzo et al., 2016).

The diversity of the workforce compels institutions to provide special development programs for supervisors, to enable them to deal constructively

With diversity, in order to reduce the size of the heterogeneity gap in the workforce, this type of development program helps human resource development to:

- Improve interpersonal skills;
- Understand cultural differences and appreciate the significance of their impact;
- Reduce stress and tension;
- Teach the human resource the values and ethics of work;
- Improve technical skills;
- Help the human resource adapt to the organizational culture.

2.4.3 Trend towards decentralization

The conditions of competition and focus on quality requirements and the need for speed in responding to the needs of customers require more participation of human resources in the organization, especially at the lower administrative levels in decision-making, so it is necessary to develop some special skills of human resources at the administrative levels, such as: expanding the skills of negotiation and participatory management enabling and training the human resource to exercise the decision-making process. (Modell, 2019).

2.4.4 Process reengineering

Re-engineering is one of the techniques or methods that have a great impact on the success of the institution and re-arranging the business. By bringing about a radical change in the institution and the ways in which it exercises its various activities with the aim of improving performance, at all levels and processes that push the institution towards the best profitability and the best use of the available resources. This in turn aims to raise the competitive capabilities of the institution and thus ensures an important position in the market in under the law of diminishing profits and in the context of the current environmental conditions that are characterized by

complexity and rapid change. Re-engineering includes three characteristics: customer focus, production-oriented organizational structure, and finally considering the institution as a newly born one that did not exist in the first place. The human resources in the organization are affected. This process has been greatly affected, so it is necessary to focus on their development and develop training programs that would make human resources understand the meaning and reason for change, as well as programs for developing conflict resolution skills and the pressures they are exposed to during change. In addition to skills to deal with new technologies or practices, new resulting from re-engineering has shown.

Accordingly, it can be said that various contemporary institutions, in light of these influences of globalization, diversity in the workforce mix, trend towards decentralization, orientation to miniaturization and practical re-engineering and other many environmental changes and continuous dynamic, the institution is forced to work to provide programs of education and continuous learning. Its human resources aim to develop and refine their skills and knowledge. (Khalaf Allah, 2015).

2.5 The Importance of Human Resource Management Strategies

The continued success of organizations depends on their capabilities in creating competitive advantages that competitors cannot imitate. And among these sources is its possession of material and technological resources and equipment, which may be easy to replicate from others. Still, when the organization has effective and successful human resources, it becomes difficult for competitors to imitate them, so products, technology, and market protection. All can achieve competition, but human resources work to achieve sustainability (Allui and Sahni, 2016).

Buller and McEvoy (2012) also believed that the workers should be seen today as the core capabilities that give organisations a competitive advantage, especially if they have unique and distinct capabilities and skills in decision-making and creativity so that competitors cannot imitate. Storey (2016) also indicated that human resource management could create a sustainable competitive advantage by developing human competencies in organizations, while establishing the link between the general objectives of the business strategy and the human resource strategy and implementation. persons are one of the important inputs to the organisation's overall

strategy. The most important role of these inputs is that they represent a critical element in creating the link between human resource practices and business performance. Kramar (2014) also added that human resources are a fundamental factor for strategic success for organizations, which now forces organizations to consider the number of skills and knowledge available to them, whether in the preparation stage of the strategy.

2.6 Human Resource Management Strategies

2.6.1 Human resource planning

Human resource planning relates to issues present in business activities, such as decentralization, acquisition, enablement, technology, and its implications for managing human resources (Jarir, 2021). According to Pavlova (2020), human resource planning is how organizations foresee their future employee needs and develop programs to ensure that employees are available at the required time and place. Armstrong & Taylor (2020) defined human resource planning as a systematic process of aligning individuals' internal and external supply with the expected vacancies in an organization within a specified period. Moreover, human resource planning is the process of analyzing and determining the availability of human resources to achieve its goals (Knittel, 2020). Human resource planning within the organization has become a management function, especially with the emergence of modern and sophisticated organizations and rapid changes in the work environment (Chelladurai&Kerwin, 2018).

2.6.2 Job analysis strategy

The job analysis strategy is the first step upon which all other human resources management functions in the organization are built. The more this process is carried out accurately and comprehensively, the greater the chances of application and success in human resource management strategies (Morgeson et al., 2019).

Job analysis is the method used by which it is possible to determine the duties of these job positions and the personality of the individuals who will be selected for their work. It is not possible to start translating the organisation's objectives into tasks and responsibilities that workers will carry out to achieve these goals without completing the analysis and design of the job (Snell et al., 2015).

Job analysis is defined as the scientific method that organizes the process of collecting and documenting data and information on the job. It is the systematic process of studying and gathering information related to the job's operations and responsibilities to define and develop a complete description of its conditions or determinants (specifications). It is also the identification of the activities that constitute the job, putting that into an integrated explanation, and specifying the specifications of the incumbent (Chelladurai and Kerwin, 2018). Another definition for job analysis is that it is a scientific method that divides the job into its constituent elements to define the specifications, duties of the job and the conditions that the incumbent must meet. The job analysis is concerned with collecting the most significant amount of data on this job. It provides primary data from the activities and the method by which activities will be collected in tasks.

2.6.3 Strategy of selection

The recruitment process is one of the most important functions that must be accomplished by the human resource management in the organization efficiently and effectively. Based on success in achieving them, the course of functional activities in the organization is determined, whether marketing, productive, financial, and research activities, especially in the organization whose human resources management solve the problems of its organizational structures (DeCenzo et al., 2016).

The selection process is a system whose inputs are the results of job analysis, human resources plans, the results of recruitment, and its operations in interviewing, selection, medical examination, and physical fitness. Either its outputs are manifested by a selection decision whereby those appointed from among the group of persons nominated for the job are determined. Selection has been defined as “the process by which the organization selects from among several applicants to the position who have the highest opportunity to meet the organization’s needs (Schippmann, 2013).

Selection is also defined as "the process of selecting the right person from among a group of applicants for a specific position within the organization" and as the process of selecting the best job candidates from a group of applicants who were nominated through the recruitment process (O'Meara and Petzall, 2013).

2.6.4 Training and development strategy

Training and development have been defined as the process of improving performance. It is also the process of providing workers with skills that are used directly to fulfil jobs by enhancing workers' capabilities (Al-Khasawneh, 2013; Coccia, 2014).

The strategy of training and development plays a fundamental role in the success of organizations, and it has become one of the primary activities supporting human resources management because organizations realize that training and retraining employees to carry out future work burdens of a changing nature may determine organizational success or failure (Phillips and Phillips, 2016).

The processes of training and developing human resources and evaluating their performance represent vital activities that are interlinked with each other, so the human resources department cannot play an active role in achieving the goals of the organization if it is not aware of the nature of the required training based on identifying training needs according to a scientifically studied method (Al-Khasawneh, 2013; Kramar, 2014). Also, training is one of the means used by the administration to develop the workers' scientific and behavioural capabilities to pave the way for the growth and prosperity of the organization and confronting changes at the internal and external environment level (Kramar, 2014).

2.6.5 Performance evaluation strategy

The performance evaluation strategy is one of the essential processes of human resources management. Through the performance evaluation process, the organization can reach an accurate judgment on the correctness of its policy and the programs it adopts to select, appoint, train, develop and follow up its human resources in the organizations that are the cornerstone of the organization (Madera et al., 2017).

Performance evaluation is defined as an essential human resource activity aimed at ascertaining the extent of the individual working in the organization. It is a system through it. The efficiency of workers for their work is determined, provided that the workers have spent a period in their job to enable their performance to be evaluated during it (Noe, 2017). In other words, performance evaluation is a continuous

process of assessing and managing behavior. It results in actual performance, and the performance will be in line with each other.

2.6.6 Teamwork strategy

Jalal and Pottery (2015) defined a team as a distinguishable group of two or more people interacting dynamically, interdependently and adaptable to a goal / task / goal of value, each assigned to perform a specific task/goal of value function or role with a limited membership period. In other words, it is a unit of two or more people who coordinate and interact to complete and achieve one common and specific goal,

Teamwork refers to the employees' actions grouped to achieve a common goal with interest prioritized from the organization (Chukwudi, 2014). Teamwork involves a group of people who support each other to perform a specific goal. Teamwork is the process of organizing groups among employees to accomplish a particular work, and it entails reciprocity and collaborative participation to achieve a specific goal. Teamwork is one of the factors that affect organizational performance. It is very important to pay close attention to teamwork as it is a significant variable in any organizational success (Khuong and Tien, 2013).

The four components of organizational learning are discussed below (Hult, 1998: 196-198):

a) Team Orientation:

It can lead to learning to develop a unique vision while thinking together in dialogue (because members think that they are realizing their own goals). Team orientation measures the degree of collaboration and cooperation in this area. Senge, P. M. (1994: 8) states that when employees work in teams, they not only describe their weaknesses and flaws more easily but also they work more effectively as they ultimately trust each other.

b) System Orientation:

It measures the level of cognitive learning when there is a lot of input. Systems orientation allows the members of the organization to see the big picture and, in turn, leads to the grasp of the significance of existing activities. It serves as a link between the other three types of orientations. Since there are many inputs to a system, it is of

pivotal importance to conduct their evaluation as a whole. Senge, P. M. (1994: 10) asserts that organizations and their employees should be seen as a whole. In that regard, it is almost impossible to handle the concept of change as independent parts.

c) Learning Orientation:

The planning process in organizations is essentially a part of institutional learning to adapt to the constantly changing environment and to expand their businesses (Senge, 1994:). This type of orientation is concerned with the development of new individual skills of the members of the organization by strengthening their awareness, emphasizing the importance of organizational learning, and developing the climate for implementing these skills. The learning orientation forms the basis for the formation of an organizational culture that can ultimately lead to organizational learning. With the development of the learning orientation, the members of the organization in the form of 'thinking literacy' may develop the ability to think, reason, and spread knowledge.

d) Memory Orientation:

The formation of an organizational memory depends completely on the mechanism created in that organization. Learning takes place with the accumulation or memory of the knowledge and experience gained in the past (Senge, 1994: 312). It is an orientation to establish an accessible, communicable knowledge base in the organization and to develop an organizational culture related to it. Thus, knowledge can be used to learn and develop new ways of learning. Memory orientation has features that can lead to the improvement of the learners achieved by members of the organization by correcting certain skill paths in time.

2.6.7 Human resource development as a strategic process

Human resource development is seen as a strategic process that takes the form of a sub-system consisting of integrated parts, operating within a larger system and strategy, which is the organization's strategy. Improving the level of everyone who works in the organization and constantly educating them about everything new, in order to help everyone achieve job gains and a good career future. This strategy also seeks to form an infrastructure of human skills that institutions of all kinds need in the present and the future, to constantly raise organizational efficiency and

effectiveness. Achieving satisfaction, as well as adapting and adapting to the changes that occur in the environment and its impact on the activity of the institution in the short and long term, as these changes need to educate and provide its human resources with new and diverse knowledge and skills to contain and coexist with them. Greatly mitigate the pressures posed by changes to human resources (Chukwudi, 2014).

2.6.8 Human resource development as a continuous learning process

The development of human resources as a strategy and systematic process aimed at building knowledge, skills, attitudes and behaviors of human resources. In order to develop and improve the current and future status and adapt to the changes of the dynamic environment, to bring about matching and harmonization between the characteristics of human resources on the one hand and the characteristics of its current and future work on the other hand. Thus, one of the most important characteristics of human resource development is that it is a continuous learning process, the continuation of the career life of the human resource in the organization, regardless of its type and activity (McEvoy 2012).

2.7 Institutional Performance

Organizations are considered the basis for work in various fields of life and constitute the cornerstone of the economy of developed countries and developing countries (Modell, 2019). Additionally, organizations operating in the same sector seek to achieve competitive advantage in any way possible, regardless of the ethical extent of the methods used, which necessitated specific standards that guarantee excellence in institutional performance and ensure the resilience of institutions in the face of various challenges. Also, there are many criteria based on which organizations are classified and evaluated in terms of performance and work (Ali et al., 2020).

Evaluating the institutional performance means comparing the current situation of the institution with the goals that were planned in the strategic plan and assessing the extent of implementation of what was mentioned in this plan and commitment to it. In terms of customer satisfaction, the strength of competition, and the provision of

high-quality products, according to the required specifications on time and within the cost allocated (Chaudhry et al., 2021).

2.8 The Concept of Institutional Performance

Byungura (2019) defined institutional performance as the interaction between the organisation's motivation and internal capacity and its external environment. Institutional performance represents an organized and complex interaction process between several factors. Thakur et al. (2020) added that institutional performance is the organization's ability to use its resources efficiently and produce outputs consistent with its objectives and suitable for its users.

Additionally, Amam (2019) mentioned that institutional performance is defined as achieving organizational goals through the efficient and effective use of resources. Institutional performance requires focusing on the organisation's competitive advantage, which is the focus of evaluation, and includes indicators of all financial and other types, and measuring what is present, whether tangible or intangible.

From another point of view, according to Zhang (2020), institutional performance is the outcome and product of the tasks and actions of individuals and administrative units in the institution in light of their interaction with its internal and external environment and its ability to accomplish the tasks and planned work efficiently and effectively to achieve the goals and vision of the institution.

The concept of institutional performance has comprehensive dimensions based on the following: (Byungura, & Hansson, 2019):

1. The institution's success in achieving its goals indicates the ability of that organization to achieve long-term goals.
2. Optimum employment of all kinds of resources by the organization and its ability to direct them towards achieving its goals.
3. The required outputs that the organization seeks, with a focus on the positive aspect of these outputs.
4. The environmental aspect, both internal and external, of the organization, which indicates its ability to adapt to the elements of its environment to achieve its goals.

5. The level of quality of the organization's outputs after carrying out operations on the inputs. The overall concept describes the institutional performance as represented by the organization's activities that are expected to coincide with the required objectives.

2.9 Characteristics of Institutional Performance

The terms performance and institutional performance have some characteristics, which are listed below:

2.9.1 Performance is a broad concept

Performance has many implications for the different organizations and individuals who use it. For the organisation owners, it means profits, and for the administrative leader, it means profitability and competitiveness. For individuals, it means the level of wages and the organisation's work environment (Bednar & Page, 2018). As for customers, it may mean the level of quality of services or products provided. This means that performance is a matter of perception that differs from one individual to another and from one organization to another, which raises the difficulty of controlling and accepting it according to standards approved by all actors inside and outside the organization. (Sakawa, &Watanabel, 2020).

2.9.2 Performance is an evolving concept

Performance components evolve with the development of standards and factors that control the organization's success at each stage. The organization in the establishment stage differs from those in the stage of growth or maturity, and the combination of human, technical and organizational factors controls performance. These place performance as a challenge for the management leaders to create the appropriate variety of performance required at each stage of the organization's growth (Al Khajeh, 2018).

2.9.3 Performance is a comprehensive concept

To evaluate performance, it is sufficient to rely on financial standards. Still, it must include human, social and other means according to the organization's activity to provide a realistic and comprehensive view of its performance in all areas related to the organization (Abubakar et al., 2019).

2.9.3.1 Performance is a concept rich in contradictions

Some of these contradictions appear in cases of wanting to reduce production costs while improving the quality of service or product or trying to reduce the burdens and costs of employees and their costs while preserving the morale and organizational loyalty, which means that the administrative leader must balance between priorities and exert the effort to reconcile these aspects (George, Walker, & Monster, 2019).

2.9.3.2 Performance is retroactive

The performance dramatically affects the actions and decisions of the organizational enable administrators according to the level of the results achieved. Suppose they are far from the objectives of the organization. In that case, the plans and programs must be reconsidered. The strategic options are considered a corrective measure based on the type of current performance compared to the targeted performance (Rehman, Mohamed, & Ayoup, 2019).

2.9.4 Types of institutional performance

Berberoglu (2018) has classified institutional performance within four types, and most of them are derived from the classification of objectives due to the significant relationship between them.

2.9.4.1 According to the standard of nature

According to this criterion, the objectives are divided into economic, social, technical and organizational, and thus performance can be classified into social, economic, organizational and technological. According to this classification, it is difficult for the organization to entirely depend on one component without the other to achieve good performance according to the scheme. Still, it is rational to give a certain aspect greater priority and relative importance than others. It can also be pointed out that this relative importance and priority are subject to change with the organisation's development. Also, its transition to new stages leads to the growth process, which makes performance an advanced concept (Schneider et al., 2018).

Based on this, the performance is divided according to the nature criterion into the following:

A- Social Performance:

Social Performance is to achieve social goals related to social responsibility and provide services to the community in which the social performance operates the organization and meets its obligations. Therefore, the social performance is embodied in the extent of the success of the institution in achieving its primary purpose, which is to meet the general needs of society by providing services that are characterized by continuity and regularity and reach the public benefit of the members of the community, and also includes the way the organization manages its human resources (Martin-Rojas, Garcia-Morales, & Gonzalez-Alvarez, 2019).

B- Economic Performance:

Economic Performance is represented in the optimal employment of the organization's resources and its ability to make decisions that contribute to increasing the efficiency and effectiveness of the use of public funds. The manner of allocating them ensures the satisfaction of societal needs and the objectives associated with them. It also includes the strengthening of the productive capabilities of the national economy, besides the extent of its contribution to increasing national income, and its economic relationship with the other countries (Yu, Xiao, & Bo, 2018).

C- Administrative Performance:

Administrative performance is represented in performing plans, policies and carrying out operations in highly efficient and effective ways by selecting the best alternatives that achieve the highest degree of outputs (Maletič, Maletič, & Gomišček, 2018).

2.9.4.2 According to the criterion of inclusiveness

According to this criterion, which divides the objectives into overall and partial, institutional performance can be seen as below:

A- Overall Performance

Overall performance is the one that is represented by the accomplishments that all the elements, functions and subsystems of the institution have contributed to achieving, and their achievement cannot be attributed to any aspect without the contribution of the rest of the ingredients (Durst, Hinteregger, & Zieba, 2019).

B- Partial Performance

Partial performance is divided into several types that differ according to the adopted standard for dividing the elements of the organization, as it can be divided according to the approved standards into the performance of the financial function, the performance of the human resources function, the performance of the catering function, the performance of the production function, and the performance of the marketing function (Lee, 2018).

2.9.4.3 According to the source standard

A- Internal Performance:

Internal performance consists of three types:

Human performance: is represented in the performance of the organisation's employees in their various positions and job titles (executors, supervisors, middle management, senior leadership ... etc.). Human performance is considered the true basis for the formation and strengthening of competitive advantage because performance excellence is based on the ability of the organization to provide distinguished human resources (El-Kassar, & Singh, 2019).

Financial performance: Financial performance describes the effectiveness and efficiency of the organization in mobilizing and employing financial resources. Financial analysis ratios and balance indicators are among the most prominent financial performance indicators (Fartash et al., 2018).

Technical performance is the organization's ability to use and employ production equipment in the production process and its maintenance. The quantity and percentage of production capacity usage are among the most prominent technical performance indicators (Sayyadi, 2019).

B- External Performance:

External performance is achieved through the organization's response to external developments and variables and adaption to them. These changes lead to an inevitable change in the institution's perspective, so it must be constantly followed up to be able to realize its impact on performance, as its success or failure depends

on its ability to achieve a balance between its activities and the environment surrounding (Corvellec, 2018).

2.9.4.4 According to the functional standard

The institutional performance is divided according to this criterion based on the functions that the organization exercises, which are as follows:

A- Performing as a Financial Function

Financial function performance is reflected in the organizations by ensuring good, proper and rational handling of the funds granted. Their performance is also reflected in the extent of financial operations' legitimacy and correctness, the excellent use of public funds, and respect for financial laws and rules (Ahmed et al., 2018).

B- Performing as a Production Function

Performing as a production function allows converting raw materials and work supplies into finished and semi-finished products. This performance is achieved when the organization can achieve high levels of productivity to be able to compete with others while taking care of the necessary quality requirements within the limits of the available capabilities (García-Sánchez, García-Morales, & Martín-Rojas, 2018).

C- Performing as a Marketing Function

Embodied by assessing consumer needs to direct research and development activities to produce the required goods to sell them, reduce the surplus, study the market, and introduce the general marketing policies. Moreover, choosing the appropriate ones, to know the behaviours and needs of consumers on the one hand. Besides, making digital assessments that reflect the market share and customer satisfaction from the other side (Jimoh, Oyewobi, & Waziri, 2019).

D- Performing as the Human Resource Function

The success of any organization depends mainly on the effectiveness of individuals in their performance of their work. This effectiveness depends on workers' skill, satisfaction and cooperation, and these factors are affected by the work and behaviour of managers (Zhang, 2020).

E- Performing as Public Relations Function:

Performing as Public Relations Function is the planned effort to establish and maintain good relations between the organization and its community. The performance of this function is to support the organization's clients by establishing a strong and distinct relationship with them through knowledge of the public's opinion of the organization and its services, as well as disseminating and explaining information about it in the broadest range and an understandable manner (Amam, 2019).

2.9.5 Institutional performance levels

Institutional performance is a comprehensive concept and an integrated system with multiple aspects. Rehman et al. (2019) classified institutional performance into three levels as follows:

A- Individual performance: Individual Performance allows people to put their talents and expertise to work in a more effective way. It also gives management a standardized and agreed-upon method for reviewing and evaluating staff performance in order to guarantee that the business meets its objectives. Also It includes individuals, human resources, human capital and intellectual capital.

B- *Partial job performance*: It includes the performance of multiple organizational units within the framework of the organisation's general policies, concerned with the act of doing a job, is a means to an end within a job, role, or organization, but not the end itself.

C- *Overall performance*: Means the organisation's performance as a whole in the context of its economic, cultural and social environment.

2.9.6 Requirements for achieving institutional performance excellence

The main requirements for achieving excellence in institutional performance are that the administrative directions in the organization are common and seek to build and develop a purposeful organizational culture to achieve distinction and excellence, and customer expectations. The requirements for achieving institutional performance excellence are as follows (Chaudhry et al., 2021):

1. An integrated strategic building that expresses the main directions of the organization and its future outlook and includes the vision, mission and strategic goals that the organization is working to achieve through policy development. There is a relationship between the organization's strategy and the basic concepts of Total Quality Management because of its importance in attaining comprehensive quality in organizations and thus achieving excellence (Yu et al., 2018).
2. An integrated system of policies that govern and regulate the organisation's work and guide those in charge of performance responsibilities to the rules and principles of decision-making (García-Sánchez et al., 2018).
3. Flexible organizational structures that can be modified and adapted to internal and external variables and are organized based on operations, taking into account the flow of information and the intertwining of work relations, the degree of decentralization, the expansion of delegation and the use of communication and information technologies (Modell, 2019).
4. An advanced system for comprehensive quality assurance defines mechanisms for analyzing processes, the foundations for determining quality specifications and conditions, permitting rates, control mechanisms, quality control, and approaches to correcting quality deviations (Al Khajeh, 2018). Total quality management is the strategy of the organization, and aims to adhere to customer satisfaction through the development of processes, which lead to improving the quality of products, and that the adoption of total quality in the organization leads to its distinction through the integration of the needs of individuals to grow with the condition of the organization to develop (George et al., 2019).
5. An integrated information system that includes mechanisms for monitoring the required information, identifying its sources, means of collecting it, rules for processing, circulation, updating, preservation and retrieval, as well as regulations and mechanisms for employing it to support decision-making (Durst et al., 2019).
6. An advanced human resources management system that sets out the rules and mechanisms for planning, attracting and forming human resources, developing them and directing their performance, as well as the practices and tools for evaluating

performance, and the principles of compensation for workers according to performance results (Byungura, & Hansson, 2019).

7. An integrated system for evaluating individual performance, the performance of workgroups and teams, strategic business units, and institutional performance to evaluate achievements against goals and performance standards (Rehman et al., 2019).

8. Effective leadership that establishes the foundations and standards provides the elements for the proper implementation of plans and programs and confirms the organization's opportunities to achieve management excellence. Leadership also has a role in empowering employees and supporting the total quality management environment by creating an environment that enhances total quality, customer satisfaction and thus achieving excellence in the organization (Amam, 2019).

2.9.7 The concept of measuring institutional performance

Thakur et al. (2020) defined measuring institutional performance as the primary stage of strategic management processes. Managers try to impose that the strategic choice is implemented correctly. Performance evaluations means are used to analyze the performance of activities to search for the reasons or factors affecting the performance of these activities and are called performance drivers (Thakur et al., 2020).

George et al. (2019) added that measuring institutional performance is a flexible process capable of responding to the environmental changes or conditions surrounding the general organization, whether internal or external, through the use of a set of criteria in comparing the actual performance to the target in all stages of implementation with respect to a single activity and in all activities of the organization as a whole.

Moreover, Martin-Rojas et al. (2019) stated that measuring institutional performance is a process aimed at measuring what has been accomplished by an organization during a specific period compared to what has been planned in terms of quantity and quality and by using a set of criteria and indicators while identifying deficiencies and deviations if any, and ways to remedy them in the present and future.

2.9.8 The Importance of measuring institutional performance

Measuring institutional performance helps to provide an integrated system and fair standards through which individuals at various administrative levels feel that their performance is evaluated according to fair grounds, without bias, favouritism or interference in personal relationships, which reflects the same on the performance of individuals, their job satisfaction and loyalty to the organization (El-Kassar, & Singh, 2019).

It is considered one way to detect the compatibility of jobs, their responsibilities and burdens with the capabilities and aspirations of the occupants of those jobs. It thus helps in reconsidering employment policies, training, promotions and human resources planning in general (Bednar & Page, 2018).

The institutional performance evaluation is considered a continuous evaluation of the organization's training plan, as it reveals the levels of skills and capabilities completed by the organization as a whole (Fartash et al., 2018).

The institutional performance evaluation is a good indicator for selecting those who deserve promotion to higher job positions or transferring or redistributing individuals among the different units (Sakawa, & Watanabel, 2020).

Additionally, measuring institutional performance support establishing and planning a fair system of wages and incentives based on sound foundations, in which the individual feels valued for his efforts, and limits the conflicts that arise between workers, and taking corrective steps to reduce the scope of activity of an individual or unit or increase or decrease the number of employees (Byungura, 2019).

2.9.9 Objectives of measuring institutional performance

The process of measuring institutional performance in general aims to ensure that the organisation's actual performance is according to the plans drawn. Some other objectives include reducing costs and rationalizing spending, providing information that helps in removing and modifying plans, reducing the risk of errors in developing plans, and accuracy in determining the steps and stages of implementation and following up on the progress of techniques and strategies (Ali et al., 2020).

Furthermore, these objectives involve working to find cooperation between the administrative units and departments that participate in the implementation, employing the efforts of individuals to implement the plans, measure the efficiency of the performance of workers to determine the efficiency of using the human resource, and determining the level of training required to raise the level of performance (Abubakar et al., 2019).

Moreover, objectives of measuring institutional performance include the extent of the efficiency of the employment policy in light of the performance rates, determining the efficiency of training plans and programs, identifying high-performing individuals who could be promoted in the future, and spreading the spirit of honest competition among employees to take advantage of the opportunities for promotion (Corvellec, 2018).

Institutional performance also includes deepening the relationship between individuals and their superiors, improving the level of administrative communication and giving an opportunity to individuals to learn about their weaknesses in their performance and the aspects of training that they need (Maletič, Maletič, & Gomišček, 2018).

2.9.10 Foundations for the success of measuring institutional performance

The success of measuring institutional performance need for defining the goals of the organization: The organization should have clear goals, which it seeks to achieve and direct the various activities of the organization towards those goals, and that these goals define the areas of work of the organization and the activities of its various units and departments (Thakur et al., 2020).

The organization is in need of developing operational plans to achieve the goals, and include detailed plans for each area of the organization's activities and determining the centres of responsibility for performance. This means identifying the organizational units responsible for each type of performance, defining the performance indicators based on which the organisation's performance and its units are based. It is an essential and precise step in creating a special administrative body to monitor implementation and record results employed in decision-making (George et al., 2019). The importance of this stems from the fact that the evaluation results

depend on their objectivity and correctness on the accuracy and accuracy of the recorded data (Byungura, 2019).

Similarly, the principles on which institutional performance measurement is based on every level of performance in the organization, whether individuals or units are considered part of the whole. This all is part of every other at a higher level, clarifying the nature of the department's work in institutional performance by linking these parts to the rest of the parts separately (Yu et al., 2018). Performance measurement deals with parts that take the organization away from idealism, turning into a series of interactions that may ultimately lead to conflict and disperse efforts as well as, an improvement that occurs as a result of partial dealing with performance is considered a temporary improvement and ends with a difference and deterioration in the long run (Jimoh et al., 2019).

2.9.11 Areas of institutional performance measurement

Measuring institutional performance includes the following:

Organizational Environment: it is evaluated through the organizational structure, the prevailing culture, leadership style, and organizational climate.

Effectiveness: it is evaluated through the effectiveness of planning, the effectiveness of implementation, the effectiveness of evaluation, and the effectiveness of communication (Lee, 2018).

Available Resources: They are evaluated through human resources, technical resources, financial resources, and the network of relationships

Comprehensive Knowledge: It is evaluated by the organization's customers, the organization's competitors, the nature of the surrounding environment, and the organization's project (Byungura, & Hansson, 2019).

2.10 Dimensions of Institutional Performance

Institutional performance is represented by a set of rules of activity and control that govern the functioning of the institution within a specific historical and geographical framework, which includes three dimensions (the financial side, the operations side

internal, learning and growth aspect), and these dimensions can be briefly touched upon follows (Caliskan, 2010).

The Financial Aspect: The financial objective can be considered as creating value for shareholders, and the goal of maximizing the wealth of owners has been widely accepted as a main objective for business establishments, where investors are interested in the extent of the establishment's ability to achieve long-term profits and distributions to shareholders.

Operational: This aspect includes all the activities of the facility that make up its value chain from the stage of research and development to the stage of after-sales service, and this aspect is related to the financial dimension of performance in terms of its focus on improving the efficiency of internal operations.

Learning and Growth: This aspect aims to measure the ability to innovate and create, by measuring the facility's ability to offer new products and create greater value for customers, and continuous development and improvement of overall quality at the level of the product or service life cycle and evaluation procedures.

2.11 Previous Studies and Theoretical Foundation

Smalali Yahdia (2003), the impact of the strategic management of human resources and the development of competencies on competitive advantage. The following problem was raised: Is it possible for management - and management sciences, University of Algiers, 2003 Strategic Human Resources through the management and development of competencies, the management of knowledge and the management of total quality to affect the competitive advantage of the economic institution? Where he reached several results, the most important of which are: The most important endeavour of economic institutions in light of their strategic orientation and within the framework of their possession of individual and collective human resources and competencies is the possession and preservation of the competitive advantage. Total quality management is a method for improving and raising the performance of human resources within the strategic direction and considering it as a parent and partner in the organization's strategies.

Al-Hiti and Muasher (2004), *The Impact of Polarization and survival on Job Performance in Jobs Higher Management*. This study aimed to know the reality of the important jobs in the Jordanian government apparatus, represented by the Secretary-General and Director-General's position, the associated functional variables, and its relationship to the results achieved and performance. This study also aimed to determine that the jobs in the studied organization are subject to polarization and appointment policies and their relationship and the role they occupy. It also aimed to know the level of interest in planning and arouse interest in leadership tasks. The study relied on the descriptive and analytical method and the field study method by distributing questionnaires to the study sample population. The number of those who participated in this study reached 120, of whom 71 responded. The study revealed results that included specific conditions when selecting relatives, the most important of which was the lack of stable policies for the researched organizations to establish senior positions and appoint them, including the "Secretary-General." The study also showed that the higher authorities play the primary role in the recruitment process. The most important recommendations of the study were to establish a development program to prepare secretaries-general after a purposeful selection based on clear and specific criteria. The study suggested the idea of establishing a national centre specialized in senior administrative leadership. The necessity of selecting employees based on a program in which leadership and management skills are available, the need to pay attention to the leaders of the second row, the need to adopt internal methods for development, the proposal to establish an institution to hold training courses and the proposal to conduct research studies related to higher management and the need to pay attention to the second row of positions and choose them on scientific grounds, since most of those who were attracted from outside the studied organization (Al-Hiti and Muasher, 2004).

Katou (2008) this study aimed to see how human resource management practices affected the organizational performance of companies in Greece's industrial sector. A questionnaire was prepared as a data collection tool and disseminated to the 178 public establishments in this sector that made up the research population. The study discovered a strong link between human resource management strategies in the areas of (resources and development, job design, participation, incentives, and compensation) and those organizations, as well as their impact on business strategies

in the areas of (resources and development, job design, participation, incentives, and compensation) (cost, quality, innovation).

Munjuri Gacheri Mercy (2011) studied the Effect of Human Resource Management Practices in Enhancing Employee Performance in Catholic Institutions of Higher Learning in Kenya. This study focused on the impact of practices (HRM) on employee performance and this study sought to find an effect of training, performance related to pay, job security, employee empowerment and job design and employment opportunities on employee performance in Catholic institutions of higher education in Kenya, the research design used was the design of descriptive survey research. The target sample is all the support staff in the institution. The study used the technique of random sampling, and data were collected using questionnaires and analyzed using descriptive statistics such as frequencies and percentages. The study found that the remuneration related to the most significant impact on improving employee performance. Training and employee empowerment also affect increasing employee performance, while job design and job security are the least influential on performance. The study revealed that the vast majority of employees are of the middle level. They were provided with paid training opportunities by the employee most of the time. However, most employees did not receive any financial rewards after achieving the set goals, meaning that there is no performance-related pay in the organization. The study recommended that to improve performance. The organization must provide Employees have job security, bonuses and incentives as a reward for workers to achieve goals because these practices of human resources management are positively linked to a very strong relationship with employee performance in addition to other practices that have a positive impact on employee performance, including allowing employees to make decisions that they can deal with, taking the opinions of employees in decisions. Management delegating tasks that can be dealt with, providing them with the required skills relevant to their jobs, setting achievable goals and engaging them. For workers in goal setting, fair performance evaluation, salary increase for achieving set goals, and proper rewards management (Munjuri Gacheri, 2011).

Khaled & Naser (2013) studied relationship between Human Resource Management Practices and Perceived Performance of Employees in Jordanian Hospitals. The relationship between human resource management practices and organizational

performance is important in organizational science. This study aims to determine the status of human resource management practices and whether they are applied or not and also to study the implications of resource management practices. Practices include: planning - selection - training - performance evaluation - motivation - compensation - employment where a descriptive survey design was used, data were collected from all employees from each hospital using questionnaires, and data were analyzed using descriptive statistics and correlation and regression analysis. Human resource management practices impact performance, and that Jordanian hospitals do not have effective practices, and compensation has the most significant effect on increasing the level of employee performance. However, human resource management practices are critical in enhancing the organization's performance, but most Jordanian hospitals do not apply these. The main contribution of this research is to convince hospital managers to give serious attention to the relationship between human resource management practices and performance, and they must also pay attention to how to enhance capacity in the areas of resources and human skills development to increase and improve performance in the hospital.

Momena Akhter & Nur-E-Alam Siddique (2013) studied human resources practices and its Impact on Employee Performance: A Study of the Cement Industry in Bangladesh. The main objective of this research is to study the effect of human resources practices on the performance of workers in a cement factory in Bangladesh. For this purpose, the researchers attempted to research and investigate various components of human resource management practices on employee performance according to a sample consisting of 160 employees from seven cement companies listed in Dhaka Financial for the exchange. The results showed that training, development and opportunities for career advancement have a significant positive impact on employee performance. On the other hand, performance appraisal, compensation, and leadership practices also positively affect the performance of the employees. Still, this effect is not significant in the Bangladesh cement plant. Effective human resource management can increase the performance of workers in cement companies in Bangladesh. The research recommended: that cement companies update existing human resource management practices and implement innovative and new human resource management practices. A survey among employees should be conducted from time to time to find out their satisfaction with

current practices and involve the line managers in designing or modifying HRM practices. It should run out of new performance appraisal techniques such as 360, which will assist the organization in gathering information about employee performance from a variety of sources (Akhter & Siddique,2013).

Amin et al. (2014), the purpose of this paper is to study the impact of human resource management (HRM) practices on organizational performance. A total of 300 employees from a public university consisting of academics and support staff were included in the study. The survey questionnaire contained 46 items covering selected human resource management practices, and university performance was used. The study found that human resource practices: recruitment, training, performance appraisal, career planning, employee participation, job definition, and compensation have a significant relationship with university performance.

Al-Murbani (2014): the role of training in improving public sector employees' performance efficiency, a case study: Ministry of Social Affairs - Social Security offices - Al-Baha region. The research aims to identify the extent of benefit from the training courses that employees receive and the role of training in improving performance. It also aims to reach the problems facing the training process, the strengths and weaknesses, and recommendations that help achieve the objectives of the studied organization to reach distinguished performance through the training and development processes that lead to improve the efficiency of the performance of its employees and workers. The problem of the study was that most government sectors face a significant shortage in the training process for their working employees, and training in them may be limited to certain administrative levels without others. The researcher used the descriptive analytical approach to describe the phenomenon under study and collect data. The various interviews, observations and examination of records and the research sample reached forty samples distributed over the branches of the social security offices in the Al-Baha region. The most important results were the approval of the research sample individuals on the role of training in increasing performance efficiency and their need for it to develop their performance. There is a statistically significant relationship between training and increasing employee performance efficiency and a relationship between the type of training and improving employee performance. There is a statistically significant relationship between the training period and its efficiency. The lack of approval of training

methods and most of the courses are theoretical and have nothing to do with fieldwork and the short training period with the length of daily training hours. The study recommended the need to support and increase interest in measuring the impact of training on the trainee and its relationship to developing his performance, work and practical skills, and the need to raise the training budget and pay attention to the evaluation process. After training, following up on the trainees with performance reports, increasing the number of courses, providing the opportunity for all employees to obtain training courses without exception, and allowing the employee to define the training courses he desires to commit (Al-Murbani, 2014).

Hasfa Shaukat et al. (2015) Impact of Human Resource Management Practices on Employees Performance(Institute case study COMSATS)This study evaluated the links between "human resource practices" systems and corporate performance. Employee performance measures were based on established pilot studies linking human resource management practices with employee performance. A questionnaire was prepared consisting of 31 elements that included seven variables that include training, performance evaluation. Career planning, employee participation, job definition, compensation and selection. This questionnaire was designed on the basis of these variables in order to create a relationship and link it with the results. The study concluded, based on a national model of companies, that although the human factor is always the most important in any organization However, this importance will increase in the future due to the changes that take place in the work environment that require the individual to play a critical and important role in the organization and indicate that these practices have an economic and statistically significant impact on employee performance. In short, all the tested "human resources practices" are related. Positively with employee performance, this study recommended that importance should be given to the developmental aspect in human resource management to enhance the effectiveness of the organization specifically “employee performance, and it should be reviewed, reformed and Renewal of human resources systems such as the reward system, promotion, motivation, training, compensation and recruitment processes in order to be more dynamic and effective, and to monitor the progress of these systems permanently, so all organizations interested in growth and high performance through increasing the participation of the worker must give

importance to training, selection, compensation and motivation (Hasfa Shaukat, 2015).

Khalaf Allah (2015) studied “strategic planning and its impact on the performance of human resources for a sector”. The study aimed to identify the reality of strategic planning in Sudapet Ltd. and shed light on the most prominent solutions that could contribute to identifying the positive effects and mitigate the negative impact of that reality. In addition to identifying the problems and challenges facing planning and the extent of employee participation in developing strategic plans for human resources management, and standing on the role of planning in the performance of employees and the company's flexibility in strategic planning and responding to internal and external variables, as the research contained three hypotheses to prove them in the study and their relationship to the reality of strategic planning. The descriptive and analytical approach was used to prove the hypotheses. The researcher carried out statistical analysis using job satisfaction, where the number of the sample members was 100 employees from the sample community (Sudapet Company). The researcher reached a strategic presence at the company level, and there is joint control and cooperation to implement the strategic plan. Concerning planning in the studied organization, it was found that there is strategic planning at a medium level. As for the implementation and control, their percentage was also moderate. As for the evaluation of the performance of the employees, it was found that the level of evaluation of the performance of employees is medium.

Regarding the contribution of strategic planning to increasing the performance of employees, their effectiveness and the efficiency of systems, we find that the level is weak in the studied organization. The study recommended that more attention be paid to strategic planning and work to reduce the obstacles to strategic planning and to bring administratively qualified administrative competencies to work in the oil sector to support organisational operations, especially in the field of strategic planning, to investigate the productivity of Sudapet company's performance, and to use the means of modern technologies in the field of planning. Training and development of personnel in the field of planning and the need to include strategic plans And detailed standards for clear and specific performance of the company's employees to ensure good performance (Khalaf Allah, 2015).

The study of Allui and Sahni (2016) aimed to explore the integration of institutional strategies with human resource management by studying strategic human resource management practices in universities in the Kingdom of Saudi Arabia. An exploratory, quantitative and qualitative research design was used to study the best strategic human resource management practices in higher education in Saudi Arabia. The study results indicate that based on the participants' perceptions, the higher education institutions under study have a high level of awareness of SHRM. However, Saudi higher education faces significant problems related to human capital development, especially faculty members, and needs to devote more attention to their SHRM practices. The recruitment and selection process is mainly insufficient and requires active attention. The results also showed that the performance evaluation and rewards system does not guarantee highly motivated employees, especially if they are expatriate workers.

Dastmalchian and Steinke (2017) The relationship between HR practices and employee performance in Canadian healthcare firms was explored. The effect of HR climate in mediating the relationship between HR practices and HR outcomes was investigated in this study. The study then looked at the links between HR practices and how they affect employee performance. The findings revealed that HR practices in healthcare firms foster a positive work environment, and that HR practices have a major impact on employee performance.

The study of Kamal al-Din and Abu Zaid (2019) aimed to demonstrate the reality of applying knowledge management and its impact on the excellence of institutional performance in Saudi universities: a case study on the University of Najran Saudi Arabia and to achieve the objectives of the study, a descriptive-analytical approach was followed, and a questionnaire was designed to measure the reality of applying knowledge management at the University of Najran. The data were collected from a sample of the teaching staff amounting to (168) members. The study reached several results, the most important of which are: The reality of applying knowledge management at Najran University from the viewpoint of the faculty members came with a medium degree, and that there is a strong correlation between knowledge management requirements and its operations. On the one hand, employee satisfaction, education and institutional growth, and the efficiency of internal process on the other hand.

Abdullah's study (2020) aimed at identifying the relationship between human resource management practices and improving institutional performance in industrial companies in Jordan. A descriptive-analytical approach was used. The study found a statistically significant effect of human resource management practices in improving institutional performance in industrial companies in Jordan. The study also found a positive impact of employing human resources to improve those industrial companies' institutional performance. The results also showed an effect of compensation for human resources in improving the institutional performance of these companies. Furthermore, the study results showed a significant impact of employee performance evaluation on improving institutional performance in industrial companies in Jordan. There is also an impact of training human resources on improving the institutional performance of industrial companies in Jordan.

3. RESEARCH METHODOLOGY

3.1 Conceptual Framework of the Study

The study's independent variable is Human Resource Management, and the dependent variable of the study is institutional performance.

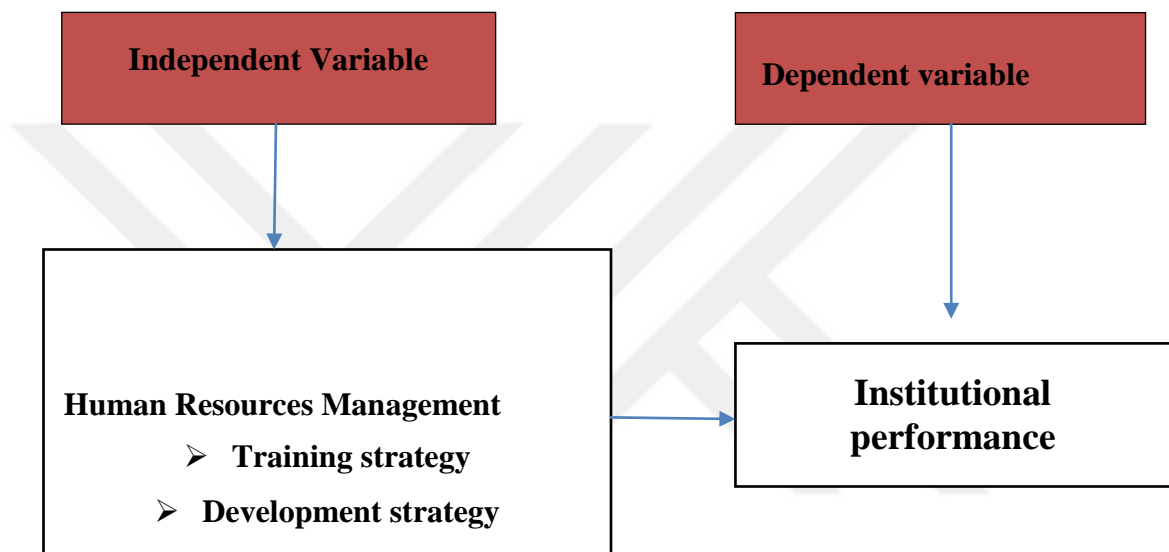


Figure 3.1: Conceptual Framework

3.2 Research Hypothesis

The research hypothesis of this study would be the following:

- H1: There is a significant relationship between human resources management and institutional performance
- H2: There is a significant relationship between training strategy and institutional performance
- H3: There is a significant relationship between skill development strategy and institutional performance
- H4: There is a significant relationship between training strategy and skill development strategy

3.3 Research Sample

This study uses quantitative research methods to investigate the relationship between human resource development strategy and skill development strategy on institutional performance at Baghdad University. The researcher selected random sampling as the method of research. The survey form was delivered to 380 participants over Google Forms. Finally, 234 responses were collected from employees of Baghdad University who were more than 10,000 employees.

3.4 Instruments

The research instrument was a closed-ended questionnaire comprising structured items from the original scale to collect data from respondents. This study consists of two variables, each of which has a set of scale items on which respondents were asked to decide.

Measurement of Institutional performance. Institutional performance was evaluated by a scale developed by Joseph Cezar L. Deligero (2017). To measure institutional performance, seven items by rating them on a 4-Likert scale. (1= Excellent (E)/Very High 2= Very Satisfactory (VS)/ High 3= Fair (F)/Low 4= Poor (P)/ Very Low).

Measurement of the human resource development strategies. Human resource development strategies have two dimension the first one is training strategy and the second is skill development strategy. Training strategy scale and skills development strategy was evaluated by a scale developed Ibrahim Wali (2016). To measure skills development strategy, six items were rated on a 5-Likert scale (1 – Strongly disagree 2 – Disagree 3 – Neither agree nor disagree 4 – Agree 5 – Strongly agree).

3.5 Data Analysis and Scales

The data obtained from the internet via the questionnaire were analyzed using SPSS 26 program. The analyses applied for the research were interpreted to reach the desired purpose. Some results have been achieved with statistics suitable for the research purpose. With the questionnaire form, demographic information of the participants was obtained, and the judgments of the scales were asked to be evaluated. Scale variables were determined by applying factor analysis to the scales,

respectively. Reliability analysis was applied to the scales and the obtained variables to test whether they were suitable for research. It is concluded that reliability is obtained from the scale of the variables. Following these procedures, normality test, correlation and regression analysis were performed, as well as effect values. The hypothesis was evaluated by identifying how and to what extent the variables interact with one another. Hypothesis results are interpreted.



4. RESULTS AND FINDINGS

This chapter discusses the data analysis and findings of the study. The questionnaire used in this retrospective study was carefully analyzed to ensure that the data gathered was presented clearly with the aid of tables, percentages and graphs, where possible. A retrospective chart analysis was conducted to capture the data essential to accomplish the research objectives.

4.1 Demographic Frequencies

In the table below, some demographic data of the research participant is compiled.

Table 4.1: Gender of the Respondents

| Gender | | | | | |
|--------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Female | 106 | 45.3 | 45.3 | 45.3 |
| | Male | 128 | 54.7 | 54.7 | 100.0 |
| | Total | 234 | 100.0 | 100.0 | |

As seen in the table above, the total participants of the study are 234 respondents, 45.3% of the respondents are females while 54.7% of the respondents of the study are males.

Table 4.2: Age of the Respondents

| What is your age group? | | | | | |
|-------------------------|-------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 24 or under | 28 | 12.0 | 12.0 | 12.0 |
| | 25-34 | 115 | 49.1 | 49.1 | 61.1 |
| | 35-44 | 64 | 27.4 | 27.4 | 88.5 |
| | 45-54 | 25 | 10.7 | 10.7 | 99.1 |
| | 55 and more | 2 | .9 | .9 | 100.0 |
| | Total | 234 | 100.0 | 100.0 | |

Table 4.2 shows the age of the participants. It is seen that the majority are under 34. People of the ages 24 or under constitute 12% of the sample. People aged 25-34 constitute 49.1%. People aged 35-44 are 27.4%, people aged 45-54 are 10.7%, and people aged 55 and more constitute .9%.

Table 4.3: Education level of the Respondents

| What is your education level? | | | | | |
|-------------------------------|------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Primary school | 2 | .9 | .9 | .9 |
| | Secondary school | 7 | 3.0 | 3.0 | 3.8 |
| | Undergraduate | 75 | 32.1 | 32.1 | 35.9 |
| | Postgraduate | 111 | 47.4 | 47.4 | 83.3 |
| | PhD | 39 | 16.7 | 16.7 | 100.0 |
| | Total | 234 | 100.0 | 100.0 | |

When the educational level was examined, it was found out that primary school are 9%, secondary school are 3.8% , undergraduate are 32.1%, postgraduate are 47.4% and PhD are 16.7%.

Table 4.4: Salary of the Respondents

| What is your salary? | | | | | |
|----------------------|--------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | A) \$100 - \$300 | 94 | 40.2 | 40.2 | 40.2 |
| | B) \$400- \$600 | 57 | 24.4 | 24.4 | 64.5 |
| | C) \$700- \$900 | 46 | 19.7 | 19.7 | 84.2 |
| | D) \$1000 and More | 37 | 15.8 | 15.8 | 100.0 |
| | Total | 234 | 100.0 | 100.0 | |

When the sector of the salary was examined, it is seen that the people are getting salary from 100-300\$ are 40.2%, 400-600\$ are 24.4%, 700-900\$ are 19% and 1000\$ and more are 15.8%

Table 4.5: Work Experience of the Participants

| How long have you been work? | | | | | |
|-------------------------------------|------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 1-5 years | 106 | 45.3 | 45.3 | 45.3 |
| | 6 to 10 years | 41 | 17.5 | 17.5 | 62.8 |
| | 11 – 15 years | 51 | 21.8 | 21.8 | 84.6 |
| | 16 20 years | 22 | 9.4 | 9.4 | 94.0 |
| | 21 years or more | 14 | 6.0 | 6.0 | 100.0 |
| | Total | 234 | 100.0 | 100.0 | |

Considering the total work experience of the participants every year, the percentage of people with an experience of 1-5 years are 45.3%, between 6 - 10 years are 17.5%, between 11 – 15 years are 21.8%, between 16- 20 years are 9.4% and 21 years or more are 6.0%.

Table 4.6: Mean and Median Department of Work

| | Gender | Age group | Education level | Department of Work | Salary | Experience |
|----------------|---------------|------------------|------------------------|---------------------------|---------------|-------------------|
| Mean | 1.55 | 2.39 | 3.76 | 5.65 | 2.11 | 2.13 |
| Median | 2.00 | 2.00 | 4.00 | 7.00 | 2.00 | 2.00 |
| Mode | 2 | 2 | 4 | 7 | 1 | 1 |
| Std. Deviation | 0.499 | 0.864 | 0.793 | 2.079 | 1.106 | 1.255 |
| Variance | 0.249 | 0.746 | 0.629 | 4.322 | 1.224 | 1.575 |
| Sum | 362 | 560 | 880 | 1323 | 494 | 499 |
| N | Valid | 234 | 234 | 234 | 234 | 234 |

Table 4.6 shows that the department of work of the respondents have the highest value of mean 5.65 and lowest mean gender of the respondents. The highest value of median is 7.0 with department of work of the respondents and std. deviation 2.079 which is the highest value of the data and 4.322 is the highest value of variance of the data.

4.2 Normality Distribution Analysis of Data

The normal distribution for data was examined in the examinations. It was understood that the data were distributed normally and parametric test applications were continued.

Table 4.7: Normality Test

| Scales | Kolmogorov-Smirnov | | Shapiro-Wilk | |
|---|--------------------|------|--------------|------|
| | Statistic | Sig | Statistic | Sig |
| Institutional performance | 0.091 | 0,01 | 0,980 | 0,01 |
| Training strategy | 0,134 | 0,01 | 0,942 | 0,01 |
| Skill development strategy | 0,111 | 0,01 | 0,932 | 0,01 |
| Lilliefors Significance Correction, p: 0,01 | | | | |

Table 4.8: Descriptive Statistics

| Scales | Skewness | Stand. Error | kurtosis | Stand. deviation |
|----------------------------|----------|--------------|----------|------------------|
| Institutional performance | -0.386 | 0,247 | -0,248 | 3.774 |
| Training strategy | -0,906 | 0,278 | 0,926 | 4.247 |
| Skill development strategy | -1.036 | 0,272 | 1.699 | 4.168 |

In cases where the chi-square test cannot be performed, the Kolmogorov-Smirnov test can be examined. It is also possible to do cases where the sample volume is small. According to the normality examination, indicate that the data were normally distributed. Another test was the normality in the table "Shapiro-Wilk". Scale. Shapiro- Wilk sig here. Since their values were greater than 0.01, the data was considered to be normally distributed.

Table 4.9: Mode, Median, Mean and Std. Deviation

| | Institutional performance | Training strategy | Skill development strategy |
|----------------|----------------------------------|--------------------------|-----------------------------------|
| Mean | 16.91 | 18.16 | 18.96 |
| Median | 17.36 | 18.67 | 19.67 |
| Mode | 20 | 21 | 21 |
| Std. Deviation | 3.774 | 4.247 | 4.168 |
| Variance | 14.244 | 18.036 | 17.369 |
| Sum | 3957 | 4250 | 4437 |
| N | 234 | 234 | 234 |

Table 4.9 shows that institutional performance scale has lowest mean of the data and the mode of the data is 21. The highest value of std. deviation of the data is 4.247 with training strategy scale and also this scale has highest value of the variance of the data. The lowest variance of the data is 14.244 with institutional performance.

4.3 Skewness and Kurtosis Statistics

Skewness assesses the extent to which a variable's distribution is symmetrical. If the distribution of responses for a variable stretches toward the right or left tail of the distribution, then the distribution is referred to as skewed. Kurtosis is a measure of whether the distribution is too peaked (a very narrow distribution with most of the responses in the center)", (Hair et al., 2017, p. 61).

"When both skewness and kurtosis are zero (a situation that researchers are very unlikely to ever encounter), the pattern of responses is considered a normal distribution. A general guideline for skewness is that if the number is greater than +1 or lower than -1, this is an indication of a substantially skewed distribution. For kurtosis, the general guideline is that if the number is greater than +1, the distribution is too peaked. Likewise, a kurtosis of less than -1 indicates a distribution that is too flat. Distributions exhibiting skewness and/or kurtosis that exceed these guidelines are considered no normal." (Hair et al., 2017, p. 61).

Table 4.10: Skewness and Kurtosis Analysis for Institutional Performance

| Statistics | Skewness | Std. Error of Skewness | Kurtosis | Std. Error of Kurtosis |
|--|-----------------|-------------------------------|-----------------|-------------------------------|
| Implementation of Quality assurance mechanisms (PQA,ISO, IiP, Voluntary Accreditation, etc | -0.113 | 0.159 | -0.623 | 0.317 |
| The employability of graduates | -0.958 | 0.159 | -0.042 | 0.317 |
| Performance in National and International Competitions | -0.263 | 0.159 | -0.764 | 0.317 |
| Performance in the board examinations | -0.247 | 0.159 | -0.537 | 0.317 |
| Overall University performance compared with other universities | -0.196 | 0.160 | -0.551 | 0.318 |
| Community Extension Programs of the University | -0.178 | 0.159 | -0.652 | 0.317 |
| Community Extension Programs of the University | 0.237 | 0.159 | -0.564 | 0.317 |

Table 4.10 above shows the skewness and kurtosis of the data, as we can see the table all kurtosis of the factors are less than 3 that means the data is mesokurtic or we can say there is a normal distribution with a kurtosis value of 3 and other side of the data shows that there is platykurtic that means the kurtosis is negative and we can called flatted that means the curve of the data is more lower value. The standard deviation error of kurtosis shows there is large positive value for kurtosis indicates that the tails of the distribution are longer than those of a normal distribution. Standard Error of Mean. The ratio of skewness to its standard error can be used as a test of normality (that is, you can reject normality if the ratio is less than -2 or greater than +2). So, our data shows that there is a large positive value for skewness indicates a long right tail.

Table 4.11: Skewness and Kurtosis Analysis for Training Strategy

| Statistics | Skewness | Std. Error of Skewness | Kurtosis | Std. Error of Kurtosis |
|---|-----------------|-------------------------------|-----------------|-------------------------------|
| The training objectives of the institute are determined in light of the training needs | -0.680 | 0.159 | 0.047 | 0.317 |
| The institute has a program or center for training and development of employees | -0.768 | 0.159 | 0.083 | 0.317 |
| A training plan is developed based on the actual training needs of the institute's employees | -0.825 | 0.159 | 0.154 | 0.317 |
| The training plan is developed in light of the expansion plans of the institute in the future | -0.728 | 0.159 | 0.024 | 0.317 |
| The training content is developed in line with the objectives of the training program | -0.942 | 0.159 | 0.353 | 0.317 |
| The management of the institute follows up the progress made in the performance of its employees after their training | -1.014 | 0.159 | 0.712 | 0.317 |

Table 4.11 above shows that data skew is a negative skew value, indicating that the data is skewed toward the left tail. The other side of the data shows that there is a positive value for kurtosis. This indicates that the distribution peaks and has a thick tail. The table shows the standard. The skew error of having a positive skew indicates that the right tail is long and the positive value of kurtosis indicates that the tail of the distribution is longer than the tail of the normal distribution.

Table 4.12: Skewness and Kurtosis Analysis for Skill Development

| Statistics | Skewness | Std. Error of Skewness | Kurtosis | Std. Error of Kurtosis |
|--|-----------------|-------------------------------|-----------------|-------------------------------|
| The Institute's management is interested in involving employees in human resource development programs | -.834 | 0.159 | 0.347 | 0.317 |
| The Institute's management believes that human resource development is the best way to acquire practical skills | -0.653 | 0.159 | -0.126 | 0.317 |
| The Institute's management charts career paths for its employees, which contributes to the development of the Institute's future plans | -0.938 | 0.159 | 0.564 | 0.317 |
| The Institute encourages employees to benefit from and learn from the experience of their old colleagues. | -0.803 | 0.159 | 0.213 | 0.317 |
| The Institute encourages its employees to discuss practical cases derived from the reality of its work and practices | -.896 | .159 | .387 | .317 |
| The Institute encourages its employees to participate in conferences and scientific symposia to present their skills development. | -0.999 | 0.159 | 0.496 | 0.317 |

Table 4.12 above show the skewness of the data is negative values for the skewness that indicate data that are skewed left tail. The other side of the data shows there is a positive values of kurtosis indicate that a distribution is peaked and possess thick tails. The table shows the Std. Error of Skewness that there is positive value for skewness indicates a long right tail and also the data shows that there is a positive value for kurtosis indicates that the tails of the distribution are longer than those of a normal distribution.

4.4 Outliers and Influential Analysis

Outlier, a point in a scatterplot that has an extreme x value an extreme y value, or both. A point can also be an outlier if it is well away from the main trend of points. An outlier is a data point that differs from the overall pattern in a sample. Outliers have a large residual the distance between the assumed value (x) and the observed value (y). Outliers reduce the importance of statistical model fit because they do not match the model's forecast. The impact point is any point that has a large impact on the slope of the regression line fitted to the data. These are usually extreme values. The process of identifying the impact point begins with the removal of the suspected impact factor from the dataset. If this removal significantly changes the slope of the regression line, that point is considered an influential point.

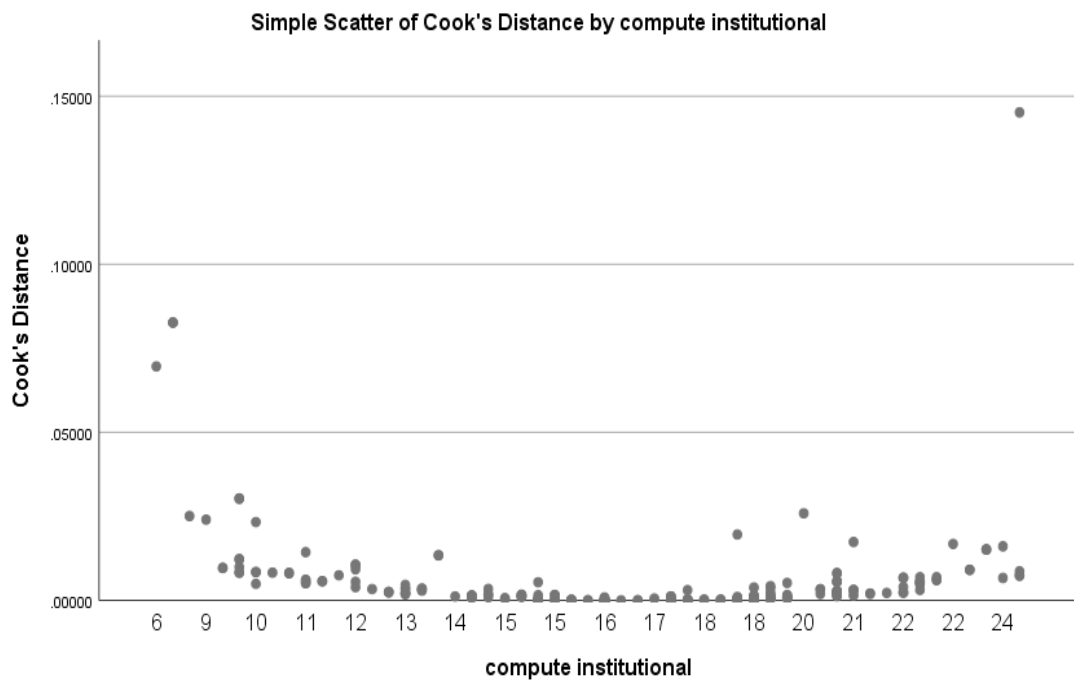


Figure 4.1: Outlier and Influential Analysis

As we can see the above chart, that most of the cook's distance are clustered together down at the bottom there are few that are a little bit higher, so what is consider abnormal if any value exceeds one it's considered an influential outlier. As you can see the chart maximum value we have 0.15 so there is no outlier when it comes to that chart, so we don't have justification or any reason to remove any value.

4.5 Explanatory Factor Analysis

Explanatory factor analysis (EFA) is often used to explore the factor structure of a measure and the opportunity to research with a small number of sub-dimensions instead of working on a large number it is the size reduction method that recognizes. Kaiser-Meyer-Olkin (KMO) for each scale bartlett, which provides the measurement of sampling adequacy and consistency of variables the sphericity test was also found to be statistically significant. as a result of the tests, the sample to be used in the explanatory factor analysis is at a sufficient level in terms of analysis and factor analysis was found to be appropriate. data compliance performed the factor retention method to determine the factor structure by verifying it with tests. as "varimax rotation method" and principal component analysis method has been applied. as a result of the explanatory factor analysis, the scales were made following their original dimensions. has shown factorization.

The following tables include factor analyses of the research scales.

Table 4.13: Factor Analysis for Institutional Performance

| Dimension - Items | | Components Value | Total Variance Explained |
|---|--|------------------|--------------------------|
| Institutional Performance | Implementation of Quality assurance mechanisms (PQA,ISO, IiP, Voluntary Accreditation, etc | 0.649 | 52.175 |
| | The employability of graduates | 0.735 | |
| | Performance in National and International Competitions | 0.727 | |
| | Performance in the board examinations | 0.786 | |
| | Overall University performance compared with other universities | 0.703 | |
| | Community Extension Programs of the University | 0.770 | |
| | Research Programs of the University | 0.678 | |
| Total Variance Explained: 52.175 | | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | | 0.831 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | | 609.415 |
| | Df | | 21 |
| | Sig. | | 0,000 |
| Extraction Method: Principal Component Analysis. | | | |
| Rotation Method: Varimax with Kaiser Normalization. | | | |

As can be seen in the table, the institutional performance scale showed factorization with one dimension. A KMO value of 0.831 indicates the suitability of the research sample size. The resulting factor can explain the scale at a rate of 52.175%.

Table 4.14: Factor Analysis for Training Strategy

| Dimension - Items | | Components Value | Total Variance Explained |
|---|---|------------------|--------------------------|
| Training strategy | The training objectives of the institute are determined in light of the training needs | 0.704 | 64.270 |
| | The institute has a program or center for training and development of employees | 0.751 | |
| | A training plan is developed based on the actual training needs of the institute's employees | 0.870 | |
| | The training plan is developed in light of the expansion plans of the institute in the future | 0.839 | |
| | The training content is developed in line with the objectives of the training program | 0.823 | |
| | The management of the institute follows up the progress made in the performance of its employees after their training | 0.810 | |
| Total Variance Explained: 64.270 | | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | | 0.871 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | | 742.837 |
| | Df | | 15 |
| | Sig. | | 0,000 |
| Extraction Method: Principal Component Analysis. | | | |
| Rotation Method: Varimax with Kaiser Normalization. | | | |

As seen in the table, the Training strategy scale showed factorization with one dimension. A KMO value of 0.871 indicates the suitability of the research sample size. The resulting factor can explain the scale at a rate of 64.270%.

Table 4.15: Factor Analysis of Skill Development Strategy

| Dimension - Items | | Components Value | Total Variance Explained |
|---|--|------------------|--------------------------|
| skill development strategy | The Institute's management is interested in involving employees in human resource development programs | 0.788 | 62.769 |
| | The Institute's management believes that human resource development is the best way to acquire practical skills | 0.768 | |
| | The Institute's management charts career paths for its employees, which contributes to the development of the Institute's future plans | 0.824 | |
| | The Institute encourages employees to benefit from and learn from the experience of their old colleagues. | 0.793 | |
| | The Institute encourages its employees to discuss practical cases derived from the reality of its work and practices | 0.784 | |
| | The Institute encourages its employees to participate in conferences and scientific symposia to present their skills development. | 0.795 | |
| Total Variance Explained: 62.769 | | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | | 0.845 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | | 721.259 |
| | Df | | 15 |
| | Sig. | | 0,000 |
| Extraction Method: Principal Component Analysis. | | | |
| Rotation Method: Varimax with Kaiser Normalization. | | | |

As seen in the table, the skill development strategy scale showed factorization with one dimension. a KMO value of 0.845 and higher indicates the suitability of the research sample size. The resulting factor can explain the scale at a rate of 62.769%.

As a result of the factor analysis tested for all scales, one sub-dimensions were obtained. There are no low-load judgments during factor analysis. All judgments of the scales are included in the analysis. Bartlett test statistics were found to be high and significant. The high value of KMO value indicates the adequacy of the sample size and its suitability for factor analysis. The new dimensions and scales,

respectively; institutional performance of 52.175, training strategy 64.270, skill development strategy 62.769. Further analysis will be continued with 3 dimensions.

4.6 Reliability Analysis

For reliability analysis, the Cronbach alpha coefficient is often used when measuring internal consistency, which is considered to be one of the reliable indicators. Although the Cronbach alpha coefficient is often used in questionnaires to measure the internal consistency of questions or to choose an answer with more than 2 answer choices, it has 2 answer choices, namely right and wrong, gender (male, Female), marital status (married, single) can also be used in the scales with two-way response options (Nunley, JC 1994)).

The Cronbach alpha coefficient, which is a measure of the internal consistency of items, makes it possible to explain or question the homogeneous structure of the items on the scale. Scale elements with a high Cronbach alpha coefficient are interpreted as elements that are consistent with each other and measure the same characteristic. Frequently used Cronbach alpha Likert scales. Cronbach's alpha is expressed as follows: (Nartgün Zekeriya, 2015).

If $0 < R2 < 0.40$ it is not reliable

If $0.40 < R2 < 0.60$ it is low reliability

If $0.60 < R2 < 0.80$ it is quite reliable

If $0.80 < R2 < 1.00$ it is high reliability

The following table shows the reliability values of the scales and their sub-dimensions.

Table 4.16: Reliability Analysis Results

| Variables | Cronbach Alpha Value | N of Items |
|----------------------------|----------------------|------------|
| Institutional performance | 0.846 | 7 |
| Training strategy | 0.888 | 6 |
| Skill development strategy | 0.881 | 6 |
| (n): 200 | | |

The Cronbach's alpha value calculated for the institutional performance in the table above is 0.846 and the scale is high reliability. The value for the training strategy is

0.888, the skill development strategy is 0.881 which is very reliable for research. Reliability values for the variables of the scales were around 0.90 and the suitability of the calculated cronbach alpha values was determined.

4.7 Correlation Analysis

Correlation analysis is a statistical analysis that determines whether there is a relationship between two or more variables and, if so, the strength of that relationship. Although the correlation coefficient varies from -1 to +1 (-1 r +1), a value between 0.00 and 0.25 is "very low" and a value between 0.26 and 0.49 means that a value between 0.50-0.69 is "medium", a value between 0.70 and 0.89 is "high", and a value between 0.90 and 1.00 is "extremely high" . A positive correlation coefficient indicates a linear relationship between variables, while a negative correlation coefficient indicates an inverse relationship. Correlation values between variables are given in the tables below.

Table 4.17: Correlation Analysis Results

| | Mean | Std. Deviation | Institutional performance | Training strategy | Skill development strategy |
|--|-------|----------------|---------------------------|-------------------|----------------------------|
| Institutional performance | 16.91 | 3.774 | 1 | 0.183** | 0.155* |
| Training strategy | 18.16 | 4.247 | 0.183** | 1 | 0.744** |
| skill development strategy | 18.96 | 4.168 | 0.155* | 0.744** | 1 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | |

Correlation values between all variables were calculated and compiled in the table above. When the correlation values between variables are examined, it is seen that cronbach's alpha value between Institutional performance and training strategy is 183** it is statistically significant. There is a positive and significant relationship between these two variables. There is a positive and significant relationship between training strategy and skill development strategy with a power of 0. 744** . And also there is a positive and significant relationship between Institutional performance and skill development strategy it has been found that there is a positive relationship of

.155*. So that means there is strength relationship between skill development strategy and other variables of the study.

4.8 Regression Analysis

Regression determines the relationship between a dependent variable and several other independent variables. Regression analysis helps to understand how the dependent variable changes when some independent variables change. This method is used to estimate and find the cause and effect between variables.

The test results of the variables and hypotheses that affect institutional performance are explained below.

Table 4.18: Linear Regression Model for Institutional Performance and Human Resources Management

| Dependent Variable: institutional performance | | Unstandardized Coefficient | | Standardized Coefficient | T | Sig. |
|--|-------------------|----------------------------|------------|--------------------------|--------|-------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13.747 | 1.182 | | 11.626 | 0.000 |
| | HRM | | | | | |
| | Training strategy | 0.135 | 0.086 | 0.152 | 1.566 | 0.000 |
| | Skill development | 0.038 | 0.088 | 0.042 | 0.431 | 0.000 |
| F: 4.083 Sig. 0.000 | | | | | | |
| R: 0.185 | | | | | | |
| R Square: 0.034 | | | | | | |

The F value of the model is 4.083 and the corresponding sig. the value of 0.000 < 0.05 means that the model parameters are statistically significant. The explanation ratio of the model is 0.034. The coefficient of the independent variable is 0.185 And its corresponding sign. Since the value is 0.000 < 0.05, the effect of this coefficient on the dependent variable was found to be statistically significant. In this case, the H1 hypothesis is accepted.

Table 4.19: Linear Regression Model for Institutional Performance and Training Strategy

| Dependent Variable: institutional performance | | Unstandardized Coefficient | | Standardized Coefficient | T | Sig. |
|--|-------------------|----------------------------|------------|--------------------------|--------|-------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13.962 | 1.070 | | 13.051 | 0.000 |
| | Training strategy | 0.162 | 0.057 | 0.183 | 2.830 | 0.005 |
| F: 8.009 Sig. 0.000 | | | | | | |
| R: .183 | | | | | | |
| R Square: 0.033 | | | | | | |

The F value of the model is 8.009 and the corresponding sig. the value of 0.000 < 0.05 means that the model parameters are statistically significant. The explanation ratio of the model is 0,033. The coefficient of the independent variable is 0.183 And its corresponding sign. Since the value is 0.000 < 0.05, the effect of this coefficient on the dependent variable was found to be statistically significant. In this case, the H2 hypothesis is accepted.

Table 4.20: Linear Regression Model for Skill Development Strategy and Institutional Performance

| Dependent Variable: institutional performance | | Unstandardized Coefficient | | Standardized Coefficient | T | Sig. |
|--|----------------------------|----------------------------|------------|--------------------------|--------|-------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 14.256 | 1.140 | | 12.502 | 0.000 |
| | Skill development strategy | 0.140 | 0.059 | 0.155 | 2.383 | 0.018 |
| F: 5.678 Sig. 0.018 | | | | | | |
| R: 0.155 | | | | | | |
| R Square: 0.024 | | | | | | |

The F value of the model is 5.678 and the corresponding sig. the value of 0.000 < 0.05 means that the model parameters are statistically significant. The explanation ratio of the model is 0 .024. The equation coefficient of the skill development strategy variable is 0.155 And is positive and statistically significant. This variable has an increasing effect on institutional performance. In this case, the H3 hypothesis is accepted.

Table 4.21: Linear Regression Model for Skill Development Strategy and Training Strategy

| Dependent Variable: training strategy | | Unstandardized Coefficient | | Standardized Coefficient | t | Sig. |
|--|----------------------------|----------------------------|------------|--------------------------|--------|-------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.781 | 0.867 | | 4.358 | 0.000 |
| | Skill development strategy | 0.758 | 0.045 | 0.744 | 16.973 | 0.000 |
| F: 288.069 Sig. 0.000 | | | | | | |
| R: 0.774 | | | | | | |
| R Square: 0,090 | | | | | | |

The F value of the model is 288.069 and the corresponding sig. the value of 0.000 <0.05 means that the model parameters are statistically significant. The explanation ratio of the model is 0.090. The equation coefficient of the Skill development strategy variable is 0.744 and is positive and statistically significant. This variable has an increasing effect on training strategy. In this case, the H4 hypothesis is accepted.

4.9 Multicollinearity Analysis

The term multicollinearity was first used by Ragnar Frisch. It describes a perfect or exact relationship between the regression explanatory variables. Linear regression analysis assumes that there is no perfect exact relationship among explanatory variables. In regression analysis, when this assumption is violated, the problem of Multicollinearity occurs. In regression, "multicollinearity" refers to predictors that are correlated with other predictors. Multicollinearity occurs when your model includes multiple factors that are correlated not just to your response variable, but also to each other. In other words, it results when you have factors that are a bit redundant.

Table 4.22: Multicollinearity Analysis

| Coefficients | | | | | | | | |
|--|-------------------|-----------------------------|------------|---------------------------|--------|-------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 13.747 | 1.182 | | 11.626 | 0.000 | | |
| | Training strategy | 0.135 | 0.086 | 0.152 | 1.566 | 0.119 | 0.446 | 2.242 |
| | Skill development | 0.038 | 0.088 | 0.042 | 0.431 | 0.667 | 0.446 | 2.242 |
| a. Dependent Variable: institutional performance | | | | | | | | |

As we can see table above tolerance within the limit and VF is also within the limit, tolerance recommended value is greater than 1 for non-presence of multicollinearity. If it's less than 1 then that means, there is proper multicollinearity V value exceeds 10 then the problem multicollinearity but in our case V is less than 10.

Table 4.23: Collinearity Diagnostics

| Collinearity Diagnostics | | | | | | |
|--|-----------|------------|-----------------|----------------------|-------------------|-------------------|
| Model | Dimension | Eigenvalue | Condition Index | Variance Proportions | | |
| | | | | (Constant) | Training strategy | Skill development |
| 1 | 1 | 2.959 | 1.000 | 0.00 | 0.00 | 0.00 |
| | 2 | 0.029 | 10.118 | 0.97 | 0.18 | 0.08 |
| | 3 | 0.012 | 14.472 | 0.02 | 0.82 | 0.92 |
| a. Dependent Variable: institutional performance | | | | | | |

Table above shows collinearity, as we can see condition index, so the value of condition index if exceeds 15 then collinearity is suspected but in our case all variables are less than 15, so collinearity is not suspected.

Table 4.24: Hypothesis Analysis

| HYPOTHESIS | RESULTS |
|--|----------|
| H1: There is a significant relationship between institutional performance and human resources management | ACCEPTED |
| H2: There is a significant relationship between training strategy and skill development strategy. | ACCEPTED |
| H3: There is significant relationship between skill development strategy and institutional performance. | ACCEPTED |
| H4: There is a significant relationship between training strategy and institutional performance. | ACCEPTED |

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

The university institution has become today in an era governed by knowledge, information-driven and directed by challenges and stakes. In the context of the sensitivity of the role it plays in terms of education, scientific research and community service and within the limits of its options and the outputs it offers, it is obliged to advance the skills, experiences and knowledge of its human resources, including professors and administrative staff, through its adoption of the philosophy of investment in the development of its human capital, whose success is linked to what It adopts development strategies and the efforts it makes to activate them, in order to raise its levels of performance by improving its human performance level. This study included the performance of individuals in universities and the impact of the human resource development strategy on it.

5.2 Discussion

According to data analysis the results shows there is a significant relationship between institutional performance and human resources management. Based on data analysis show the regression analysis reveals this relationship between institutional performance and Human resources management. In the correlation analysis were the substantial and positive relationship between human resources management and institutional performance. To function well, therefore the quality of institutional performance is assessed by referring to two broadly defined issues: responsiveness and efficiency. To set these things up for the university, the university must have human resources management because it helps to achieve their goals by creating a positive attitude among the workers over time. Reduce waste and optimum use of resources. With the right human resources policies, employees are well trained, preparing them for future promotions. According to Boon, C etal (2009) human resource practices and institutional performance have a statistically significant

positive relationship. Because of the causal relationship between human resources and institutional performance, human resources managers will be able to create programs that will result in improved operational results, allowing them to achieve superior organizational performance.

The second hypothesis there is a significant relationship between training strategy and skill development strategy. Based on data analysis show the regression analysis reveals this relationship between training strategy and skill development. Also in the correlation analysis were the substantial and positive relationship between these variables. The results looks major theoretical in the management because the similar were found, According to Sherwan Omar etal (2017). There is a significant correlation between the strategies of training and empowering human resources and the capabilities of strategic skill development. According to findings training strategy has been found to be a critical component of university as it helps employees with the right skills to do their jobs efficiently and effectively. An increase in these factors leads to an increase in employee well-skill in the university, which in turn leads to higher performance from well-trained employees, as skill development is an important tool for people to secure their future and overall development. This is a key to improving employment in today's globalization. Skills are just as important as training status. Training and skills must now go together.

The third hypothesis there is significant relationship between skill development strategy and institutional performance. According to the data analysis the regression analysis reveals this link between training strategy and skill development strategy based on data analysis. The significant and positive relationship between these factors was also shown in the correlation analysis. So, we consider their relationship is proportionately direct. At the university, they need to improve their skills development strategy because it will increase institutional performance at the university. According to Manaa Sabrina, (2015). There is a statistically significant relationship at a significant level between skill development strategy and institutional performance.

The four hypothesis there is a statistically significant relationship at a significant level between the training strategy and institutional performance. This results confirmed by correlation and regression that means the relationship between theses

variable are strong enough and it goes same direction. A training strategy can help employees better manage the right skills and abilities and improve their performance at university. Training programs help employees improve their attitude towards work, which is an essential component of better institutional performance. There is some scholars who found similar result. According to Manaa Sabrina, (2015). There is a statistically significant relationship at a significant level between the training strategy and institutional performance.

5.3 Recommendations

5.3.1 Recommendations for improvement

5.3.1.1 Human resource development strategy and its impact on institutional performance

The study recommends the HR department at university of Baghdad to ensure that during its strategic recruitment and selection process it matches its human resource to the strategic and operational needs of the organization. This will facilitate the performance of employees within the organization. The study recommends HR department to provide employees with literature on job progression, as well as the freedom of choice in terms of career development to ensure that employees stay motivated at all times and perform at optimum levels for a chance at being promoted.

5.3.1.2 Effect of strategic training and development on employee performance

The study recommends the HR department at university of Baghdad to provide strategic training that will produce highly skilled human capital, as well as equip its employees with new tools to enhance their service delivery. The study also recommends the HR department to ensure that its orientation programmer offers new recruits the opportunity to design their work schedule, as well as ensure that new recruits are attached to a mentor coach who will facilitate their settling in and enhance their performance.

5.3.1.3 Effect of strategic compensation and benefit policies on employee performance

The study recommends the HR department at university of Baghdad to take advantage of strategic compensation and benefit policies to increase employee

performance. It recommends the department to make this a key policy area to facilitate employee satisfaction and retention, and above all, increased employee motivation and performance.

5.3.2 Recommendations for further studies

This study has examined the significance of today's Human Resource Management with a focus on three factors: strategic recruitment and selection practices, strategic training and development, and strategic compensation and benefit policies and how they influence employee performance. The results of the study were limited to university of Baghdad since it was the organization under the study focus, and thus recommendations are for further studies be conducted in other institutions of higher learning, and for the focus to be concentrated on other factors apart from those considered in this study.

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APPENDICES

Questionnaire

Dear Responder,

I am a student Istanbul Gedik University currently doing a graduation thesis on Master degree with my advisor. As partial fulfilment of the degree, I kindly ask you to fill this Questionnaire which is related to my thesis topic: **Human resource development strategy and its relation to institutional performance in Universities of Baghdad.**

You are kindly invited to participate in this survey, by sharing your knowledge and experience. Your information will only be used for academic purposes and your opinion will be treated confidentially.

Dr. Ahmet Erkasap

Mustafa Jasim Alghuraibawi

Section A:

Please provide the following information about yourself by placing a circle on one of the choices to assist me in analyzing the responses.

1. Gender:

A) Male B) Female

2. What is your age group?

A) 24 or under B) 25-35 C) 36-45 D) 46-55 E) 56 and more

3. Education

A) Primary school B) Secondary school C) Undergraduate D) Postgraduate Degree E) Ph.D.

4. What is your salary?

- A) \$100 - \$300 B) \$400- \$600 C) \$700- \$900 D) \$1000
and More

5- How long have you been work?

1. 1-5 years 2) 6 to 10 years 3) 11 – 15 years 4) 16 20 years 5) 21 years or more

Section B: Institutional Performance

Please indicate the degree to which you agree with the following statements,
considering the practices in your institution.

(1= Excellent (E)/Very High 2= Very Satisfactory (VS)/ High 3= Fair (F)/Low 4=
Poor (P)/ Very Low).

| Institutional Performance | (1) Excellent (E)/Very High | (2) Very Satisfactory (VS)/ High | (3) Fair (F)/Low | (4) Poor (P)/Very Low |
|---|---|--|-------------------------------|---------------------------------------|
| 1.Implementation of Quality assurance mechanisms (PQA,ISO, IiP, Voluntary Accreditation, etc) | | | | |
| 2. The employability of graduates | | | | |
| 3.Performance in National and International Competitions | | | | |
| 4. Performance in the board examinations | | | | |
| 5. Overall University performance compared with other universities | | | | |
| 6. Community Extension Programs of the University | | | | |
| 7. Research Programs of the University | | | | |

Section C: Human Resource Development Strategies

Strongly or Totally. Please decide and put ONLY ONE

| Training Strategy | (1) Strongly disagree | (2) Disagree | (3) neutral | (4) Agree | (5) Strongly agree |
|--|----------------------------------|-------------------------|------------------------|----------------------|-------------------------------|
| 1. The training objectives of the institute are determined in light of the training needs | | | | | |
| 2. The institute has a program or center for training and development of employees | | | | | |
| 3. A training plan is developed based on the actual training needs of the institute's employees | | | | | |
| 4. The training plan is developed in light of the expansion plans of the institute in the future | | | | | |
| 5. The training content is developed in line with the objectives of the training program | | | | | |
| 6. The management of the institute follows up the progress made in the performance of its employees after their training | | | | | |

| Skill Development Strategy | (1) Strongly disagree | (2) Disagree | (3) neutral | (4) Agree | (5) Strongly agree |
|---|---------------------------------|------------------------|-----------------------|---------------------|------------------------------|
| 1. The Institute's management is interested in involving employees in human resource development programs | | | | | |
| 2. The Institute's management believes that human resource development is the best way to acquire practical skills | | | | | |
| 3. The Institute's management charts career paths for its employees, which contributes to the development of the Institute's future plans | | | | | |
| 4. The Institute encourages employees to benefit from and learn from the experience of their old colleagues. | | | | | |
| 5. The Institute encourages its employees to discuss practical cases derived from the reality of its work and practices | | | | | |
| 6. The Institute encourages its employees to participate in conferences and scientific symposia to present their skills development. | | | | | |

RESUME

Mustafa Jasim Alghuraibawi

Personal Information

I am Mustafa Jasim Alghuraibawi, from Iraq. I am 29 years old. I got a bachelor degree in accounting from Wasit University. I also studied higher diploma (project evaluation and feasibility study). In addition, I'm getting Master in business administration from Istanbul University.

Education

Bachelor of Accounting. 2016_2017 Wasit University, Higher diploma in project evaluation and feasibility study. 2018_2019 also from Wasit University

Master business administration 2019-2020 Istanbul University

Experience

Finance audit in Al-Safa Company

Translator

Finance audit in Manhal al Basra

- Cooperate with contractor to create projects Roads, bridges and other works
- Develop project concepts and maintain optimal workflow.

Certifications

Bachelor

Higher diploma

MBA