The current Practices of Human Resource Management in Higher Education institutions in Palestine

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Abstract

The success of any educational institution is believed to rely mainly on the quality of its human resources and its consideration of human resource management as the heart of the educational administration(Jones & Walters, 1994).Addressing the environment of higher education which has become more competitive and open for market-driven decision making, human resources are the most powerful assets that an institution could possess to fit in this competitive environment and to suit the modern entrepreneurial paradigm. Human resource management plays the role of translating the organisational strategic aims into human resource policies and creating human resource strategies that could gain better competitive advantage (Tyson, 1997). This research focuses on the human resources in higher education as the basic element of improving the quality of higher education, which is considered a significant factor for social, scientific, technological, economic, political development of nations. Basically, this research proposes a model for human resource management in higher education and investigates the current realisation of this model in higher education institution in Palestine, in terms of the applied practices and the level of significant for each practice. Analysing the results may contribute to the overall knowledge of human resource management and be guidelines for further development in higher education especially in Palestine. A survey was developed based on two models of human resources that seen to be fit for the Palestinian higher education system, and sent to heads of human resource departments and their assistants of all institutions (N=53) in Palestine. The survey covered 8 basic practices, each including several tasks. The recipients were asked to check the applied tasks in their institution. The gathered sample included N=38 respondents, reaching a return rate of 71.7%. The result shows a variation in the number of institutions that actually apply the practices of human resources. Moreover, some practices are given more attention than the others revealing the current state of human resource strategies adopted in Palestinian institutions.

Keywords: Human resource management; Higher education; human resource practices.

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Introduction

Higher education is an instrument for improving the social life of a nation. The quality of a civilization depends basically on the character of human being not on the physical equipment or the political machinery. The main task of education, especially higher education, is the improvement of this character. The World Conference on Higher Education held in Paris 1998 UNESCO (1998)stated that a reformation and transformation of higher education is needed in order to allow the whole society to overcome the challenges of the 21st century, to develop and advance knowledge, and to provide and train capable, responsible, enlightened individuals and qualified specialists and professionals, without whom no country can advance socially, culturally, economically, or politically.

Higher education institutions have become more interested in implementing human resource management as a full strategic partner in their operations. Work life Report (1994)listed some factors that make human resource management a successful strategic partner. These factors are: the acknowledgment of human resources significance, the strategic status of human resources as an essential asset, and the advanced competences of the human resource professionals in running the essential functions of the department. When addressing human resource development in higher education institutions in Palestine, there are some facts to be mentioned before proceeding to view the current state of human resource strategies adopted in such institutions.

Educational institutions in Palestine play an essential role in uplifting the social, cultural and economic growth. Throughout the history, the education system has evolved several times due to the fact that Palestine has never been an independent state being able to control its own strategies and policies. In terms of higher education, the history is relatively new since universities only started to exist in the 1970s. When the Palestinian National Authority took the responsibility for education after the Oslo Agreement of 1993, the higher education has expanded to include four types of institutions: universities, university colleges, polytechnics, and community colleges.

In 2013, the number of higher education institutions in Palestine reached to 53 institutions with more than 213,000 students.

Considering the population and the enrolment rate which was more than 25.8% for the age group of 18-24 years, this percentage is relatively high with respect to international standards. To serve this increasing number of students in higher education institutions, there are approximately 15,601 employees working in these in institutions. In fact, the increasing number of students is not the only challenge for higher education in Palestine when considering many other challenges such as the access to higher education, the archaism, the quality, and relevance, the decline of intellectual capital, the staff training, and development, and commercializing higher education.

Generally, there have been enormous efforts to increase the quality of the higher education system to be more productive in terms of structure. These efforts require a fundamental transformation on the methods of handling not only the changes in work environment, attitudes, relationships, but also the way resources are managed, developed and retained to accomplish the society's goals (Education, 1996).Consequently, any improvement in higher education requires a review of human resource management practices to be performed. In fact, the insufficient quality of educational services is usually criticized by human resources only, whether they are directly, or indirectly participant in providing the educational services, such as the administrative staff.

Thus, the capacities, competencies, skills, and the quality of human resources define the educational institution results. Many works have addressed different aspects of human resources in education, such as (Badenhorst, Calitz, & Van Schalkwyk, 1995; Chisholm & Vally, 1996; Govender, 1996; Hartshorne, 1992; Hyslop, 1986; Mangla, 1992; Ornstein, 1981; Smith & Schalekamp, 1997). However, most of these works concentrated only on features and characteristics of human resources' professional lives, not the practices, and the guidelines that should be followed to maintain proper human resource strategies to accomplish the institution's objectives. This article addresses the practices of human resource management in institutions of higher education in Palestine from a quantitative perspective. The article is organised as follows: Section II presents a brief introduction to human resources and their role in increasing potentials of an organisation, Section III reviews the practices of human resource management in higher education according to a comprehensive study of the literature. Section IV explains the methodology of this study, followed by the findings and the summary of this article.

Human Resources

First, under unstable economic conditions, human resource is established as the most valuable resource within the national economy. The people are the bearer of cultures, experiences, abilities, skills and they are able to generate innovation and creation. With innovative and creative spirit, the people can make the difference between failure and success. The attention given to human capital increases exponentially in the unusual situational context: crisis, conflict at organisational and national level. It has become commonly acknowledged that the essential element in any functional or business organisation is its human resources. This argument has gained its increasingly acknowledged importance due to the big emphasis it does on the assumption that without communication mechanisms inside organisations, they cannot function and deliver their services effectively. Since the major purpose of educational institutions is to deliver quality educational services, the key factor ensuring fulfillment of this purpose is the human resources. That is the reason why human resources of educational institutions are often considered as their most valuable assets. In this context, developing human resources is an essential complex, continuous and high responsibility process for any organisation, which involves actions and activities to select and train new staff and to retain existing one (Popescu & CRENICEAN, 2011).

It is well-known that the development and sufficient use of human resources are associated with several national and international factors such as socio-economics, institutional regulations, and materials. Starting with the short version of its definition, the human resource development is the process of defining, creating and offering opportunities for developing, learning and training employees to increase personal, team and organisational performances. Thus, it is obvious that in order to be effective, processes of human resource development at different levels must be suitably regulated and integrated with other human resource processes (Popescu & CRENICEAN, 2011). In this regard, organisations are required to establish human resource strategies, in spite of the difficulties caused by the constantly changing environment and the variety of influencing factors. Actions, activities, processes, and development programmes of human potentials are usually addressed in a systematic way at the organisational level. It starts with identifying the development needs and requirements while ends with evaluating the professional development process.

Regarding educational institutions, it is vital to establish strategies for human resource development, especially for their academic staff. These strategies should involve individual study, induction, workplace training, research and project involvement, e-learning and other formal and informal methods of learning throughout life etc. Developing human potentials and career development in educational institutions essentially relies on the process of academic staff development. Regardless of the adopted method or approach for career development, it must take into account the educational actors as the providers of the educational service. In such a way, the process of human resource development allows the institutions to achieve the competitive advantage needed to maintain and further develop their existence. Furthermore, in order to reach high competitive advantage at national and international levels, the development of educational institutions requires the human resource development concerns to be institutionalised, a task for which higher education institution management or higher forums such as the ministry of higher education is responsible Popescu and Băltăreţu(2012).

Popescu and Băltăreţu (2012)argued that the effective use of human potentials in educational institutions includes not only appropriate use of the teaching, auxiliary and administrative staff who are supposed to have the suitable competences, skills, experience and personality, but also their role in the development of other resources in the institution. Thus, this process relies on accommodating the staff within the institution and the working group as well as on the professional integration process. The professional integration process can be addressed by four dimensions: cognitive, informational, relational, and cultural. Considering such a process contributes to the development of human potential in several points, such as:

- Targeting competences, skills, and efforts of individuals to accomplish the objectives of the institution.
- Developing a strong, sufficient, and strategic organizational culture and structure.
- Increasing the efficiency and effectiveness of all the staff;
- Increasing the capacity for creativity, innovation, and problem solving etc.

Practices of Human Resource Management in Higher Education

Before In terms of functionality, human resources management comprises a wide range of practices including "hard" aspects such as recruitment and retention, and "soft" aspects such as work life balance, motivation, and career development (Gordon & Whitchurch, 2007). Organisations, experts and researchers have investigated the roles and sets of practices that human resources department should undertake in higher education institutions. In this regard, The College and University Professional Association for Human Resources (CUPA-HR) have presented some guidelines for human resource practices in higher education including major functions that human resources department should consider in higher education institutions. Those functions include:

(1) Employee Benefits – Takes into account the benefits associated with health, dental, prescription medications, workers compensation, and other benefits related to the wellbeing of employees.
(2) Diversity and Respectful Workplace – Includes policies, programs, and activities that promote a harmonious environment in the workplace, and show respect for individuals and their roles at the institution regardless of their distinguishing characteristics.
(3) Global Human Resources – Complying with the rules and laws of the U.S. Immigration and Customs Enforcement Agency, as well as those in any country where an ex-patriot may reside.
(4) Human Resource Management – Includes practical policies and processes on applicant selection and recruitment, development and training, employee relations, general management and records retention, and legal factors.
(5) Performance Metrics – Includes comprehensive range of metrics in main human resource programme areas where data should be collected and analysed to explore trends and performance measures.
(6) Recruitment/Selection/Termination – Includes procedures for acquiring, interviewing, and recruiting of quality employees, in addition to assuring minority recruiting. Moreover, procedures and policies for terminating the dismissal of employees (Jones & Walters, 1994).
(7) Risk Management, Safety, and Health – Includes providing advices in occupational health, environmental protection, the areas of safety and risk management.

(8) Wage and Salary Administration – Includes developing and adopting criteria for regulating compensation in a reasonable equitable manner (Jones & Walters, 1994).

(9) Employee Compliance – Legal Matters – Includes assuring the compliance with all corresponding laws regulating the recruitment, management, and termination of employees.

(10) Employee Relations – Labour Issues – Includes handling legal concerns of employees' contracts and negotiations, along with the establishing negotiation team and strategies (Jones & Walters, 1994).

(11) Information Systems and Technology – Includes providing human resources focused technology to enhance the quality of services when recruiting, while maintaining compliance and empowering professional development and retention.

(12) Employee Leave and Holiday – Includes non-work activities of employees by allowing paid or unpaid leisure, whether required by policy or designed by the employer.

(13) Payroll – Includes the determination of compensation.

(14) Retirement – Includes providing plans for retirement comprising analysis of plans and implementation procedures (Jones & Walters, 1994).

(15) Training and Development – Includes providing training and development programmes that meet the employees' needs.

Exploring more theories in this regard, Convertino (2008) argued that human resources can gain a competitive advantage by performing a practice-by-practice competitive analysis for practices applied by the organisation's human resource department and its external competitors, realising the similarities and the differences in human resource practices. Convertino (2008)states that those human resources departments that contribute to better competitive advantage, take into account a set of human resources practices as follows:

(1) Recruitment and Selection – Includes recruiting qualified individuals with required levels of knowledge and skills to perform certain tasks of the job (Narasimha, 2000).

(2) Professional Development and Training – Provides development and training programmes to help employees to acquire needed knowledge and skills (Narasimha, 2000).

(3) Performance Appraisal – Includes designing performance assessment schemes to indicate the degree to which the proficiency of the employee is important and the extent to which corrective training is required (Narasimha, 2000).

(4) Systems and Technology – Allow using data and analysis to promote informed decision making. Moreover, human resource systems are designed to protect employee privacy (Julius, 2000).

(5) Labour Relations – Insure that labour relations and outcomes are stable and consistent with the institution's mission (Julius, 2000).

In an attempt to identify the best practices, human resource professionals, and experts have spent a lot of efforts for validating human resource strategies and policies. The best practices of human resource management could be defined as those functions that evidently promote human and financial performances (Hafford & Moore, 2005). The term "best practice" is not a clear term with its meaning and significance depending on the culture, mission, and value of an organisation. What is considered as the best practice in one organisation may not be even accepted in another organisation (Hafford & Moore, 2005). Conway (2004)argued that defining the best practices could improve both employee commitment and organisational performance. He states that identifying a set of human resources practices which could be used together with a certain strategy could facilitate the improvement of the performance.

Higher education institutions should consider examples of good emerging practices when developing human resource policies and strategies (Gordon & Whitchurch, 2007). The purpose of implementing sufficient practices in human resources is to enhance the effects of the organisation's long term strategic plan. A survey report presented by the Society of Human Resource Management (SHRM) shows that 75% of 427 responding human resource professionals said that their departments had a strategic plan with 96% of them feeling the plan was consistent with organisation's strategic plan (Patton, 2007).

Conway (2004)argued that the set of human resource practices that have greater value and contribute the most to organizational performance could be adopted by different organisations. Conway emphasised that enhancing the commitment of employees require considering their attitudes and preferences, so as to find suitable human resource practices that match them.

Net Gain (2004) presents a qualitative study including interviews with and focus groups of 45 managers from different small organisations that were succeeded to implement exemplary practices for human resource management. The aim of the study was to spread these practices to wider community. These exemplary practices are:

(1) Retaining and Rewarding Staff – Building a consistently interactive work environment, communicating with staff, providing training and development, providing feedback, being flexible and open to different methods, introducing flex time, being aware of staff needs, accommodating ambitions of valued employees, and introducing staff social gatherings.

(2) Policy Manuals – Providing an employee policy manual to explain basic policies on different aspects of employment conditions.

(3) Training and Development – Providing job-relevant training and development programme to promote positive work environment and enhanced performance.

(4) Managing Staff Performance – Establishing a performance review process to enable employees to feel free to give their feedback and say anything regarding the work process. This matter has been given an increasing attention recently.

(5) Recruitment – Identifying standards procedures for hiring new employees focusing on a candidate's personality, skills, and the level of experience needed for the corresponding job. Moreover, presenting recruitment plans, interviewing techniques, job description development etc.

(6) Terminations – Developing procedures to handle financial and legal matters of terminations, as well as appreciating the employees with their journeys with the organisation terminated, and informing other employees about the termination.

(7) Promoting From Within – Identifying and encouraging effective employees in the organisation for promotion. This could benefit the organisation by preserving continuity, retaining talent, and increasing employee loyalty and commitment.

(8) Communication and Motivation: Bringing the best out of people by holding regular meetings, one-to-one conversations with individual staff, and sharing critical information on a regular basis. Moreover, allowing staff to feel free about sharing their ideas, concerns, and feelings.

(9) Advice From Outside the Operational Team – Getting feedback and process review from the board of directors and other human resource professionals, such as human resource associations (2004).

Human resources practices included in the participation cluster defined in this research relate to more recent works, such as (Hafford & Moore, 2005), (Conway, 2004), (Gordon & Whitchurch, 2007), which concentrated on participation in workplace decisions and effective job design and development. Ichniowski, Shaw et al. (1995)showed the same results in a study of 17 companies presenting 36 steel production lines. The study supported increasing employee participation as a human resources practice, e.g., involvement in workplace decisions, and developing human capital through sufficient job design and development.

As organisations and institutions realise the significance of widening their reach and resources, preparing and accessing human resources who can effectively perform international assignments has become the number one goal for their human resources department Treven and MATJAŽMULEJ (2004). Global level operating organisations should adopt strategies to correctly manage and organise their human resources in order to handle the global challenge to their employees. For this purpose, some principles for building a good human resource strategy are presented by Treven and MATJAŽMULEJ (2004)as follows:

(1) Building a flexible and dynamic organisational structure to easily respond to challenges and opportunities as they arise.
(2) Building mechanisms to react to revolutionary global changes
(3) Concentrating on diversity and cultural interchange abilities
(4) Embracing talents, and allowing best employees to learn what is necessary to survive in a global environment
(5) Adopting a good plan for development and training
(6) Encouraging employees to make and take responsibility for decisions of their own, and follow through.

Kunkel (2003)presented a study that investigated the practices of human resources in 300 multinational service and manufacturing companies. The study showed that the most successful companies adopted powerful strategies for human resources and reduced the need for different employees in different positions to replicate decisions. The study also showed that simplifying human resources activities can be done by applying common best practices throughout the organisation.

Due to the fact that the rising challenges faced by the human resources in organisations operating in global environment are relatively new, the best practices to be adopted to serve these challenges are developing rapidly as more organisations engage in global human resource management. The best sourcing practices could offer a wide and dynamic scope that fits the organisation's culture and policies. Adopting the best human resource practices could facilitate in achieving optimum strategic and financial results. Hafford and Moore (2005)presented five steps to enable human resource professionals to maintain the best practices. These steps are:

(1) Defining the scope, policies and practices needed to meet the organisational strategic goals
(2) Identifying sources by developing a list of resources and contacts that will provide reliable and up to date information
(3) Identifying the best practices by learning what others do to strengthen their human and financial performances, and how they do it
(4) Implementing the best practices by presenting new policies or practices that relate to the work environment, showing the strengths and benefits they could yield, and affirming current effective practices that will continue
(5) Presenting the best practices to work partners by constructing consensus-building with their human resources departments, and linking the best practices to business and financial performance.

Human resource professionals may benefit from such opportunities to help executives, supervisors, and department heads to better understand the role played by human resources department to facilitate achieving the organisational strategic objectives and increase the quality and performance of the business (Patton, 2007).Developing and implementing the best practices for human resource may be helpful to accomplishing that goal.

Methodology

This research is focused on the human resources in higher education as the basic element of improving the quality of higher education, which is considered a significant factor for social, scientific, technological, economic, and political development of nations.

Basically, this research is a quantitative study sought to investigate the current situation of human resources in higher education institutions in Palestine. Reviewing the literature on practices of human resource management, two models of human resources are found to fit the current situation of higher education in Palestine. The first model was presented by CUPA-HR which includes 15 practices to be adopted in a higher education institution. The second was introduced by Convertino (2008)which includes 5 practices that should be considered in an organisation in order to gain better competitive advantage. The practices presented in each model are not mutually exclusive. Thus, this study includes 8 basic practices based on these two models of human resource management. These practices are listed as follows:

(1)   Recruitment, Selection and Termination
(2)   Professional Training and Development
(3)   Appraisal and Performance Metrics and Reviews
(4)   Human Resources Systems and Technology
(5)   Risk Management, Safety and Health
(6)   Salary Administration
(7)   Employee Relations
(8)   Retirement.

Data Collection

For data collection, a questionnaire was developed based on 8 practices of human resources and sent to heads of human resource departments in all institutions of higher education in Palestine (N=53). The gathered sample includes N=38 respondents, reaching a return rate of 71.7%. Basically, the questionnaire includes some tasks categorised according to human resource practices with the respondents being asked to check the applied tasks in their institution. Table 1 shows the responded institutions according to their types.

Table 1: Responded institutions according to their types

Type of Institution	Total	Responded
Traditional University	14	13
University College	18	8
Community College	20	16
Open University	1	1
Total	53	38

Findings

Among (N=38) higher education institutions that responded to our questionnaire, the result shows a variation in the number of institutions that actually apply the practices of human resources. Addressing the eight basic practices of human resources, the results show that the departments of human resources in most institutions do not apply all the practices. For the first practice regarding recruitment and termination, Table 2 shows that most Palestinian institutions adopt some criteria in hiring new employees including vacancy advertisement, job requirements and specifications, as well as interviews. After hiring new employees, some institutions offer orientation processes for their new employees, yet most of institutions do not specify a termination policy. In recruitment and selection process, some tasks have been established as very significant such as conducting background checks, referring to applicants' references, and applying a tracking system for new applicants. However, those three tasks are not applied in most Palestinian institutions.

Table 2: Applied tasks in recruitment and termination

	Institutions	Frequency	Percentage
Vacancy Advertisement	38	33	86.8
Job Requirements and Specification	38	33	86.8
Background Check	38	20	52.6
Applicants References	38	16	42.1
Applicant Tracking Systems	38	16	42.1
Interviews	38	31	81.6
Orientation for New Employees	38	24	63.2
Terminations Policy	38	14	36.8

Addressing the practice of professional training and development, the results show that most Palestinian higher education institutions do not highly invest in programmes for staff training and development. Table 3 shows that some institutions offer programmes for job development as well as professional skills development. However, some other programmes for ethics and communication training are somehow neglected. Similarly, most institutions do not offer special programmes for future leadership or management, solely relying on the loyalty and the experience of current employees to take future roles and responsibilities in their respective fields.

Table 3. Applied tasks in professional training and development

	Institutions	Frequency	Percentage
Job development	38	22	57.9
Professional skills development	38	19	50
Ethics training	38	9	23.7
Communication training	38	13	34.2
Leadership and management programmes	38	12	31.6

Reviewing the results of applying the practice of appraisal and performance evaluation, most Palestinian higher education institutions have a certain system for performance appraisal that includes tabulating and studying the turnover rates as well as analysing performance data of employees. Table 4 shows that over 70% of institutions adopt tabulating and performance data analysis, while other tasks like applying balanced scorecard, salary comparison data and benchmarking are not common in performing this practice.

Table 4. Applied tasks in appraisal and performance metrics

	Institutions	Frequency	Percentage
Tabulating and turnover rate	38	30	78.9
Performance data analysis	38	28	73.7
Balanced scorecard	38	6	15.8
Salary comparison data	38	8	21.1
Benchmark adoption	38	7	18.4

In adopting human resources systems and technology, over 60% of Palestinian institutions offer e-portals for their employees, while only 13% of institutions offer online training courses for their employees. Table 5 shows that most institutions enable their employees to access e-portals to get 24-hours services and information. However, the part of offering online training is neglected.

Table 5. Applied tasks in systems and technology

	Institutions	Frequency	Percentage
Online training courses	38	5	13.2
Employee portals	38	24	63.2

Addressing the practice of risk management, safety and health, most institutions adopt several strategies to ensure the safety in their premises. As shown in Table 6, the most popular strategies applied for this purpose includes establishing a smoking policy, firearms policy, and safety policies. Generally, the practice of risk management and safety has been given a great attention by Palestinian institutions despite the slight attention given to other functions like crisis management plan and ergonomics training and assistance.

Table 6: Applied tasks in risk management, safety and health

	Institutions	Frequency	Percentage
Smoking policy	38	23	60.5
Crisis management policy	38	8	21.1
Firearms policy	38	26	68.4
Safety policy	38	26	68.4
Ergonomics training and assistance	38	15	39.5

One other important practice that has been given a big attention by Palestinian institutions is salary administration. Most tasks in this part are applied by number of institutions, yet implementing a policy for working hours, overtime and job classification process are the most popular functions among the others. Table 7 shows that most institutions consider applying salary administration as a part of human resource management.

Governing salary adjustments and increases and specifying executive compensation policies are the least adopted tasks in this category, yet they are still adopted by almost 50% of human resource departments in Palestinian institutions.

Table 7: Applied tasks in salary administration

	Institutions	Frequency	Percentage
Salary adjustment programmes	38	19	50
Working hours and overtime policy	38	27	71.1
Job classification process	38	27	71.1
Executive compensation policy	38	18	47.4
Compensatory time policy	38	20	52.6

Addressing the practice of employee relations, most human resources departments apply several tasks in this practice. Table 8 shows that considering complaints as well as arbitrations and appeals of employees and taking disciplinary actions when needed are all highly adopted by most departments. The least adopted task in this part, however, is considering union relation and negotiation, since only 11 institutions adopted the function. The last practice of human resource management handles retirements. Reviewing the result of applying this practice in Palestinian institutions, most institutions implement a plan for deferred compensation while only few adopt plans for deferred contribution and benefits, as shown in Table 9.

Table 8: Applied tasks in employee relations

	Institutions	Frequency	Percentage
Employee complaints	38	24	63.2
Union relation and negotiation	38	11	28.9
Disciplinary actions	38	27	71.1
Arbitrations and appeals	38	27	71.1

Table 9: Applied tasks in retirement

	Institutions	Frequency	Percentage
Deferred compensation plan	38	22	57.9
Deferred contribution plan	38	11	28.9
Deferred benefits plan	38	13	34.2

Summary

Addressing eight basic practices of human resources, the results showed that most Palestinian institutions give more attention to some practices, such as recruitment, selection and termination, appraisal and performance evaluation, risk management and safety, salary administration, and employee relation; however, some very important practices, such as professional training and development and Human resources systems and technology, are neglected. Addressing each practice separately, the results also showed a variation in applying the functions of this practice.

Considering practices as a whole with the underlying functions, the average of percentage of institutions that apply each practice is shown in table 10:

Practice	Percentage
Recruitment, selection and termination	61.5
Professional training and development	39.5
Appraisal and performance metrics and reviews	41.6
Human resources systems and technology	38.2
Risk management, safety and health	51.6
Salary administration	58.4
Employee relations	58.6
Retirement	40.3

This result reveals the current status of human resource management in higher education institution in Palestine. When addressing each practice separately, the results also show a variation in applying the functions of each practice. Moreover, exploring the characteristics of the study sample, obvious trends can be captured about considering human resource practices in different institutions based on their types. In this regard, traditional universities tend to apply human resource strategies more than community colleges. However, the wider picture of human resource management in Palestinian higher education is not reflecting a positive hope for effective performance of human resources.

The strategies and plans for effective human resource management should be revisited to uplift the quality of educational services, and therefore contributing to the overall national growth.

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