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Assessing Sustainable Human Resource Management Practices in the Educational Sector: An Exploratory Study

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Dedication

To my lovely Home Palestine

To my beloved father and mother

To my dear sisters and brothers

To all who support me I dedicate this work

Acknowledgment

الاقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

Assessing Sustainable Human Resource Management Practices in the Educational Sector: An Exploratory Study

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص ، باستثناء ما تمت الإشارة إليه حيث ما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة عملية أو لقب علمي وبحثي لدى أية مؤسسة تعليمية أو بحثية أخرى

<u>Declaration</u>

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's name:	**اسم الطالب: عزيزة يوسف بولاد**
Signature:	**التوقيع:**
Date:	**التاريخ: 21/7/2018**

Abbreviations

HR	Human Resources
HRM	Human Resource Management
SHRM	Sustainable Human Resource Management
WB	West Bank
MoE	Ministry of Higher Education
SPSS	Statistical Package for the Social Sciences
ANOVA	Analysis of Variance
LSD test	Least Significant Difference test
Sig.	Significant
R²	Coefficient of Determination
Std. Deviation	Standard Deviation
N	Numbers

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**Assessing Sustainable Human Resource Management Practices
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Abstract

This study aims to identify the best practices of Sustainable Human Resources Management (SHRM) in the West Bank for elementary stage (Grades 1 to 4 in Governmental, UNRWA, and Private) schools from the perspective of the school's principals. A research framework was conceptualized via reviewing related literature and experts opinions in the design process.Quantitative and qualitative research methods were used to answer the research questions and to test hypotheses. A qualitative data which explores the status of SHRM system in the West Bank was derived by an exploratory in depth semi-structured interviews with educational supervisors, and Ministry of Education representatives. Furthermore, quantitative data which are related to the factors that influence SHRM practices were collected via structured questionnaire which was distributed to a random sample (n=300) of elementary schools principals of Governmental, UNRWA, Private schools in the West Bank governorates.

Statistical analysis shows that strategic directions, human resource management, human resource planning, sociological practices - teachers' development, physiological practices, and green perspective are

significantly and positively related to SHRM practices in West Bank education sector.

On the other hand, interviews results show that the Ministry of Higher Education, and private schools are committed to support SHRM system adoption in their schools. In addition, the results showthat SHRMpractices are commonly used in the education sector.

Based on the research findings, it was recommended that the Ministry of Education and Higher Education must redefine the definition of HRM in proportion to the reality of the Palestinian education sector. Also, it must use all practices that can improve the education sector, and employ qualified teachers who have a good attitude towards the use of HRM practices. In addition, to allocating a portion of their budgets to provide HRM practices to increase teacher development, motivate trainees and involve them in the decision-making process, increasing their commitment to HRM practices. Through the use of environmental standards, and to increase teachers' awareness of the education sector environment through the use of training and development.

Chapter One

Introduction

Chapter One

Introduction

1.1 Chapter Overview

This chapter aims to present an overview of this research's subject, background, and approach. Besides that, it shows clearly the research's problem statement, questions, objectives and structure.

1.2 Background

Nowadays, if we look to the most powerful economical countries in the world, we will see that most of them focus on flourishing education sector, because they realize that education is one of the main tools of economic growth development cycle and better society quality of life.

One of the essential elements in education process is human resource, where the optimum utilization, improving efficiency and capacity of individuals will increase the quality of educational process outcomes that will positively affect countries development in all aspects. The Arab Planning Institution (2011) indicates that there is a direct relation between human capital and productivity, in which the productivity increases when human capital investment increases due to the creative ideas that can be generated and used in practical life. Also, this study reveals that the Arab nation doesn't have a shortage in the quantity of educated human resource but they have a severe problem related to the efficiency of the human resource due to the quality of the education level.

In Palestine, education system is classified into three main stages:

- Compulsory basic education which includes Grades 1 to 10 and this is divided into the preparatory stage (Grades 1 to 4) and the empowerment stage (Grades 5 to 10).

- Secondary education (general secondary education and a few vocational secondary schools) covering Grades 11 and 12.

- Tertiary education, there are 11 universities (10 private and one public) and 11 technical colleges (4 Palestinian Authority, 2 UNRWA, 4 public and 1 private), all of which mainly offer four-year programs. Additionally, there are 19 community colleges (1 Palestinian Authority, 9 public, 2 UNRWA, and 7 private) that mainly offer two-year diploma courses in technical and commercial specializations.

In a published research done by Near East consulting company about the education reality in Palestine has a quit interesting finding indicating that 25% of the Palestinian teacher performance classified as bad to extremely bad, whereas the (Governmental, UNRWA, Private) schools quality level of education divided sequentially as follow 30%, 30%,31%.

Afouneh (2011), reveals that 40%-50% of the students from first to fourth grades can't read or write and this is related to the human resource weak performance level. Therefore, there was an urgent need to analyze and evaluate the current situation of human resource practices, and management in Palestinian education sector in order to develop sustainable

practices system that increase the efficiency and effectiveness of human resource in education sector.

The objectives of this study are to recommend and deploy a framework for assessing SRHM practices in Palestinian education system. The critical factors that affect SHRM practices are planned to be investigated by utilizing both qualitative methods to collect data through interviews with supervisors, specialist and officials in the Directorates of the Ministry of Education and Higher Education in West Bank, and quantitative methods to gather data through a survey development targeting the views of Palestinian schools' principals.

The results and recommendations of this research may lead Palestinian education leaders to formulate new strategies to develop a sustainable human resource management practices derived from a model that fit with Palestinian situation, in coordination with the relevant institutions, in order to achieve the desired success based on the proposed framework.

1.3 Problem Statement

The organization's internal and external environment has been exposed to enduring changes in the 21st century, which required a whole new fresh model for the organizational management, which includes the (HRM) being more intertwined with the element of sustainability, thus leading to a whole new perspective on how to be the Human Resource (HR) managed.

(SHRM) practices have a very important contribution in elevating the education sector in general, and the Palestinian educational sector inparticular, especially when we consider the sociological, physiological, green human resource (GHR), and strategic human resource factors that affect education system performance and sustainability.

The percentage of unqualified students from (1st to 4th) grades are as follows: Male 50.45%,Female 49.55%, where, the qualification level is the percentage defined nationwide according to the statistical distribution and the objective analysis for the level of skills necessary for the achievement of this level (EFA Assessment, 2000). Table (1-1) shows the distribution of students according to gender and to qualifications (1st to4th) grades.

Table (1-1):   percentage of qualified and unqualified students in Palestine, (Mahshi, 2010)

Percentage of qualified students		Percentage of unqualified students	
Males	Females	Males	Females
55.58	44.42	50.45	49.55

These percentages can be considered as dangerous indicators for the present teachers' performance and the quality of their outputs. Therefore, this study will identify the critical factors affecting SHRM which are most likely to cause variation in human resource performance and to provide a clear guide for the ministry of education to assess SHRM practices that affect the performance level, and mitigates the variation caused by these factors.

1.4 Research objectives

Education is an indicator of knowledge and is regarded as the potential investment of national development. It is related to the qualitative aspect of population or human resource development.

The best practices of SHRM will be identified and a development of (SHRM)framework for the education sector will be implemented, in order to impact the output quality (student of preparatory stage (Grades 1 to 4)) within (Governmental, UNRWA, Private) schools, which will lead to enhance their opportunity to be convenient to Palestinian market future needs and will implies an economic growth at long run.

This will be done through achieving the following objectives:

1. Assessing the human resource management in the current education system in the Palestinian education sector.

2. Identifying (SHRM) practices that affect education system and enhancing it.

3. Establishing and developing a conceptual (SHRM) framework convenient with the Palestinian education sector reality.

1.5 Research Questions

This research aims to answer the following questions:

Q1. What are the critical factors that affect the (HRM) according to school principal's point of view (Governmental, UNRWA, Private)?

Q2 What are the current (HRM) practices of Palestinian education ministry and the challenges that are facing the implementation?

Q3. What is the appropriate (HRM) framework that should be adopted to develop education system and mitigate the impact of performance variation on the system?

1.6 Research Hypotheses

This research aims to test the following hypotheses:

H1: Strategic directions are significantly and positively related to (SHRM).

H1.1: Schools' visions and missions have significant positive direct effect on all (SHRM) principles.

H1.2: Schools' goals and objectives have significant positive direct effect on all (SHRM) principles.

H1.3: Values have significant positive direct effect on all (SHRM) principles.

H2: Human resource management is significantly and positively related to (SHRM).

H2.1: Recruitment has significant positive direct effect on (SHRM) principles.

H2.2: Job description has significant positive direct effect on (SHRM) principles.

H2.3: Selection has significant positive direct effect on (SHRM) principles.

H2.4: Rewards and recognitions have significant positive direct effect on (SHRM) principles.

H3: Human resource planning is significantly and positively related to (SHRM).

H3.1: Determining Teachers Needs has significant positive direct effect on (SHRM) principles.

H3.2: Demographic Analyses have significant positive direct effect on (SHRM) principles.

H3.3: Demand and Supply Orientation has significant positive direct effect on (SHRM) principles.

H4: Sociological practices - Teachers Development is significantly and positively related to (SHRM).

H4.1: Internal personal factors have significant positive direct effect on (SHRM) principles.

H4.2: Leadership competences have significant positive direct effect on (SHRM) principles.

H4.2: Behavioral competences have a significant positive direct effect on (SHRM) principles.

H4.3: Skills professional development has a significant positive direct effect on (SHRM) principles.

H4.4: Teachers orientation has a significant positive direct effect on (SHRM) principles.

H4.5: Innovation has a significant positive direct effect on (SHRM) principles.

H5: Physiological practices - Teachers Development is significantly and positively related to (SHRM).

H5.1: Productivity has a significant positive direct effect on (SHRM) principles.

H5.2: Personal responsibility (Loyalty) has significant positive direct effect on (SHRM) principles.

H6: Green perspective is significantly and positively related to (SHRM).

H6.1: Reputation and Attractiveness has significant positive direct effect on (SHRM) principles.

H6.2: Management of Organizational Culture has significant positive direct effect on (SHRM) principles.

1.7 Structure of the Thesis

The thesis is organized into five chapters as illustrated in Figure (1-1).

Chapter 1: Introduction
Introduce the thesis subject and objectives of the research

Chapter 2:
Litreture Review
Introduces a review and sumarize studies that addressed (SHRM), and previous studies which support hypothesis formulation

Chapter 3:
Research Methedolgy
Presents the methodology that has been followed in this research

Chapter 4:
Data Analysis and Results
presents the results and findings that illustrate the analytical results of research variables and gives the hypotheses results

Chapter ٥:
Conclusions and Recomendations
Gives brief conclusions on hypotheses results with a set of recommendations and future research suggestions.

Figure (1-1): Structure of the Thesis.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Chapter Overview

This chapter demonstrates the importance of Human Resource Management (HRM) and sustainability practices in education sector, and the relation between them, which will be done through the revision and analysis of the given empirical and theoretical data found in literature. It will also briefly describe SHRM practices that could be implemented by education sector in Palestine.

2.2 Sustainability in Human Resources Management

In the 21st century, continuous changes in the external environment as well as in organization's internal environment had created the need for a new organizational management model that includes different approach to human resource management (HRM) to be linked with sustainability, which therefore shall assist in developing a new view on how to manage human resources.

According to Ehnert and Harry (2012), sustainability is closely related to HRM, such relevance was supported in two main arguments; the first indicates the relationship of the organization to its economic and social environments; "HRM can (or should) no longer neglect the societal discourse on sustainability and corporate sustainability because this is dealt

with in practice and that HRM could make important contributions to corporate sustainable development", while the second argument is referred to the internal elements and relationships of an HRM system, as they considered sustainability enhancement of HRM system as a survival strategy for an organization (Ehnert, 2009; Mazur, 2015)

Upon the analysis of three different alternative organizational contexts namely the classical, neo-classical and modern, Ehnert (2014) and Ehnert and Brandl (2012) have found that changing relations of an organization environment constitute an assumption for the organization to employ the concept of sustainability in HRM. Thus, in the classical context, the main purpose of the organization was to generate profit, while in modern organizations context, the organization evaluates and measures its performance upon considering multiple bottom lines (Savaneviciene and Stankeviciute, 2014)

2.3 Defining Sustainable HRM

The definition of HRM has varied based on how it was perceived, as some authors support the unitary approach, upon perceiving employers and employees as having common interests and that the main role and function of HRM represent in best way of managing people for the interests of that organization" (Lapiņa et al., 2013).

According to this approach, HRM is defined as "a strategic and coherent approach to the management of an organization's most valuable assets – the people (or human talent) working there who individually and

collectively contribute to the achievement of its objectives" (Armstrong, 2006).

On the other hand, other authors adapted a more pluralist view, which indicates that at any organization there are a number of interest groups, and that employers and employees' interests do not necessarily coincide. Whereas some authors say that "HRM is the attraction, selection, retention, development and use of human resources in order to achieve both individual and organizational objectives" (Price, 2011)

Associating sustainability to HRM originated around the turn of the millennium from different countries, such as Germany, Switzerland, and Australia. Furthermore, researchers shed light on the short-term use of human resources in organizations (Wilkinson et al., 2001) and pointed out to the consumption vs. reproduction of individuals; which was recently addressed by critical management studies , which suggest that Human Resources Management cares more about Management rather than Humans (Bolton and Houlihan, 2007), whereas it is claimed (Zaugg et al., 2001) on the long run sustainable use of the individuals capabilities may be resulted in achieving a competitive advantage to the organization. Relatively, sustainable HRM was earlier defined as "the long term socially and economically efficient recruitment, development, detainment and dis-employment of employees" (Bondarouk, and Brewster, 2016). Furthermore, later studies defined a sustainable organization as an "enterprise that simultaneously contributes economic, social and

environmental benefits to society while also ensuring its own long-term sustainability as an organization". according to them sustainable HRM implies "using HR tools to establish workforce that has the trust, values, skills and motivation to achieve a profitable triple bottom line (Bondarouk and Brewster, 2016).

Sustainability may also be illustrated as an economic principle, through which business activities are minimized on natural or social resources, or understood as a method to explore creative ways for utilizing less resources. Moving to its role, HRM shall contribute in minimizing the impact on and utilization of HR.

Substance-oriented illustrates sustainability as an economic principle too, but with the aim to maintain the corporate resource, through achieving a long-term balance between resource consumption and reproduction (Müller-Christ and Remer, 1999). Through enhancing the regeneration of HR, and investing at the same time in to the origin HR (Ehnert, 2009a). Thus, HRM treats organizational environments as the origin of resources, and a survival strategy to effectively and actively invest in such environments (Savaneviciene and Stankeviciute, 2014)

2.4 Sustainable HRM Principles

For organizations, having a sustainable Human Resource Management means adopting a long-term perception which includes employee stakeholders, there for it is possible to maintaining a productive, healthy and high-quality workforce (Becker, 2011). This necessity

investing in the long-term availability and viability of personnel (App et al., 2012), and that could be achieved through adapting the following general and specific principles described according to Vokić (2014):

2.4.1 General Principles

- Substance Orientation: which indicates that a balance must be between consumption and regeneration of human resources (App, 2012); (Stankeviciute and Savaneviciene, 2013)

- Fair Treating: this principle indicates that equity, mutuality and neutrality should be included in personnel policies (Becker, 2011), as this shall emphasize that employees are not commodities or expenses, instead they are appreciated as investments and stakeholders (Cascio, 2010; Becker, 2011), and shall therefore positively impact the organizational performance due to the satisfaction and engagement of employees.

- Diversity Management: Since workforce today is characterized by diversity, thus having policies that consider gender equity, seniority, affirmative actions, and diversity are essential (Lis, 2013).

2.4.2 Specific principles

- *Human and socially responsible job design*: it is important that employment is designed to enhance a healthy work lifestyle and practices, away from exploitation, whether by the organization or employees themselves (Ehnert and Harry, 2012), Nowadays, younger

employees are seeking for jobs of social importance (Yeaton, 2008; Lieber, 2010; Ehnert and Harry, 2012) and desire to be hired at organizations of prominent fields of business (Becker, 2011: 20).

- *Internal sourcing*: lack of internal promotion, and thus hiring of employees from outside the company could have adversary impacted, as employees will feel unappreciated and became frustrated (Becker, 2011).

- *Reasonable but fair compensations*: the actual value creation must be reflected through the compensations and must not plunder the resources of pension for current and former employees (Ehnert and Harry, 2012). In addition, payment of fair wages, bounteous benefits including daycare, fitness clubs shall create a more sustainable organization (Cascio, 2006; Becker, 2011; Lis, 2013). Furthermore, a financial participation of personnel such as sharing of profit, as well as ownership of stocks, shall create a caring, socially responsible project, a good employer, and enhance harmony and collaboration among the staff and the administration (Becker, 2011; Lavelle et al., 2012).

- *Work-family balance*: the compatibility of job and personal life is necessary in achieving well-being (Ehnert and Harry, 2012; Lis, 2013) for employees.

- *Human employee relations*: Labor rights, human rights as well as democratic practices should dominate (Becker, 2011; Ehnert and Harry, 2012).

2.5 Practices of Sustainable HRM

The practices of sustainable HRM were differently addressed by researchers, Zaugg (2009a) combined HRM practices model to include: meta-practices; process practices, cross-section function, and support function; Ehnert (2009b) included human resource related sustainability objectives and human resources related activities. While Cohen et al. (2012) do no provide list of sustainable HRM practices. Furthermore, De Prins et al. (2013) introduced sustainable HRM practices from a horizontal and vertical perspective. In contrast Gollan and Xu (2014) and Kramar (2014) did not indicate any practices of sustainable HRM (Savaneviciene and Stankeviciute, 2014)

2.6 Sustainability HRM Factors:

2.6.1 De Prins' Holistic Model

This model consists of four main approaches towards achieving SHRM. According to De Prins, SHRM concentrates mainly on how to perfectly utilize and respect human workforces, (De Prins, 2011). Where a relationship is built between an organization's strategic policies and its environment, pointing out that including long-term vision and integration within the organization strategy and CSR-policy is a key factor in this context; explaining how Corporate Sustainability, transporting sustainability to the business level, has placed emphasis mostly on the impact which businesses have on environment, in contrast with Corporate

Social Responsibility have been noted to grow into convergence (Mazur, 2015)

The figure below demonstrates the first, the third and fourth concrete approaches of SHRM established by De Prins (Mazur, 2015).
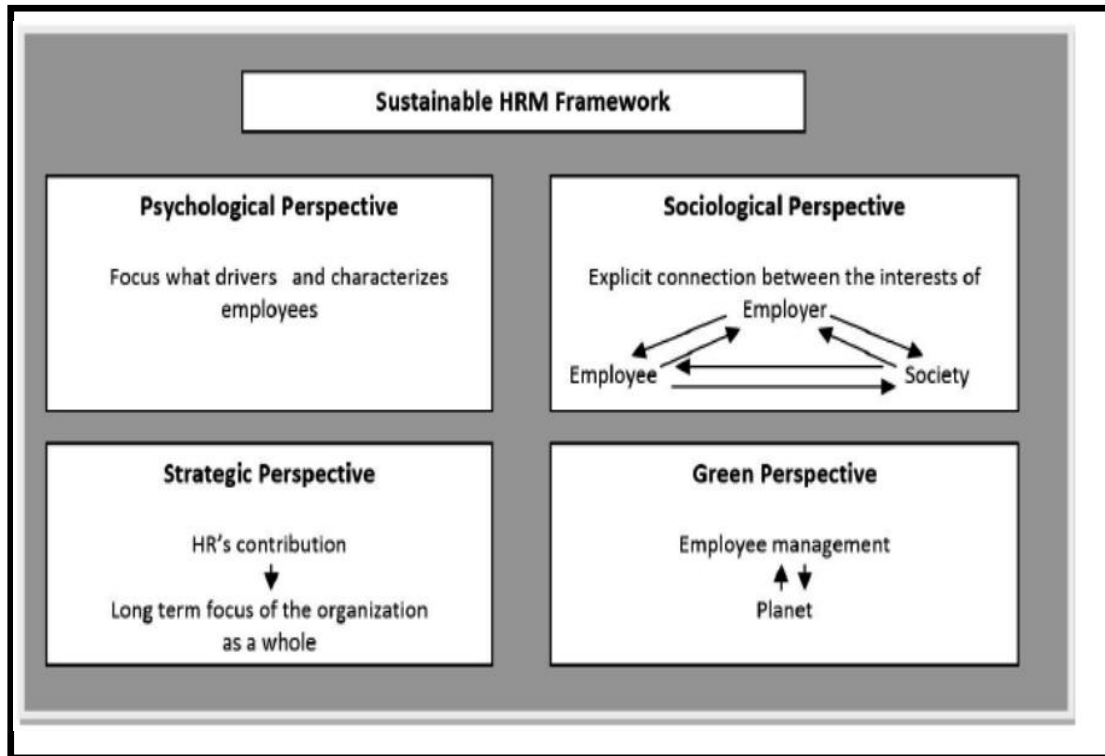
Figure (2-1): Sustainable Human Resource Management framework (Source: (Mazur, 2015)

2.6.1.1 The Sociological Perspective as exemplified by Diversity Management

The concept of diversity which means dissimilarity, variety, and individuality that emerge from various differences between people; diversity of individual abilities, experiences, competencies, and qualifications of human resources (Mazur, 2015) has been recently evolving, as it was defined by many writers as (any significant, overt and

hidden, difference that distinguishes one individual from another), the characteristics of diversity have been organized into the following four areas (Mazur, 2015):

- Interpersonal diversity including: traits, skills and abilities.

- Internal diversity including gender, race, ethnicity, I.Q., gender orientation.

- External diversity including culture, nationality, religion, marital or parental status.

- Organizational diversity including position, department, union/nonunion.

Defining diversity has not been limited in the visible differences, as it went beyond that, this seems obvious in the comprehensive definition provided by R. Roosevelt Thomas, who argued that employer and leaders should expand their perspective on diversity, by not focusing on gender and race only, but also to include a variety of other dimensions (Thomas, 1992). He also referred to "workplace diversity management", which he has defined in his model as a "comprehensive managerial process for developing an environment that works for all employees" (Thomas, 1992). This inclusive definition shall enhance the feeling of being included and connected by employees, and thus fortify the relationships within the organization and shall also enable employees to deal with more potentially volatile matters that may arise later (Mazur, 2015).

Among the major challenges which modern organizations currently encounter is how to create and apply effective (comprehensive) diversity management concepts. Knowing that managing diversity is a key strategic approach to recognize and understand discrepancies in organizations and teams (Mazur, 2015). Additionally; diversity is used, by diversity strategies, as a key resource to deal with and solve complicated matters (Aretz and Hansen, 2003). Setting and executing corporate organizational practices, in leadership and team work will ensure maximize advantages and minimized disadvantages of diversity, which shall be accomplished through enabling employees to increase their participation to the organizational objectives so that potentials are no longer hindered by group identities or departmental affiliation (Mazur, 2015). In this context, application of strategy-oriented diversity measures shall enhance acceptance towards diversity, and thus acceptance of new perspectives (Aretz and Hansen, 2003), as such measures has an impact on "surface level", such as ethnicity which is highly visible and measurable, and "deep level" such as values and attitudes which on the contrary cannot be demonstrated except through behavioral patterns in communication situations (Mazur, 2015). Aretz and Hansen (2003) developed four category systems under which various diversity dimensions falls and has linked management measures accordingly (Mazur, 2015):

− The social system: it addresses ethnicity and gender aspects, and connected measures which aim to building trust and enhancing equality,

- The organizational system: it suggests management measures to deal with the different age and ability levels,

- The cultural system: it includes aspects such as ideologies or persuasions that are reflected in the corporate vision, mission, and values. The best way to manage this level is through the clear definition of diversity management concepts and actions communicated among employees. Moreover, this concept may also include how to enhance culture that values critical dialogue, as well as how to create awareness regarding the connection between diversity and complexity, and the measures that might be adapted to overcome stereotypes.

- The psychological system it including aspects such as personality, work style, education, ok and attitudes.

In this context, the organization's leadership practices may include such characteristics. Hence, leaders should be in-charge of executing and monitoring diversity processes, in order to ensure that requirements within these processes are clarified, and thus to act upon (Mazur, 2015). A successful execution of adequate diversity management concepts among as a heterogeneous team may be more fruitful as it shall enhance innovation, creativity, better problem solving; And since organizations and teams are both individual -based teams working towards a common vision or objective, then diversity management should consider both the administration as well as the project management levels (Mazur, 2015).

2.6.1.2 Psychological Perspective as exemplified by Work-Life Balance

Maintaining balance between work and personal life is crucial, thus having a healthy work environment will help employees to maintain such balance in their responsibilities at both sides, and thus strengthen their loyalty and productivity. Interference between the two aspects will resulted in imposing pressure on employees, according to a study (Lowe, 2000; Lowe and Schellenberg, 2001), 1 in 4 employees experience such high levels of conflict which could be ascribed to many reasons including role overload, long working hours, job security, support from one's supervisor or coworkers, work-role conflict or ambiguity, job dissatisfaction, and extensive use of communication technology which connects home to work (Higgins and Duxbury, 2002).

The intensive competing responsibilities which employees carries on their shoulders (including the job itself, family, housework, and elderly parent care), imposes huge stress not only on individuals, but also on families and societies where they live, the conflict is even getting more intensified considering the high participation of female workforce over time, which introduces additional problems to society such as having a single parent families and prevalence of families of dual earners, as well as new trends which invaded our community such as elder care (Mazur, 2015).

Furthermore, highly stressful lifestyle is also associated with many physical and mental health implications as well as health risks, such as

increased smoking, weight gain and depression (Cichorzewska, 2011). The chief complain of female workers represents in the high levels of role overload and caregiver strain (Duxbury and Higgins, 2009), due to the fact that they dedicate more hours in comparison to men in extra unrelated work activities such as taking care of children and elderly parents, knowing that women experience less spousal support for their careers than their male counterparts (Mazur, 2015).

On the other hand, employers and companies realized the implications associated with over-worked employees, and its adversary impact on operation and productivity costs, absence, and lack of punctuality, poor commitment and performance. For organizations having a life balance programs shall be beneficial in respect of the high return on investment, recruitment and retention, costs and union regulations, and legislation.

A lot of practices are recently adapted to achieve work-life balance, which has till now proven its efficiency in reducing stress levels and rebalancing of lifestyle. Some companies implemented wellness programs, or offered free membership at fitness centers, or invited fitness trainers into the office to hold special sessions, or improved employees' healthy eating habits. Others offer stress management session. In addition, many employers are offering longer vacation times than the mandatory ones stipulated in labor law.

Among HR policies used to enhance work-life balance, are "implementing time off in lieu of overtime pay arrangements, providing a limited number of days of paid leave per year for child care, elder care or personal problems, or having policies around weekend and evening use of laptops" (Mazur, 2015). On the contrary, having flexible work hours may have adversary impact demonstrated mainly in the lack of time spend with staff in person and being unavailable to clients; yet may be solved by discuss scheduling with supervisor, informing clients and other employees about the office hours of the concerned employee, and subject to conditions to ensure that it is used to facilities the organization business.

Under certain case companies may need to reduce the amount of work assigned to each employee, this could be achieved through recruiting new employees, reducing time spent in job-related travel, allow job sharing. Flexible scheduling is the benefit valued most by employees (Mazur, 2015).

2.6.1.3 The Strategic Perspective as a source of sustained competitive advantage

Upon considering this perspective, the organizations view to HR and HRM practices became crucial. Achieving sustained competitive advantage, could not be accomplished without the execution of distinctive value enhancing strategies, accordingly, the resource-based view emphasizes that a competitive advantage depends on the effective use of resources (Barney, 1991). This was also argued by Wright and McMahan

(1992) who indicated that employees should be very skilled and highly motivated.

Moreover, HRM may contribute in achieving a sustained competitive advantage through setting suitable practices through which high quality workforce may be found and developed (Lado and Wilson, 1994; Deler and Doty, 1996). Despite the fact that some scholar's wright et al. (1994) argued that these practices could be transferable and simulate; yet, Lado and Wilson (1994) disapproved, indicating that such practices are specific and reflect the organization's particular conditions and status (Mazur, 2015).

2.6.1.4 Green Perspective as source of sustained HRM

Positive perceptions and good reputation of an organization is a key factor in attracting large segments of possible job seekers, and thus increasing the organizations chance to select more qualified individuals, attraction may also remonstrate in respect with the corporate history of social responsibility, and voluntary environmental activities conducted in its business operations, as well as its relation and interactions with stakeholders (Mazur, 2015). It is worth indicating that job seekers are willing to accept with an organization which has an environmentally positive reputation, regardless of the low salary offered (Turban and Cable,2003).

Additionally, the organization's brand, image, and products should express what the organization and employer represent. As this shall constitute special employment offering which shall distinguish the organization form other competitors, such as designing a green work place. (Moroko and Uncles, 2008; Mazur, 2015).

2.7 The Model of Sustainable HRM: a new approach

The key theoretical frameworks in Figure 2-2 provided model is pluralistic perspective stressing often conflict interest of employee and employer), strategic HRM, critical HRM, paradox framework, stakeholder theory, institutional theory and sustainability literature. The model is based on integrative approach for strategic HRM (Martın-Alcazar et al., 2005). First, the model encompasses economic, social, institutional and technological contexts, because they influence the way the organizations are dealing and can serve as a source of pressure to behave in particular way (contextual approach). The model also involves strategy revealing the strategic importance of HRM (universalistic approach). Third, the model takes into account relationships with the organizational environment (contingency perspective). Fourth, the model analyses internal relationships in HR systems and adds the idea of synergies between HR practices, policies, and strategies (configuration approach), (Ehnert, 2009b). Mentioned approaches and theories reflect the nature of relationship between sustainability and HRM and are in line with another constituent of the proposed model (Savaneviciene and Stankeviciute, 2014).

Later on the model includes the origin of HR, and encompasses human capital, pointing out that even if a coherent body was not found in HRM literature which is remained obscure; Yet researchers focus was on developing a human capital being as an essential outcome of HRM processes (Kramar, 2014). HRM literature remained obscure (Boselie, et al., 2009)
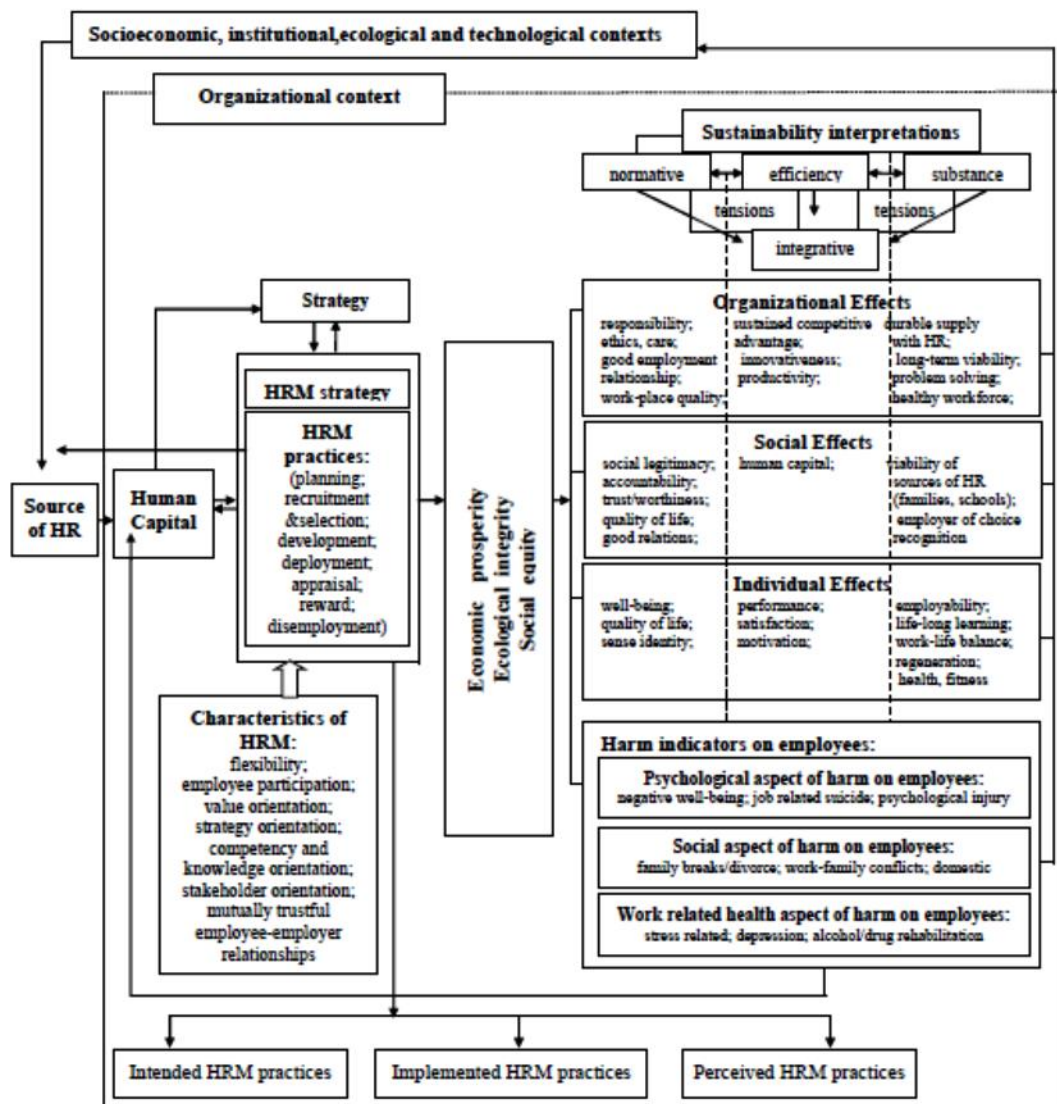
Figure (2-2): Pluralistic Model (Savaneviciene and Stankeviciute, 2014).

Since figure follows pluralistic perspective, it contains explanation of sustainability as it is necessary to illustrate the motivation beyond the

organization's commitments to sustainability, "Normative approach to sustainability focuses on the moral implications for HRM; an efficiency – oriented approach focuses on costs that can we saved or new value which can be created; a substance – oriented approach focuses on regeneration and development of resources; an integrative approach accepts all three before mentioned approaches, making use of them and balancing tensions" (Ehnert, 2014; Savaneviciene and Stankeviciute, 2014). In brief, the Figure provides a model of sustainable HRM, in which it emphasizes the theoretical background of this model, which is based on a contradictory perspective and forms the main constituents of sustainable HRM practices as well as characteristics, "in addition to the outcomes of HRM and process of HRM. Considering   the fact that the model incorporates negative outcomes of HRM on individual level, provides the set of characteristics and highlights the difference between intended, actual and perceived HRM, the model presents some theoretical novelty".

2.8 Characteristics of Sustainable HRM

Based on Figure (2-2) above, HRM characteristics include "flexibility, employee participation, value orientation, strategy orientation, competency and knowledge orientation, stakeholder orientation, mutually trustful employee-employer relationships respectively" the same characteristics were also indicated in Zaugg (2009a) model, According to Zaugg (2009a; 2009b) these characteristics were set depending on HMR approaches namely: Harvard approach and Human investment philosophy (Miles and

Snow, 1995), as well as on People-centered management (Pfeffer, 2010), organization management (Wunderer and Kuhn, 1993) and literature on sustainability debate (Gladwin et al., 1995). The model addressed herein represents the characteristics (and their aspect of contents) which go together with the nature of sustainability and HRM and sustainable HRM relationships (Savaneviciene and Stankeviciute, 2014).

⋏ **Trust.**For Zaugg (2009a) trust is treated as a characteristic and a precondition for sustainable HRM. Despite the fact that HR is acknowledged as the most important assets, however upon considering cost cutting, organizations decides to reduce investments in people as first choice, which thus creates trust gap between employees and employers (Vanhala and Ahteela, 2011). In this context, trust refers to the "overall evaluation of an organization's trustworthiness as perceived by the employee and is usually categorized at two levels: individual and organizational" (Katou, 2013).

According to Vanhala and Ahteela (2011), organizational trust could be divided into incorporates interpersonal and impersonal trust. Whereas the first refers to the trust in work mates and supervisors or managers, while the second refers to the employee's own attitude depending on how he has perceived and evaluated the employer or organization. In the context of sustainable HRM impersonal trust is much significant.

⋏ **Participation.** This characteristic was defined by Joensson (2008) as "the totality of forms by which individuals, groups, collectives secure

their interests or contribute to the choice process through self-determined choices among possible actions".

According to Zaugg (2009b) participation cannot be achieved unless employees are involved in developing HRM strategies and objectives, and granted high degree of discretion of choice, to creatively seek solutions for the arising HRM maters and issues, and to participate actively and responsibly in Human Resource Management processes. Yet intensity of participation should be screened in the context of sustainable HRM, in order to achieve a balance and to safeguard interests and self-determination (Joensson, 2008; Savaneviciene and Stankeviciute, 2014).

⨯ **Value Orientation.** Sustainable HRM creates qualitative and quantitative benefits to all stakeholders and assist in enhancing the company's value. This characteristic concentrates on the adequacy as well as the effectiveness of measures (Savaneviciene and Stankeviciute, 2014).

⨯ **Strategy Orientation.** Sustainable HRM is strategic and long-termoriented Zaugg (2009b), therefore there should be a balance between the current and future requirements to use human resources efficiently and to maintain and develop it. Ehnert (2009b; 2014). In this context the organization strategy provides main guidelines to the strategy of HRM, and based on the system analysis of HRM mission goals are derived (Savaneviciene and Stankeviciute, 2014).

⅄ **Competency and Knowledge Orientation.** Knowledge management refers to the development, sharing and application of knowledge within the organization in order to achieve and sustain a competitive advantage (Edvardsson, 2008).

HRM and knowledge management are of overlapping relation; in that knowledge depends basically on individuals, and HRM practices, including recruitment, qualifications, development, performance management, payment, and reward are indispensable for managing knowledge at the organization (Edvardsson, 2008).

In Zaugg (2009a) the following tasks and requirements fall under this orientation: (1) the promotion of individual and collective learning, and the transmission of knowledge, (2) the promotion of innovation, (3) development of competency profiles, and (4) expansion of the entire organization's knowledge base. (Savaneviciene and Stankeviciute, 2014).

⅄ **Flexibility.** This characteristic enables measuring HRM ability to short-term adaptation to unpredicted situations. in this context, it this concept refers to "increasing the cultural, strategic and structural change and development ability of organizations and the people working in them" (Zaugg, 2009a)

This concept was discussed by Carvalho and Cabral-Cardoso (2008) who considered this attribute as being indispensable and an integral part of HRM practices to achieve sustainability, upon addressing this attribute they

focused mainly on functional flexibility and numerical flexibility, and the consequences of adopting any or both of them.

According to them functional flexibility refers to "the ability to respond to changes in business needs by having multi-skilled, adaptable and internally mobile employees" whereas numerical flexibility means "the ability of the organization to vary the quantity of work employed to match changes in the business needs." (Savaneviciene and Stankeviciute, 2014).

⅄ **Stakeholder Orientation.** It is important for HRM solutions to be in harmony with the needs of both internal and external stakeholders, as well as the needs of primary stakeholders and other stakeholders (i.e. line management vs. former employees) (Savaneviciene and Stankeviciute, 2014).

2.9 Sustainability via Human Resource Systems Practice

HRM is found to assist and ensure that the organization is capable of achieving success through individuals. It is a "philosophy of people management based on the belief that human resources are uniquely important to sustain success" The basic role of Human Resources is to hire "capable, flexible and committed people, managing and rewarding their performance and developing key competencies" (Price, 2011).

Accordingly, HRM has a significant role in achieving sustainability to the organization, through the following practices.

2.9.1 Recruiting

The process of recruitment is crucial and should be based on future career plans, in order to strengthen employees trust in their management, that is to say the process of recruitment should be sought internally before looking externally. Therefore, there are needs to be adequate time to prepare, train and develop the current employees for any future transition to be able to assume their new roles, be they lateral transfers or vertical promotions, otherwise employees who thought that they are about to be promoted will be negatively impacted and thus lose trust in their management.

Hence, external recruitment should only be made when there are no internal people near with the desired set of competences and skills (Liebowitz, 2010). HR personnel may indicate in their external recruiting messages that they the organization is seeking individuals with strong teamwork and collaboration skills (Goleman, 2010; Johansson, 2006).

As the organization currently in need of such competencies to brainstorm fresh ideas for its product and service (Savitz, 2006), or that the organization is looking for candidates who care about protecting environment, as indication recently shows that younger generations of job seekers prefer socially responsible organizations and those which includes environment protection under its core values (Society for Human Resource Management, 2008) (Liebowitz, 2010).

Furthermore, organizations may hire from those university that offer Bachelor Degrees with concentration on Sustainability, and demonstrate

the organization environment friendly programs and polices during any career days, or through external activities by offering its employees paid off days to engage in the community, organize company teams focused on recycling, establishing buildings equipped with green technologies, this shall attract different employees and achieve diversity in workforce, promising for more innovation and creativity. (Liebowitz, 2010)

2.9.2 Employee Selection

Selection of applicants should be conducted accurately and wisely by the HR staff, so it is important that candidates undergo carful screening to identify the type of skills and competencies they possess, including teamwork and collaboration skills, environmentally-friendly people, those adaptable to change, or willing to take risks and experiment seeking new solutions for complicated problems. Moreover, candidates should also undergo behavioral interviewing questions to assess their values, "At Aveda, a cosmetics company, applicants are informed about the company's environmental mission and how it permeates their business strategy. This way, the candidates can determine if their values will fit the company's values (Jarventaus, 2007; Liebowitz, 2010)

2.9.3 New Employee Orientation

During the onboarding process, the organization should tell fresh employees about its core values and inform them and if possible, show them through field visit its environmental programs, it is preferable to do so once employee is hired, so as to build a good impression about the organization and management. At Toyota Motor, for example new

employee orientation includes presentations on the company's environmental programs (Jarventaus, 2007). In addition, it is important to explain to these employees how such core values are counted in the performance appraisal and compensation systems (Liebowitz, 2010).

2.9.4 Training and Development

Achieving sustainability could not be achieved away the continues development and training, particularly of mangers, therefore it is important to provide managers with leadership development workshops to assist them to develop themselves, in their capacities as negotiators, and to enhance their competencies whether that related to behavioral competencies, diversity, team work, change management, and collaboration. According to Savitz (2006), company negotiators should consider complaints by stakeholders as gifts and as threats, to address these complains and get advantage of them, and to act upon accordingly to achieve success and ensure sustainability. Besides, environmental stewardship became an interesting topic which employees are desirous to get training about, hence, employees should have access to such workshops and conferences. For instance, "Esty and Winston (2006) indicated that at Rio Tinto Alcan, all employees and all of the top 800 managers; including the CEO, take a four-day training program on environmental, health and safety issues". (Liebowitz, 2010). Another example is DHL Express Europe Company, which has introduced a new product called "Go Green", where a software calculates the environmental impact of shipping a certain package, and

customers may contribute in compensating CO_2 emissions by offering a fee to assist in funding eco-projects, to manage this product the company offered it employees training at Go Green Academy (Jarventaus, 2007; Liebowitz, 2010)

2.9.5 Performance Management

Managers - employer relationships is significant, to have the best and fair performance assessment, it is important that managers inform each of their employees about their performance all throughout the year, and not merely upon the annual appraisal rating time, as such informal feedback from time to time will assist employee to continuously grow, change, and improve.

Besides, it is necessary that the HR personnel keep updating the performance appraisal rating system so as to include "dimensions of behavioral and technical competencies, such as Teamwork, Collaboration, Diversity, Innovation, and Environmental Stewardship." which might vary from one organization to another. For example, PPG comprehensive model of competencies considered Teamwork promotion, Conflict solving, and Change driving as the factors of success and employees are rated based on these factors, and employees have opportunities to strengthen various factors via training and development programs (Liebowitz, 2010). Relatively, performance appraisal system could be used by the management to enhance certain desired culture.

Another area to address involves goal setting; whereas the company may introduce certain challenging goal and seek to manage through its employees and managers. This policy was followed by Procter and Gamble which set a goal to reduce their energy and water usage, and waste by 20% between 2007 and 2012 (Tripoli, 2010), and SC Johnson Wax company which has set a goal to increase the number of eco-friendly ingredients in its product through rating thousands of ingredients that go into making its product, and encourage managers who achieved their goals with bonuses (Liebowitz, 2010).

2.9.6 Compensation – Reward and Recognition Programs

A reward program should be established for employees of successful sustainability initiatives, creative and innovative ideas, products, services and collaboration, whether through publicizing, financial bonuses, or other ways for their outstanding work. A good example from the railroads industry, is Union Pacific company which has a locomotive fleet in North America, was distinctive in its Fuel Master's Program, where the goal was to reduce Consumption of fuel at the fleet, and those of the best top 20 were granted 100$ per month, consequently the Union Pacific has saved more than 20 million gallons of diesel fuel in 2007, other companies such as Clif Bar has invented an employee incentive system to promote environmentally responsible behavior or practices, including take public transportation or riding bikes (Fox, 2008).

2.9.7 Empowerment

Achieving sustainability through environment could be through the emphasis of HR personnel to the administration regarding the vital role of having a participative work environment, where employees can agree or disagree with administration by offering other ideas to address important issues or suggest new ideas. Best ideas always come from employees who work in such environment (Casler et al., 2010; Liebowitz, 2010). In other words, the administration should set certain goals for employees and ask the later to determine how to achieve these goals (Liebowitz, 2010), otherwise employees will feel restricted and that they are just like machines in the view of the administration.

Entrusting employees for suggesting methods to achieve certain goals for example, will heighten the sense of meaningfulness of the efforts and work they accomplish. Furthermore, allowing employees to be part of any community-volunteer projects may also strengthen employee's connection to their organization at all level, employees will be proud to be part in the advancement of their own community, and thus will be proud of their employer and connected to their participating team. In this context, Timberland promoted a policy called "Path of Service which granted employees forty hours of paid time off each year to work on service projects in their respective communities" (Liebowitz, 2010).

2.9.8 Job Security

Achieving sustainability could not be achieved unless a strong relationship is built between employees and management, in this regard, HR must ensure that the management is providing employees with Job security, in order to enhance their performance, and thus to provide the organization with their own creative ideas, otherwise if employees did not trust the management, or have fears of being dismissed as a result of their own efficiency-improving suggestion, then employees will not offer any such suggestions, this was proven in the fact that a lot of pioneering companies adopts a policy for avoiding layoffs if possible (Levering and Moskowitz, 2002).

2.9.9 Succession Planning

The process of promotion and occupation of a leadership or managerial position should be performed maturely, upon taking into consideration the availability of set of competencies, this entails that candidates should underwent an efficient behavioral and technical assessment by the HR. Thus having a formal succession planning system will ensure that, among these critical competencies are "the ability to possess (or develop) teamwork, collaboration, empowerment, delegation, diversity, innovation, and environmental stewardship (Liebowitz,2010)

Furthermore, employees of valuable scientific and technical skills, but lack such essential skills, should have access to promotional opportunities through (a dual career ladder, such opportunity will provide

scientists with the status and income of a managerial executive, without being in-charge of managing other individuals" (Liebowitz, 2010).

2.9.10 Mentoring

Passing experience from senior outgoing employees to incoming employees is essential and very advantageous for an organization. In many organizations, hiring new employees usually takes place months after the retirement of termination of outgoing employees. Thus, it will be beneficial if such passing occurs smoother, and even better if the new hired employee was able to work closely with the senior outgoing person for a period of one year, as new employees will be able to acquire a lot of valuable experience and knowledge. (Liebowitz, 2010)   In this respect, formalize a mentoring program (Warner, 2002) has proven its efficiency in developing and assisting mentees in "develop their teamwork, collaboration, innovation, empowerment, delegation, diversity, and environmental stewardship competencies," (Liebowitz, 2010)

2.9.11 Innovation

Innovation is the cornerstone of many economies and societies, the key for acquiring a competitive advantage, and thus achieving sustainability, and since new ideas are produced by employees who translate them into innovative products and services, therefore, there is no doubt that employees are considered the root of any organization or company innovation success. Having sustainable human resource

management initiatives that enhance innovation at various levels in organizations became necessary (Heuvel and Bondarouk, 2016).

Enhancing innovation among employees by HR could be through the creating various policies, such as redesigning a comfortable working environment with enough spaces which encourage conducting unplanned meeting, performing experiments and taking risks, moreover, the allocation of small budgets to boost sustainability projects that employees are working or encourage "cross-functional sustainability task forces", to meet from time to time whether in person or virtually. A good example here is Google (Frauenhyeim, 2006; Mediratta, 2007) which allows its engineers to spend twenty percent of their time working on pet projects to practice anything they are really interested in (Liebowitz, 2010).

Furthermore, and since each employee in the organization is part of the innovation process, which became no longer restricted to the Research and Development department, and since small-changes in every day work may result in creating a wide new products and processes. Consequently, HRM researchers have been examining the effect of Employee-Driven Innovations, and Innovative Work Behavior on employees and organizational performances on one hand, and the role of HR practices on the other hand. This opens the door for many questions to be raised on this respect, such as "whether it is desirable for all employees to be innovative; which innovations in HRM practices can stimulate the expected innovative behavior of employees; whether innovative work behaviors lead to

sustainable organizational performance; which employee competences and motivation are required to generate innovations; and what do we need to implement innovations?" (Heuvel and Bondarouk, 2016).

2.9.12 Collaboration

To ensure that managers and employees have strong collaboration and negotiation skills, HR personnel may contribute through screening applicants or providing them with training about the topic. In this regard a program established by Procter and Gamble called is called "Connect + Develop" encourage employees to connect with people outside the company in order to enhance brainstorming and thus promote innovation and creation of new product ideas (Liebowitz, 2010).

A good example to be provided regarding to the significance of collaboration is the case of Bangor Hydro Company with River Penobscot at which 100 dams were established. The conflicts arises among stakeholders, including the company its self which utilizes the river to generate electricity, the logging companies, fishermen, outdoorsmen groups, environmental groups, and government agencies which bears many costs; the conflict was solved by a former middle manager at Bangor Hydro, Scott Hall, who with a fair amount of autonomy has come out with a win-win-win agreement which brought all parties into the tent, as he suggested demolishing two dams to alleviate the problem and to do that without obliging the government to bear more financial pardons, which was

satisfactory to all parties and which proves again that collaboration is a mind-set and not accommodating (Liebowitz, 2010).

2.10 Recent HRM Practices in Education Institutions

The results of an educational institution may be defined through competencies, capacities, skills, and human resources quality. The different aspects of human resources in education were discussed in many literatures (Badenhorst, 1995; Chisholm and Vally, 1996; Govender, 1996; Hartshorne, 1992; Hyslop, 1986; Mangla, 1992; Ornstein, 1981; Smith and Schalekamp, 1997); However, most of these literatures focused on the features and characteristics of HR professional lives, instead of the practices and the guidelines to be followed and adapted to maintain proper human resource strategies, thus to accomplish the institution's objectives (Abu-Teir and Zhang, 2016)

HR became an essential element in any functional or business entity, such increasingly acknowledged importance was a result to its significant impact on the assumption that lacking communication mechanisms inside organizations, means that these organizations could not function nor deliver their services effectively. Thus, since the major purpose of educational institutions is delivering quality educational services, therefore the key factor to ensure fulfillment such purpose is human resources, which implies that HR are a the most valuable assets in any professional educational institution (Abu-Teir and Zhang, 2016). Accordingly, developing HR is "an essential complex, continuous and high responsibility process for any

organization, which involves actions and activities to select and train new staff and to retain existing one" (Popescu and Crenicean 2011).

In fact, human resources is usually the only to criticize the unsatisfactory quality of educational services, whether it directly or indirectly participant in the provision of these services, such as criticizing the administrative staff. In this regard, organizations are required to establish human resource strategies, regardless of the obstacles created due to the constantly changing environment and other influencing factors. "Actions, activities, processes, and development programs of human potentials are usually addressed in a systematic way at the organizational level, by identifying the development needs and requirements till the evaluation of professional development process (Popescu and Crenicean).

In case of educational institutions, efficient use of human potentials does not only requires hiring a skillful, competent and experienced teaching, auxiliary and administrative staff, but to involve them in developing other resources at the institution. Therefore, this process depends basically on accommodating the personnel and working group as well as on the professional integration process, indicating that the last may be addressed by four dimensions: cognitive, informational, relational, and cultural (Popescu and Băltăreţu, 2012).

Accordingly, this process shall enhance human potential Development at different level, including:

- 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 efficiency and effectiveness of staff;

- Increasing capacity for creativity, innovation, and problem solving etc. (Popescu and Bӑltӑreţu, 2012)

Chapter Three

Research Methodology

Chapter Three

Research Methodology

3.1 Chapter Overview

This chapter presents the research design, data collection process used, the population targeted sampling process, and the instrument development for data collection and at last the data analysis approach.

3.2 Research Approach:

This study focuses on critical factors that affect (SHRM) in Palestinian schools, and provide stakeholders leaders with a framework that provides a comprehensive insight to address any barriers facing successful implementation of (SHRM) system from schools' perspectives. Through using mixed method approach that uses qualitative and quantitative data to achieve best understanding of the research problem. Semi- structured interviews and questionnaires have been used as data collection tools.

3.3 The Research Methodology Framework

This research adopts the methodological framework described in Figure (3.1), which divides the research methodology into five main steps as following:

➢ **Step one: Conducting a literature review**

A literature review is one of the most important parts of any academic research upon which new researches can be built. The main drive of the literature review is to review what previous researchers have been conducted about (SHRM), to enhance our understanding to develop and refine research framework. In this research, the researcher identified the purpose, objectives, and the scope of the study with supervisor along with a detailed review of literature was done through internet sites, books, journal papers, articles and annual reports as a literature sources, in order to formulate research questions and hypotheses.

➢ **Step Two: Empirical survey and data collection**

The researcher started the data collection process through identifying the representative sample, then conducted the questionnaire and semi-structured interviews with supervisors and official representatives of Ministry of Education **(MoE)** to enrich the research.

➢ **Step Three: Data Analysis**

Data was processed and analyzed using the Statistical Package for the Social Science (SPSS), where the hypotheses have been tested and it answered the research questions.

➢ **Step Four: Framework development**

Based on research findings, a framework has been developed to be a guide for Schools and (MoE) in best SHRM practices.

➤ **Step Five: Conclusions and Recommendations**

The researcher finished this work by the conclusions and recommendations based on data analysis findings. Also some suggestions for future work are submitted to go further in SHRM in education sector
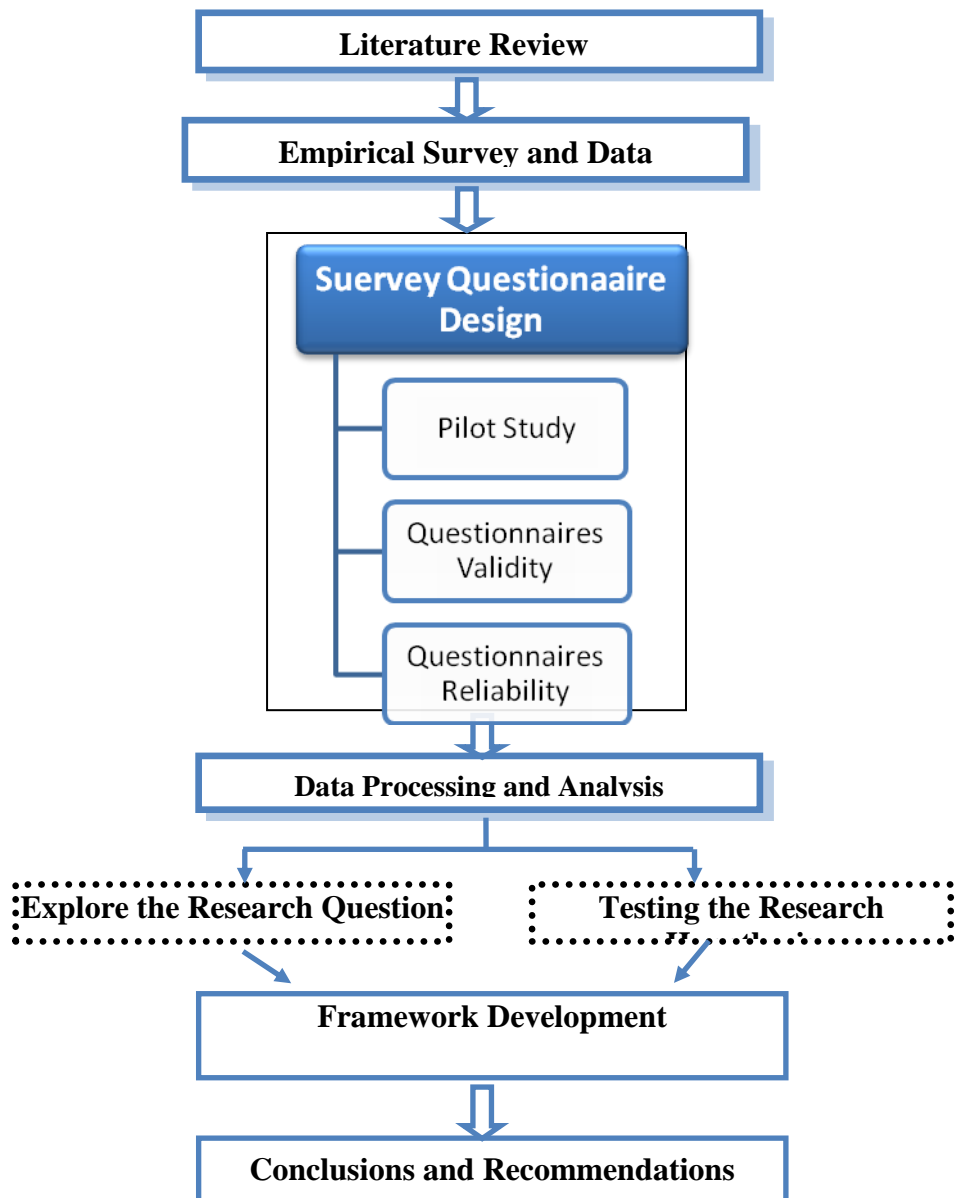
Figure (3-1): Research Methodology Framework

3.4 Research Population and Sample Size

This study will adopt the descriptive analysis and hypothesis-driven research methodology, in which it will cover the main education source provider (Governmental, UNRWA, Private) schools for basic education from (1st to 4th) grades in West Bank except Jerusalem directorate. Thus, descriptive and hypothesis-driven research are complementary (Kell and Oliver, Bioessay, 2004). The sample was be taken according to the requisites of the population in each district (distribution of) public, private school within the West Bank region except Jerusalem directorate). The MoE was contacted to get the valid number of schools in each directorate. Based on the data provided the targeted population includes (1161) school as shown in Table (3-1)

Table (3-1): Population of the study

No.	School Type	Population
1	Governmental	908
2	UNRWA	81
3	Private	172
Total		**1161**
Requested Sample		**289**

To obtain statistically representative sample size of population, Thompson formula is used (Thompson,2012).

$$n = \frac{N * P(1 - P)}{\left[(N - 1) * \left(\frac{d^2}{z^2}\right)\right] + P(1 - P)}$$

Where:

n: The sample size

N: The total number of populations, 1161

d: The percentage error (0.05)

P: Proportion of property offers and neutral (0.5)

Z= z value is the upper $\alpha/2$ of the normal distribution (1.96 for 95% confidence level).

According to the results of sample size equation above, 289 responses was requested to complete the survey, more than 340 questionnaires have been distributed to the school's principals, selected by random stratified method. The total number useable returned answers were only (300) questionnaires. This represent s response rate of (88.2 %,)

3.5 Data Collection and Analysis

In this phase, semi structured interviews were organized with stakeholders: representative of Palestinian Ministry of education, (Governmental, UNRWA, Private) supervisors, and a scientifically designed questionnaire to be filled up by (Governmental, UNRWA, Private) schools principals as representative of Palestinian ministry of education questioners were the source of the primary data, while literature review through books, web-based research were the source of the secondary data.

The survey has been revised with a group of experts in the area to judge on its validity and to make sure it would fulfill the goals of the research. All of the notes concerning length, language, and number of sentences have been considered and modification were made.

Collected data were analyzed by theoretical analysis techniques and SPSS software.

3.6 Quality Standards for the Research Tool

To ensure the questionnaire quality, the researcher conducted several procedures to test the questionnaire.

3.6.1 Pilot study

Before using the questionnaire, a pilot test was conducted to ensure that respondents answering the questions without facing any problems in understanding and recording data correctly which refines and improves the questionnaire quality.

Initially, the questionnaire was reviewed by a group of experts and arbitrators. We took into account their notes on the questionnaire contents, format, and structure which enhance the content validity.

3.6.1.1 Questionnaire Validity

Validity considered a crucial indicator for measuring the quality of questionnaires, where it indicates if the finding will satisfy the research purpose and answer the research questions.

As explained in the previous chapters, the questionnaire was designed based on empirical studies reviewed in the literature where validity and reliability have been tested. In addition, that a pilot study has been implemented by experts and arbitrators

3.6.1.2 Questionnaire Reliability

Reliability, specifies that the scores yield from an instrument are consistence and stable (Creswell, 2012). Saunders et al. (2009) argued that "for a questionnaire to be valid it must be reliable". That means, the questionnaires results should be nearly the same when researchers implement it in the same way in multiple time at different occasions.

In this research, questionnaire reliability was examined by using the Cronbach's alpha method which considered being the most popular, the perfectly adequate index, and the most frequently used for examining whether measure's items and the subsets of items are correlated highly according to Creswell (2012).

Chapter Four

Data Analysis and Results

Chapter Four

Data Analysis and Results

4.1 Chapter Overview

This chapter presents the results of analysis for the data collected as follows: via questionnaire, and via interview. It shows the results of descriptive statistics and hypotheses testing derived from the Statistical Package for the Social Sciences (SPSS) software, by which this study determined the factors affecting SHRM practices in elementary schools over the West Bank governorates according to the proposed framework. Furthermore, this chapter explores the reality of SHRM practices in West Bank education system from the point view of elementary schools' principals (Governmental, UNRWA, and Private).

4.2 Descriptive Analysis

4.2.1 Interview Analysis

Interviews were done to cover aspect related to SHRM critical factors, practices, and strategies within the education sector. Ten semi-structured interviews were done with experts working in education sector such as Ministry of higher education deputy assistant, Ministry of higher education research and development officer, teachers' supervisors.

Interviews were analyzed based on the guidelines of thematic analysis as designated by Braun and Clarke (2006), where themes were detected to demonstrate the current situation and assess SHRM practices

related to strategies, green, and innovation, in the educational sector. The results from the semi-structured interviews were classified into five themes as summarized in the Table (4-1)

Table (4-1): summarized codes, basic themes, and central themes.

Codes	Issues Discussed	Central Themes
SHRM	Sustainability definition at ministry of education perspective	Strategic HRM and planning practices
Planning	Roles and responsibilities	
	Networks	
Demand forecast	Factors and trends	
	Selection and recruitment	
Lessons learnt	Teaching process monitoring	
Skills development	Training	SHRM Physiological, and Sociological practices
Performance development	Tools	
	Gap analysis	
Organizational structure	Decision making	
	Teamwork	
Needs and requirements Knowledge development	Factors	SHRM Green practices
	Promotion	
	Recruitment	
	Training	
Implementation	Financial support	
	Knowledge	
	Recruitment	
Financial obstacles	Infrastructure development	SHRM Challenges SHRM SuccessFactors
	Technology adaptation	
	Green pilot programs	
Political obstacles	Occupation	
	Communication	
Comfort zone	teacher resistance	Success factors
Clear plan	Clear outcomes	
	Ministry support	
	Teacher commitment	

4.2.1.1 Strategic HRM and Planning practices

The results show that the MOE defines the concept of SHRM through determining the objectives of the education institution through creating a network of relationships between these goals, the available human resources available, and those required numerically and qualitatively in terms of disciplines and skills.

The responsibility of carrying out the human resource planning process is on the top management of the ministry only, precisely in correlation between planning department and administrative affairs department where the planning department usually has the accurate database related to: the number of schools, the number of students in each school, the number of students in each class, the number of classrooms, and the number of teachers .Whereas department of administrative affairs has the full outline of the specialties, names of teachers in each school, date of birth, date of appointment (ex: familiar with the pensions and vacancies in each school), and lists of candidates specialty for the position. The ministry reviews the strategic HR plans every summer at the beginning of the school year, where the ministry also forecasts the annual demand for human resources based on the ministry`s human resource officers' prediction through studying the quantitative and qualitative data concerning teacher specialization, professional exams, personal interviews …etc. That is available on ministry of Information Network – Electronic data

Also, the ministry manages the human resources through multiple templates that issued and distributed in all of the education offices and schools related to teacher's specialization, number of classes/teachers, teacher's field visits from education supervisors, glasses distribution among teachers, but they don't have a clear model for HRM.

The most important lesson learned in human resources planning is that there is an urgent need for periodic examinations for teachers to be conducted to monitor the teaching process and to identify the training needs.

4.2.1.2 SHRM Physiological and Sociological practices

The interviewees indicate that the ministry gets the knowledge mostly through long experience and externally through experience exchange with Arab and foreign countries. They also agreed that the organizational structure of the schools are relatively flat where a few levels in the hierarchy appears, which decrease the centralization of decision making process, where action and discussion can be made without referring to schools principals. And this was due to the training provided to teachers to enhance their skills and ability to perform multiple tasks but not to fill their colleagues' vacancies. The trends/factors that mostly ministries officials take into account when determining the human resource requirements are political and organizational factors especially in the promotion and training process which leads the ministry to focus on group of teachers and schools principals when they develop training programs.

The ministry uses qualitative data such as performance and qualification analysis and quantitative data such as vacancies data, teacher's data, to identify gaps in human resources performance, and skills by distributing a vacancy template in each moderate to be filled in when there is a vacancy, where the template should be sent back to the ministry for approval and to proceed in the process.

4.2.1.3 SHRM Green practices

The interviewees insisted that the MOE started to insert the green management concept with HRM process in pilot programs within certain schools, but without including it in HR selection, recruiting, appraisal, awarding…etc. This is due to lack of financial support and availability of knowledge among small scale of teachers, because green programs and teacher's green capacity building concerning these issues usually depends on external funds.

4.2.1.4 SHRM Challenges

As the interviewees discussed, there are many obstacles that could affect the adaptation of SHRM within the educational sector that can be summarized as follows:

- Financial obstacles:

Unfortunately, the educational sector takes around 25% from the total budget of the Palestinian government. This amount could be considered very low comparing with the needs of schools in infrastructure,

adopting new technologies and green programs that affect the ability to generate new rules which results in hinder the implementation of SHRM practices

- Political obstacles:

The interviewees concentrate on the political obstacles related to the Israeli occupation that affect the capability of adopting SHRM practices, due to the restriction that they force specially on area C schools relating to communication networks, infrastructure and technology.

4.2.1.5 SHRM success factors

From the point view of interviewees, the main success factors that affect the success of applying SHRM practices is the MOE top management support and commitment which affect the resistance of the teachers to adopting new culture due to the fact that the ministry has a clear vision, mission, and goals that emphasize the expected outcomes from schools' principals and teachers, and do periodical evaluation for their performance to keep up with the strategic plan.

Also, interviewees agreed that schools' principals and teacher's commitment enhance the success of SHRM practices in the education sector.

4.2.2 Questionnaire Analysis

According to the questionnaire design, respondents have different personal information; these differences introduce different responses

toward the SHRM critical factors and practices, in the (Governmental, UNRWA, Private) Schools. The first test was done to test the reliability of the questionnaire, was Cronbach's alpha method to test the internal consistency of the questionnaire. Table (4-2) below shows the values of Cronbach's alpha for all elements. After that different statistical analysis tools were used such as: frequency, means, percentages, Pearson correlation, And ANOVA test, were used to investigate the relations between questionnaire elements.

Table (4-2): Cronbach's Alpha

Item	No. of Item	Cronbach's alpha
Strategic Direction	18	.869
Human resource management	14	.894
Workforce planning	9	.796
Sociological practices	20	.686
Physiological practices	8	.766
Green perspective	11	.843
Drivers of sustainable HRM	4	.737
Barriers of sustainable HRM	5	.775
Positive outcomes of sustainable HR	6	.811
Total	95	.79

Table (4-2) shows that the results of the Cronbach's alpha test are (79%) and the entire questionnaire variables are above 68% thus it is acceptable (Hair et al., 2017). Therefore, the questionnaire is reliable and could be redistributed.

4.3 Study of population

In this section, the study of the population will be emphasized using the frequency and percentages test as follows:

- **General Information**

The total number of participants is equal to 300, with response rate 88.2%, the following description present the characteristics of the participants.

- **Gender**

The sample included 141 Males who form 47% of the participants, and 159 females who form 53% of the participants>

- **Age**

Age was divided into four intervals. The table (4-3) below shows the details of the participant's age.

Table (4-3): Distribution of Age

1_5 years	9%
6_10 years	10%
11_15 years	38%
More than 16	39%

- **Experience**

Experience years was divided into four period intervals. Table (4-4) below shows the details of the participants work experience years.

Table (4-4): Distribution of Experience.

1_5 years	9%
6_10 years	11%
11_15 years	25%
More than 16	58%

- **School Type**

    The sample included 227 government schools who form 75.7% of the sample size, and 51 private schools which form 17% of the sample size, also sample contains 22 UNRWA schools which form7.3% of the sample. Figure (4-4) shows the school type distribution in this research.

- **School Location**

    According to the sample; 186 schools located in cities which form 62% of the sample, and 105 schools located in villages which form 35% of the sample size, also sample contains 9 schools located in camp which form 3% of the sample.

- **Number of students in school**

    The number of students in each served school was divided into four main categories. Table (4-5) below shows the details of number of students in schools**.**

Table (4-5): Distribution of number of students.

Less than 200	15%
2001_400	47%
401_600	30%
More than 601	8%

4.4 Statistical Analysis of SHRM Practices

    In order to describe the results of questionnaire statements the following tables show the mean, standard deviation, percentages, according

to the following standard of approval based on the five-dimensional Likert scale.

Which specifies five periods to separate the high and low grades; the length is calculated as (5-1 = 4) for 5 periods (4/5 = 0.8) and therefore the length of the period is (0.8) and therefore the researcher adopted the following estimate, to separate the grades, as the following:

− Mean (4.21 and above = 84.2% or higher) is very high.

− Mean (4.20–3.41= 68.2% - 84.0) is high.

− Mean (3.40 – 2.61= 52.2% -68.0%) is medium.

− Mean (2.6 – 1.81=36.2% -52.0%) is a low.

− Mean (less than 1.81= 36% or less) is very low.

❖ **Strategic Direction**

The statistical analysis of the strategic direction showed three main parts: Vision and Mission (mean 3.39), Target and Objective (mean 4.13) and Values (mean 3.98). Therefore, the goals and targets have the highest level of approval among other strategic direction areas.

❖ **Human Resources Management**

The budget for Table 2 contained in the Annexes oversees the management of human resources for the four parts prepared and the variation that human resources management has in four main units:

employment (average is 3.60), job description (mean 3.47), selection Average equals 3.58), bonuses and tariffs (mean 3.19 equals). Hence, we note that the selection of staff is enhanced among other human resources management.

❖ **Workforce Planning**

From here, three main parts of the work planning were discussed: three main parts: teacher needs (average 3.94), demographic analysis (average 4.2), Demand routing and supply (average is 3.60). We will note that demographic analyzes have the highest level of approval among other work planning areas.

❖ **Sociological practices - Teachers Development**

According to the Table 3 attached to the appendices, the social practices were clarified and the parts were discussed. It was shown in the JUL presentation that the behavioral competencies have the highest level of approval among other social practices. The social practices have six main parts: internal (gender, Ethnicity, ethnicity, etc.) (mean 3.87), leadership competencies (mean 3.85), behavioral competencies (average 4.07), skills and professional development of skills (e.g. equality 4.03) Means equality 4.03), and innovation (means 3.98 equals).

❖ **Physiological practices - Teachers Development**

According to Table 4 attached to the annexes, physiological practices are divided into two main parts: productivity (mean average 4) and

personal responsibility (loyalty) (mean 4.05). Therefore, personal responsibility has the highest degree of approval among other areas of physiological practice.

❖ **Green perspective**

According to Table 5 attached to the appendixes, the green perspective was identified and includes two main aspects: adoption and gravitation (mean 3.93) and organizational culture management (4.04). Therefore, the management of organizational culture has the highest approval rate among other green vision areas

❖ **Sustainability of HRM assessment**

In accordance with Table 6 attached to the Annexes, the differences between SHRM practices were illustrated, the results of the respondents show differences around these areas.

4.4.1 Drivers of sustainable HRM

Table 4-6 shows the description of sustainable human resource management constraints. The compatibility of these obstacles limits the application of schools to the practice of SHR and lack of understanding and whether there is support from the Ministry and whether there is a challenge by the employees and others.

Table (4-6): Description of Drivers of Sustainable HRM

Element	Statement	Mean	Std. Deviation	Percent	Degree
To what extent do you agree that the drivers encourage schools to practice SHR practices	World accelerating technology development	4.12	.476	%82.4	High
	Economic consideration	3.71	.725	%74.2	High
	Competitive advantage	3.47	.790	%69.4	High
	Increase the quality of school`s outcomes	3.58	.747	%71.6	High
	Total	**3.72**	**.520**	**%74.4**	**High**

4.4.2 Barriers of sustainable HRM

Table 4-7 describes administrative barriers to sustainable human resources. To what extent do you agree that the school will have positive results from implementing the SHR practice by increasing teacher loyalty, enhancing school performance, promoting community outreach, and others. From the table below, you will find out how much you agree that the following barriers limit schools to SHR practice

Table (4-7): Description of Barriers of sustainable HRM

Element	Statement	Mean	Std. Deviation	Percent	Degree
To what extent do you agree that the following barriers limit schools to practice SHR	Lack of understanding SHR	3.96	.632	%79.2	High
	Lack of support by ministry	3.73	.652	%74.6	High
	Staff resistance	3.83	.618	%76.6	High
	Complexity and difficulty of adopting the system	3.89	.614	%77.8	High
	Implementation cost	3.45	.776	%69	High
	Total	**3.77**	**.480**	**%75.4**	**High**

4.4.3 Positive outcomes of sustainable HRM

It will also be clarified in the table to what extent you agree that the school

will receive positive results from the implementation of SHR practice

Table (4-8): Description of Positive outcomes of sustainable HRM

Element	Statement	Mean	Std. Deviation	Percent	Degree
To what extent do you agree that the school will gain positive outcomes from implementing SHR practices	Increase teacher's loyalty	3.45	.900	%69	High
	Sustainable Competitive advantage	3.44	.759	%68.8	High
	Reduce cost and increase profitability	3.40	.780	%68	High
	Enhance school performance	3.60	.846	%72	High
	Promote social responsibility	3.39	.849	%67.8	Mid
	Total	**3.89**	**.668**	**%77.8**	**High**

4.5 Statistical differences of SHRM practices

This section outlines the statistical differences between participants in this research according to received data. Independent Samples Test (t-test for Equality of Means) and one-way ANOVA Test are used to explain these differences; these two tests are used because correlations between qualitative and quantitative practices will be tested.

T-test method compares means of qualitative independent variable which has two levels, whereas one-way ANOVA compares means of qualitative independent variable which has more than two levels. In this case, the dependent variables are quantitative.

➢ **Statistical Differences According to Gender**

This study included both genders males and females, both participated in the survey; therefore, this variable has two levels so T-test method is used. Statistical differences between males and females shows that there are no statistical differences between males and females is recognizing in all practices where (P > 0.05) for all.

The following tables shows full details about these results:

➢ **Statistical Differences According to Age**

According to this study, age was collected as interval, therefore the researcher used One-way ANOVA test to determine the correlation between participant age and other dependent variables. Statistical differences between age intervals shows that there are statistical differences between participants ages in some practices where (P < 0.05).

The following table shows full details about these results:

Then the researcher used LSD test to detect where exactly the mean differences lie, there are statistical differences between participants' ages in the following practices as the following:

Strategic direction: ANOVA test shows statistical differences between the participants according to their ages (P < .05). (36-40 years) participants ages are more perceived about the strategic direction practices (mean equals 4.25) than (25-35 years) participants ages (mean equals 3.98), (41-45 years) participants ages (mean equals4.04), and (more than 46 years)

participants ages. (Mean equals 3.39). Table (4-9) show full details about the differences.

Table (4-9): LSD Test for age differences among participants (strategic direction)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Strategic direction	25- 35 years	36-40 years	-.269*	.007
		41- 46 years	-.063	.438
		More than 46 years	.050	.536
	36-40 years	25- 35 years	.269*	.007
		41- 46 years	.205*	.007
		More than 46 years	.319*	.000
	41- 46 years	25- 35 years	.063	.438
		36-40 years	-.205*	.007
		More than 46 years	.114	.052
	More than 46 years	25- 35 years	-.050	.536
		36-40 years	-.319*	.000
		41- 46 years	-.114	.052

* The mean difference is significant at the 0.05 level.

Sociological practices: ANOVA test shows statistical differences between the participants according to their ages ($P < .05$). (36-40 years) participants ages are more perceived about the sociological practices (mean equals 4.26) than (25-35 years) participants ages (mean equals 3.99), (41-45 years) participants ages (mean equals 3.97), and (more than 46 years) participants ages. (Mean equals 3.88). Table (4-10) show full details about the differences.

Table (4-10): LSD Test for age differences among participants (Sociological practices)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Sociological practices	25- 35 years	36-40 years	-.270*	.035
		41- 46 years	.019	.858
		More than 46 years	.112	.286
	36-40 years	25- 35 years	.270*	.035
		41- 46 years	.289*	.003
		More than 46 years	.382*	.000
	41- 46 years	25- 35 years	-.019	.858
		36-40 years	-.289*	.003
		More than 46 years	.093	.143
	More than 46 years	25- 35 years	-.112	.286
		36-40 years	-.382*	.000
		41- 46 years	-.093	.143

* The mean difference is significant at the 0.05 level.

Physiological practices: ANOVA test shows statistical differences between the participants according to their ages (P < .05). (25-35 years) participants ages are more perceived about the physiological practices (mean equals 4.06) than (41- 46 years) participants ages (mean equals 4.01), and (more than 46) participants ages (mean equals 3.92). Also, (36-40 years) participant ages are more perceived about the physiological practices (mean equals 4.03) than (more than 46 years) participants ages (mean equals 3.92). Table (4-11) show full details about the differences.

Table (4-11): LSD Test for age differences among participants (Physiological practices)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Physiological practices	25- 35 years	36-40 years	.262	.064
		41- 46 years	.429*	.000
		More than 46 years	.535*	.000
	36-40 years	25- 35 years	-.262	.064
		41- 46 years	.168	.117
		More than 46 years	.273*	.011
	41- 46 years	25- 35 years	-.429*	.000
		36-40 years	-.168	.117
		More than 46 years	.106	.132
	More than 46 years	25- 35 years	-.535*	.000
		36-40 years	-.273*	.011
		41- 46 years	-.106	.132

*. The mean difference is significant at the 0.05 level.

Total Score: ANOVA test shows statistical differences between the participants according to their ages (P < .05). (More than 46) participants ages are less perceived about all SHRM practices (mean equals 3.82) than (25-35 years) participants ages (mean equals 4.05), and (36-40 years) participants ages (mean equals 4.02). Table (4-12) show full details about the differences.

Table (4-12): LSD Test for age differences among participants (Total Score)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Total Score	25- 35 years	36-40 years	.023	.813
		41- 46 years	.146	.064
		More than 46 years	.226*	.004
	36-40 years	25- 35 years	-.023	.813
		41- 46 years	.123	.090
		More than 46 years	.204*	.005
	41- 46 years	25- 35 years	-.146	.064
		36-40 years	-.123	.090
		More than 46 years	.081	.091
	More than 46 years	25- 35 years	-.226*	.004
		36-40 years	-.204*	.005
		41- 46 years	-.081	.091

* The mean difference is significant at the 0.05 level.

➢ Statistical Differences According to Experience Years

According to this study experience years was collected as interval, therefore the researcher used One-way ANOVA test to determine the correlation between participant experience years and other dependent variables. Statistical differences between experience years intervals shows that there is some statistical differences between them is recognizing in some practices where (P > 0.05). Tables below shows full details about these results:

Then the researcher used LSD test to detect where exactly the mean differences lie, there are statistical differences between participants experience years in the following practices as the following:

Strategic direction: ANOVA test shows statistical differences between the participants according to their experience years (P < .05). (1-5 years) participants experience years are more perceived about the strategic direction practices (mean equals 4.46) than (6-10 years) participants experience years (mean equals 4.12), (11-15 years) participants experience years (mean equals 4.1), and (more than 16 years) participants experience years. (Mean equals 3.95). Table (4-13) show full details about the differences.

Table (4-13): LSD Test for age differences among participants (strategic direction)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
strategic direction	1-5 years	6-10 years	.336*	.003
		11-15 years	.447*	.000
		More than 16 years	.505*	.000
	6- 10 years	1-5 years	-.336*	.003
		11-15 years	.111	.163
		More than 16 years	.169	.006
	11-15 years	1-5 years	-.447*	.000
		6-10 years	-.111	.163
		More than 16 years	.059	.258
	More than 16 years	1-5 years	-.505*	.003
		6-10 years	-.169	.060
		11- 15 years	-.059	.000

* The mean difference is significant at the 0.05 level.

Human resource management: ANOVA test shows statistical differences between the participants according to their experience years (P < .05). (More than 16 years) participants experience years are less perceived about the human resource management practices (mean equals 3.45) than (1-5

years) participants experience years (mean equals 3.80), and (6-10 years) participants experience years (mean equals 3.70). Table (4-14) show full details about the differences.

Table (4-14): LSD Test for age differences among participants (Human resource management).

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Human resource management	1-5 years	6-10 years	.099	.497
		11-15 years	.228	.079
		More than 16 years	.344*	.005
	6- 10 years	1-5 years	-.099	.497
		11-15 years	.129	.214
		More than 16 years	.246*	.010
	11-15 years	1-5 years	-.228	.079
		6-10 years	-.129	.214
		More than 16 years	.117	.087
	More than 16 years	1-5 years	-.344*	.005
		6-10 years	-.246*	.010
		11- 15 years	-.117	.087

* The mean difference is significant at the 0.05 level.

Sociological practices: ANOVA test shows statistical differences between the participants according to their experience years ($P < .05$). (1-5 years) participants experience years are more perceived about the sociological practices (mean equals 4.20) than (11-15 years) participants experience years (mean equals 3.88), (more than 16 years) participants experience years (mean equals 3.94). In addition, (6-10 years) participants experience years are more perceived about the sociological practices (mean equals 4.18) than (11-15 years) participants experience years (mean equals 3.88),

(more than 16 years) participants experience years (mean equals 3.94). Table (4-15) show full details about the differences.

Table (4-15): LSD Test for age differences among participants (Sociological practices)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Sociological practices	1-5 years	6-10 years	.017	.905
		11-15 years	.317[*]	.015
		More than 16 years	.258[*]	.036
	6- 10 years	1-5 years	-.017	.905
		11-15 years	.300[*]	.004
		More than 16 years	.240[*]	.012
	11-15 years	1-5 years	-.317[*]	.015
		6-10 years	-.300[*]	.004
		More than 16 years	-.059	.384
	More than 16 years	1-5 years	-.258[*]	.036
		6-10 years	-.240[*]	.012
		11- 15 years	.059	.384

*. The mean difference is significant at the 0.05 level.

Physiological practices: ANOVA test shows statistical differences between the participants according to their experience ages ($P < .05$). (6-10 years) participants experience years are more perceived about the physiological practices (mean equals 4.46) than (11-15 years) participants experience years (mean equals 4.04), and (more than 16) participants experience years (mean equals 3.92). Table (4-16) show full details about the differences.

Table (4-16): LSD Test for age differences among participants (Physiological practices)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Physiological practices	1-5 years	6-10 years	-.298	.061
		11-15 years	.123	.383
		More than 16 years	.245	.067
	6- 10 years	1-5 years	.298	.061
		11-15 years	.422[*]	.000
		More than 16 years	.543[*]	.000
	11-15 years	1-5 years	-.123	.383
		6-10 years	-.422[*]	.000
		More than 16 years	.121	.104
	More than 16 years	1-5 years	-.245	.067
		6-10 years	-.543[*]	.000
		11- 15 years	-.121	.104

*. The mean difference is significant at the 0.05 level.

Total Score: ANOVA test shows statistical differences between the participants according to their experience years ($P < .05$). (1-5 years) participants experience years are more perceived about SHRM practices (mean equals 4.11) than (11-15 years) participants experience years (mean equals 3.88), (more than 16 years) participants experience years (mean equals 3.84). In addition, (6-10 years) participants experience years are more perceived about the sociological practices (mean equals 4.12) than (11-15 years) participants experience years (mean equals 3.88), (more than 16 years) participants experience years (mean equals 3.84). Table (4-17) show full details about the differences.

Table (4-17): LSD Test for age differences among participants (Total Score)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Total score	1-5 years	6-10 years	-.014	.895
		11-15 years	.228*	.017
		More than 16 years	.268*	.003
	6- 10 years	1-5 years	.014	.895
		11-15 years	.242*	.002
		More than 16 years	.282*	.000
	11-15 years	1-5 years	-.228*	.017
		6-10 years	-.242*	.002
		More than 16 years	.040	.427
	More than 16 years	1-5 years	-.268*	.003
		6-10 years	-.282*	.000
		11- 15 years	-.040	.427

*. The mean difference is significant at the 0.05 level.

➢ **Statistical Differences According to school types**

According to this study school type was collected as three categories, therefore the researcher used One-way ANOVA test to determine the correlation between participant school type and other dependent variables. Statistical differences between school categories shows that that there are some statistical differences between them is recognizing in some practices where (P > 0.05). Tables below shows full details about these results:

Table (4-18): ANOVA Test for school type differences among participants

Factors		F	Sig.
Strategic Direction	Between Groups	4.513	.012
Human resource management	Between Groups	4.402	.013
Workforce planning	Between Groups	.938	.393
Sociological practices	Between Groups	.039	.962
Physiological practices	Between Groups	1.790	.169
Green perspective	Between Groups	2.708	.068
Total Score	Between Groups	1.009	.366

Then the researcher used LSD test to detect where exactly the mean differences lie, there are statistical differences between participants' school type in the following practices as the following:

Strategic direction: ANOVA test shows statistical differences between the participants according to their school types (P < .05). (Governmental school) participants are less perceived about the strategic direction practices (mean equals 3.98) than (Private school) participants (mean equals 4.11), (UNRWA school) participants (mean equals 4.18). Table (4-30) show full details about the differences.

Table (4-19): LSD Test for age differences among participants (strategic direction)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Strategic direction	Governmental school	Private school	-.132[*]	.029
		UNRWA school	-.201[*]	.021
	Private school	Governmental school	.132[*]	.029
		UNRWA school	-.069	.487
	UNRWA school	Governmental school	.201[*]	.021
		Private school	.069	.487

*. The mean difference is significant at the 0.05 level.

Human resource management: ANOVA test shows statistical differences between the participants according to their school types (P < .05). (Private school) participants more perceived about the human resource management practices (mean equals 3.71) than (Governmental school) participants (mean equals 3.48). Table (4-20) show full details about the differences.

Table (4-20): LSD Test for age differences among participants (Human resource management).

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Human resource management	Governmental school	Private school	-.226*	.003
		UNRWA school	-.079	.476
	Private school	Governmental school	.226*	.003
		UNRWA school	.147	.244
	UNRWA school	Governmental school	.079	.476
		Private school	-.147	.244

* The mean difference is significant at the 0.05 level.

➢ **Statistical Differences According to school location**

According to this study school location was collected as three categories, therefore the researcher used One-way ANOVA test to determine the correlation between participant school location and other dependent variables. Statistical differences between school location categories shows that that there are some statistical differences between them is recognizing in some practices where (P > 0.05). Tables below shows full details about these results:

Table (4-21): ANOVA Test for school location differences among participants

Factors		F	Sig.
Strategic Direction	Between Groups	4.834	.000
Human resource management	Between Groups	2.949	.054
Workforce planning	Between Groups	.548	.578
Sociological practices	Between Groups	1.651	.194
Physiological practices	Between Groups	1.016	.363
Green perspective	Between Groups	8.897	.000
Total Score	Between Groups	2.182	.115

Then the researcher used LSD test to detect where exactly the mean differences lie, there are statistical differences between participants' school location in the following practices as the following:

Strategic direction: ANOVA test shows statistical differences between the participants according to their school location (P < .05). (Camp school) participants are more perceived about the strategic direction practices (mean equals 4.31) than (city school) participants (mean equals 3.97), (village school) participants (mean equals 4.05). Table (4-22) show full details about the differences.

Table (4-22): LSD Test for age differences among participants (strategic direction)

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Strategic direction	City	Village	-.081	.052
		Camp	-.338[*]	.000
	Village	City	.081	.052
		Camp	-.257[*]	.000
	Camp	City	.338[*]	.000
		Village	.257[*]	.000

* The mean difference is significant at the 0.05 level.

Green perspective: ANOVA test shows statistical differences between the participants according to their school location (P < .05). (Camp school) participants are less perceived about the green perspective practices (mean equals 3.00) than (city school) participants (mean equals 3.97), (village school) participants (mean equals 4.02). Table (4-23) show full details about the differences.

Table (4-23): LSD Test for age differences among participants (Human resource management).

Practices	(I)	(J)	Mean Difference (I-J)	Sig.
Human resource management	City	Village	-.048	.245
		Camp	.970[*]	.000
	Village	City	.048	.245
		Camp	1.018[*]	.000
	Camp	City	-.970[*]	.000
		Village	-1.018[*]	.000

* The mean difference is significant at the 0.05 level.

4.6 Testing correlations among the SHRM practices education level

In this study to test the research hypotheses Pearson Correlation was used. Pearson Correlation test is fit with the research purpose where one dependent practice affected by one independent hypothesized of sustainable human resource management principles.

In this section. Pearson correlation was used to test if there is any statistically significant correlation, in the significant level <0.05, between SHRM practices. The following tables show the hypotheses and their results:

H1: Strategic directions are significantly and positively related to sustainable human resource management.

H1.1: Schools' visions and missions have a significant positive direct effect on all sustainable human resource management principles.

H1.2: Schools' goals and objectives have a significant positive direct effect on all sustainable human resource management principles.

H1.3: Values have a significant positive direct effect on all sustainable human resource management principles.

Table (4-24): Results of Hypothesis Testing (H1).

No.	Pearson correlation	Type of correlation	Sig.
H 1.1	.514[**]	positive	.000
H 1.2	.415[**]	positive	.000
H 1.3	.577[**]	positive	.000

*Pearson's Correlations significant at the .01 level (2-tailed).

The results of Pearson correlation test of the hypotheses show that sustainable human resource management is jointly affected by schools' visions and missions, schools' goals and objectives, and values since all of the P-value are below (0.05).

These practices correlate with sustainable human resource management positively in descending order: values ($\rho = 0.577$), schools' visions and missions ($\rho = 0.514$), and schools' goals and objectives ($\rho = 0.415$).

H2: Human resource management is significantly and positively related to sustainable human resource.

H2.1: Recruitment has a significant positive direct effect on sustainable human resource management principles.

H2.2: Job description has a significant positive direct effect on sustainable human resource management principles.

H2.3: Selection has a significant positive direct effect on sustainable human resource management principles.

H2.4: Rewards and recognitions have a significant positive direct effect on sustainable human resource management principles.

Table (4-25): Results of Hypothesis Testing (H2).

No.	Pearson correlation	Type of correlation	Sig.
H 2.1	.445**	positive	.000
H 2.2	.578**	positive	.000
H 2.3	.634**	positive	.000
H 2.4	.599**	positive	.000

*Pearson's Correlation is significant at the .01 level (2-tailed).

The results of Pearson correlation test of the hypotheses show that sustainable human resource management is jointly affected by recruitment, job description, selection, and rewards and recognitions since all of the P-value are below (0.05).

These practices correlate with sustainable human resource management positively in descending order: selection ($\rho = 0.634$), rewards

and recognitions (ρ = 0.599), job description (ρ = 0.578), and recruitment (ρ = 0.445).

H3: Human resource planning is significantly and positively related to sustainable human resource management.

H3.1: Determine Teachers Needs has a significant positive direct effect on sustainable human resource management principles.

H3.2: Demographic Analyses has a significant positive direct effect on sustainable human resource management principles.

H3.3: Demand and Supply Orientation has a significant positive direct effect on sustainable human resource management principles.

Table (4-26): Results of Hypothesis Testing (H3).

No.	Pearson correlation	Type of correlation	Sig.
H 3.1	.550**	positive	.000
H 3.2	.611**	positive	.000
H 3.3	.636**	positive	.000

*Pearson's Correlation is significant at the .01 level (2-tailed).

The results of Pearson correlation test of the hypotheses show that sustainable human resource management is jointly affected by determine teacher's needs, demographic analyses, and demand and supply orientation since all of the P-value are below (0.05).

These practices correlate with sustainable human resource management positively in descending order: demand and supply orientation

(ρ = 0.636), demographic analyses (ρ = 0.611), and determine teacher's needs (ρ = 0.550).

H4: Sociological practices - Teachers Development is significantly and positively related to sustainable human resource management.

H4.1: Internal personal factors have a significant positive direct effect on sustainable human resource management principles.

H4.2: Leadership competences have a significant positive direct effect on sustainable human resource management principles.

H4.3: Behavioral competences have a significant positive direct effect on sustainable human resource management principles.

H4.4: Skills professional development has a significant positive direct effect on sustainable human resource management principles.

H4.5: Teachers orientation has a significant positive direct effect on sustainable human resource management principles.

H4.6: Innovation has a significant positive direct effect on sustainable human resource management principles.

Table (4-27): Results of Hypothesis Testing (H4).

No.	Pearson correlation	Type of correlation	Sig.
H 4.1	.643**	positive	.000
H 4.2	.359**	positive	.000
H 4.3	.494**	positive	.000
H 4.4	.414**	positive	.000
H 4.5	.390**	positive	.000
H 4.6	.465**	positive	.000

*Pearson's Correlation is significant at the .01 level (2-tailed).

The results of Pearson correlation test of the hypotheses show that sustainable human resource management is jointly affected by internal personal factors, leadership competences, behavioral competences, skills professional development, teacher's orientation, and innovation since all of the P-value are below (0.05).

These practices correlate with sustainable human resource management positively in descending order: internal personal factors (ρ = 0.643), behavioral competences (ρ = 0.359), innovation (ρ = 0.465), skills professional development (ρ = 0.414), teachers' orientation (ρ = 0.390) and leadership competences (ρ = 0.359).

H5: Physiological practices - Teachers Development is significantly and positively related to sustainable human resource management.

H5.1: Productivity has a significant positive direct effect on sustainable human resource management principles.

H5.2: Personal responsibility (Loyalty) has a significant positive direct effect on sustainable human resource management principles.

Table (4-28): Results of Hypothesis Testing (H5).

No.	Pearson correlation	Type of correlation	Sig.
H 5.1	.542[**]	positive	.000
H 5.2	.658[**]	positive	.000

*Pearson's Correlationis significant at the .01 level (2-tailed).

The results of Pearson correlation test of the hypotheses show that sustainable human resource management is jointly affected by productivity, personal responsibility since all of the P-value are below (0.05).

These practices correlate with sustainable human resource management positively in descending order: personal responsibility (ρ = 0.658), and productivity (ρ = 0.542).

H6: Green perspective is significantly and positively related to sustainable human resource management.

H6.1: Reputation and Attractiveness has a significant positive direct effect on sustainable human resource management principles.

H6.2: Management of Organizational Culture has a significant positive direct effect on sustainable human resource management principles.

Table (4-29): Results of Hypothesis Testing (H6).

No.	Pearson correlation	Type of correlation	Sig.
H 6.1	.628**	positive	.000
H 6.2	.585**	positive	.000

*Pearson's Correlationis significant at the .01 level (2-tailed).

The results of Pearson correlation test of the hypotheses show that sustainable human resource management is jointly affected by reputation and attractiveness, management of organizational culture since all of the P-value are below (0.05).

Thesepractices correlates with sustainable human resource management positively in descending order: reputation and attractiveness ($\rho = 0.628$), and management of organizational culture ($\rho = 0.585$).

4.7 Testing Correlation among the SHRM Practices

To describe the correlation between all practices and the sustainable human resource management the Person's correlation test was used, table (4- 42) show the correlation between SHRM practices testing results.

Table (4-30): Correlation coefficient between all practices and SHRM.

Practices	Pearson correlation	Value	Type of correlation
Strategic directions	Correlation coefficient	.628**	positive
	P- value (sig)	.000	
Human resource management	Correlation coefficient	.753**	positive
	P- value (sig)	.000	
Human resource planning	Correlation coefficient	.777**	positive
	P- value (sig)	.000	
Sociological practices - Teachers Development	Correlation coefficient	.711**	positive
	P- value (sig)	.000	
Physiological practices - Teachers Development	Correlation coefficient	.712**	positive
	P- value (sig)	.000	
Green perspective	Correlation coefficient	.690**	positive
	P- value (sig)	.000	

*Pearson's Correlation is significant at the .01 level (2-tailed).

The following table (Table 4-30) shows the test results which represent the correlation among six SHRM practices: (1) Strategic directions, (2) Human resource management, (3) Human resource planning, (4) Sociological practices - Teachers Development, (5) Physiological practices - Teachers Development, (6) Green perspective.

The results of Person's correlation coefficient test of the hypotheses show that SHRM practices have a significant correlation with each other since all of P- value are below (0.05). These correlations can be described

as positively strong since all of the Person's correlation coefficient is above (ρ = 0.5), the strongest relation is between human resource planning and sustainable human resource management were (ρ = 0.777), on the other side, the weakest correlation is between strategic directions sustainable human resource management were (ρ = 0.628).

In addition to describe the correlation among 6 group of SHRM practices the Person's correlation test was used, table (4- 31) show the correlation between 6 groups of SHRM practices testing results.

Table (4-31): Correlation coefficient between SHRM practices.

SHRM Practices	Pearson correlation	SD	HRM	HRP	SP	PP
Strategic directions	Correlation coefficient					
	P- value (sig)					
Human resource management	Correlation coefficient	.574**				
	P- value (sig)	.000				
Human resource planning	Correlation coefficient	.318**	.412**			
	P- value (sig)	.000	.000			
Sociological practices - Teachers Development	Correlation coefficient	.423**	.447**	.381**		
	P- value (sig)	.000	.000	.000		
Physiological practices - Teachers Development	Correlation coefficient	.243**	.380**	.552**	.340**	
	P- value (sig)	.000	.000	.000	.000	
Green perspective	Correlation coefficient	.362**	.563**	.316**	.595**	.397**
	P- value (sig)	.000	.000	.000	.000	.000

*Pearson's correlation is significant at the .01 level (2-tailed).

According to the above table all practices correlates with sustainable human resource management which have significant correlation with each other since all of P- value are below (0.05).

In general, the correlation coefficient reported for set of correlated indicate the significant of SHRM practices and sustainable human resource management. The correlation are summarized in the figure (4-1).
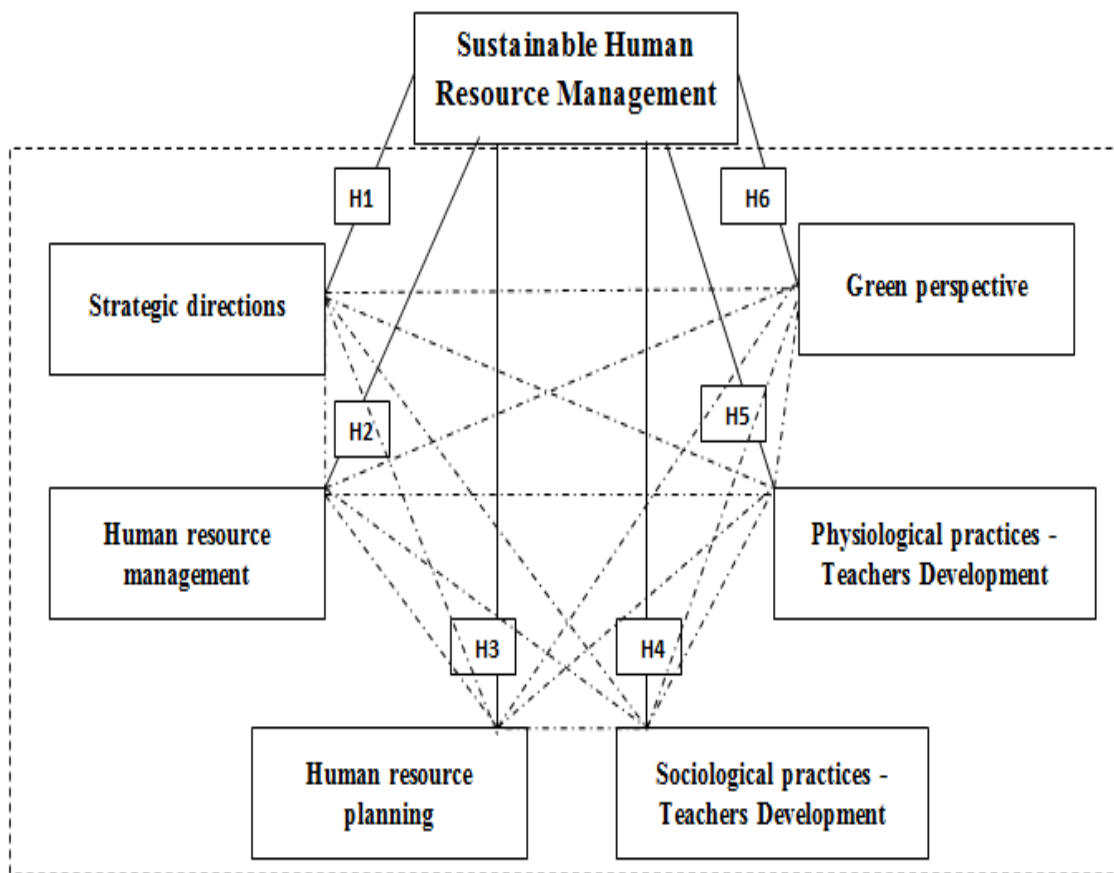
Figure (4-1): Hypotheses status.

4.8 Drivers, Barriers, and Benefits of SHRM

The statistical differences of drivers, barriers, and benefits of SHRM practices was examined according to two control variables: school types, and school location.

According to the respondent it was questions if the different school type will have a different point of view regarding the drivers, barriers, and benefits of SHRM practices. The results of one-way ANOVA show there are no statistical differences between the different school type in the important of drivers, barriers, and benefits of SHRM practices were (P-value > 0.05) for all.

Table (4-32) show the results of ANOVA test for differences among drivers, barriers, and benefits of SHRM according to school type.

Table (4-32): Summarized ANOVA test for differences among drivers, barriers, and benefits of SHRM according to school type.

ANOVA Test	School type	
Factors	F	Sig.
Drivers of SHRM	.923	.398
Barriers of SHRM	2.477	.086
Benefits of SHRM	2.753	.065

According to the respondent it was questions if the different school location will have a different point of view regarding the drivers, barriers, and benefits of SHRM practices. The results of one-way ANOVA show there are no statistical differences between the different school type in the important of drivers, barriers, and benefits of SHRM practices were (P-value > 0.05) for all.

4.9 Framework Development

Research results show that education sector is concerned and interested in SHRM practices. Furthermore, the human factor has a major role in affecting the education sector.

Based on literature review and findings of this research, a framework has been developed that illustrate some potentially productive SHRM practices for West Bank education sector, this framework is intended to be a guide to help managers to apply SHRM to improve learning processes. Figure (4-2) show the framework for SHRM practices

Human Resource Management
- Employee selection
- Recruitment
- Job Description
- Rewards &Recognitions

Workforce planning
- Determine teachers needs
- Demographic analysis
- Demand and supply oriantation

Green   Practices
- Reputation   and attractiveness
- Management   of organizational structure

Teacher development
- Sociological practices
Leadership competances, Skills and skills professional development, Innovation, Productivity
- Physiological Practices
Teachers Oriantation, Personal responsiblity (Loyality), Internal (Gender, race, ethnicity..etc), Behavioral competances

Strategic Directions
- establishing Vision, Mission, Goals, Objectives, values that embrace sustainabliity

Figure (4-2): Framework for SHRM practices.

The framework above show a general perspective about all practices that can affect SHRM in the educational sector depending on the statistical analysis and supported hypotheses.

The researcher designs the framework according to the relationship between the practices and the degree of respondents' acceptance about the extent to which these elements affect each other and human resources management practices.

The proposed framework shows the importance of all the practices included in the study, which are divided into the following:

- Green Practices: in these practices the results showed the importance of focusing on:

  1. Reputation and attractiveness

  2. Management of Organizational Culture

  3. Human Resource Management

  4. Employee selection

  5. Recruitment

  6. Job Description

  7. Rewards and Recognitions

- Teachers Development: in these practices the results showed the importance of focusing on both:

  1. Sociological practices which include Leadership Competences, Skills and skills professional Development, Innovation, Productivity

2. Physiological practices which include Teachers Orientation, Personal responsibility (Loyalty), Internal (gender, race, ethnicity, ...etc.), Behavioral Competences

- Workforce Planning: in these practices the results showed the importance of focusing on:

1. Determine Teachers needs

2. Demographic Analyzes

3. Demand and Supply Orientation

- Strategic Directions: in these practices the results showed the importance of focusing on establishing a Vision and Mission, Goals and Objectives, and Values that embrace sustainability.

In addition, the research results describe the strong relationships between all practices on assess SHRM in the education sectors, the higher correlation depending on Table (4-43) which show the Correlation coefficient between SHRM practices is between the green practices and sociological practices, this shows the need for more attention about these practices to ensure the development of SHRM in the education sector.

In the end, we can say that the proposed framework provides an overview of all the practices that must be addressed and developed in order to reach the best possible practices in human resources management.

Chapter Five

Conclusions and Recommendations

Chapter Five

Conclusions and Recommendations

5.1 Chapter Overview

This chapter summarizes the research results and presents the conclusion. It also presents the contribution of the thesis, mitigations and suggested recommendations that are based on the research findings in order to develop and adopt sustainable practices in the HRM at Palestinian schools. Besides, this chapter discusses the suggestions of conducting future studies.

5.2 Conclusions

This research aims to identify best practices of SHRM in the West Bank for elementary stage (Grades 1 to 4)) within (Governmental, UNRWA, Private) schools, this was achieved through studying, analyzing, and evaluating the current education system used in human resource management at (300) (Governmental, UNRWA, Private) elementary schools in all over west bank governorates through using interviews and questionnaires.

Interview results show that most of the general educational sector, educational supervisors, and elementary schools principals committed to support SHRM practices adaptation, motivate teachers to use appropriate

physical resources, and that ministry provide adequate financial support for the implementation of SHRM practices.

Regarding the research questionnaire, they were collected, then its variables were coded and defined in to the SPSS program by which various statistical analysis tools such as frequency, means, percentages, linear regression, Pearson correlation, t-test, ANOVA test, LSD, were employed in order to investigate factors influencing SHRM adoption in elementary schools to establish and develop a conceptual sustainable human resource management (SHRM) framework convenient with the Palestinian education sector reality.

Research framework was conceptualized through reviewing related literature and experts' opinions in the design process. Based on the literature review and the current situation for elementary school in West bank, this research assumes (6) drivers, (6) barriers, (6) benefits of SHRM practices. After the analysis, it has been found that these variables affecting the implementation of SHRM practices as either by support or hinder where the results of the analysis show that:

1. Strategic directions are significantly and positively related to sustainable human resource management in Palestine.

2. Human resource management is significantly and positively related to sustainable human resource management in Palestine.

3. Human resource planning is significantly and positively related to sustainable human resource management in Palestine.

4. Sociological practices - Teachers Development is significantly and positively related to sustainable human resource management in Palestine.

5. Physiological practices - Teachers Development is significantly and positively related to sustainable human resource management in Palestine.

6. Green perspective is significantly and positively related to sustainable human resource management in Palestine.

5.3 Research Contributions

This research results contributes in assisting the education sector to understand their current situation of implementation of SHRM practices to clarify their strength and weakness towards leverage the educational outcomes. Where we found that the Human resource Planning and Management were the most affecting factors on SHRM, and the Strategic Direction and Green perspective were the weakest factors affecting SHRM as shown in Figure (5-1).
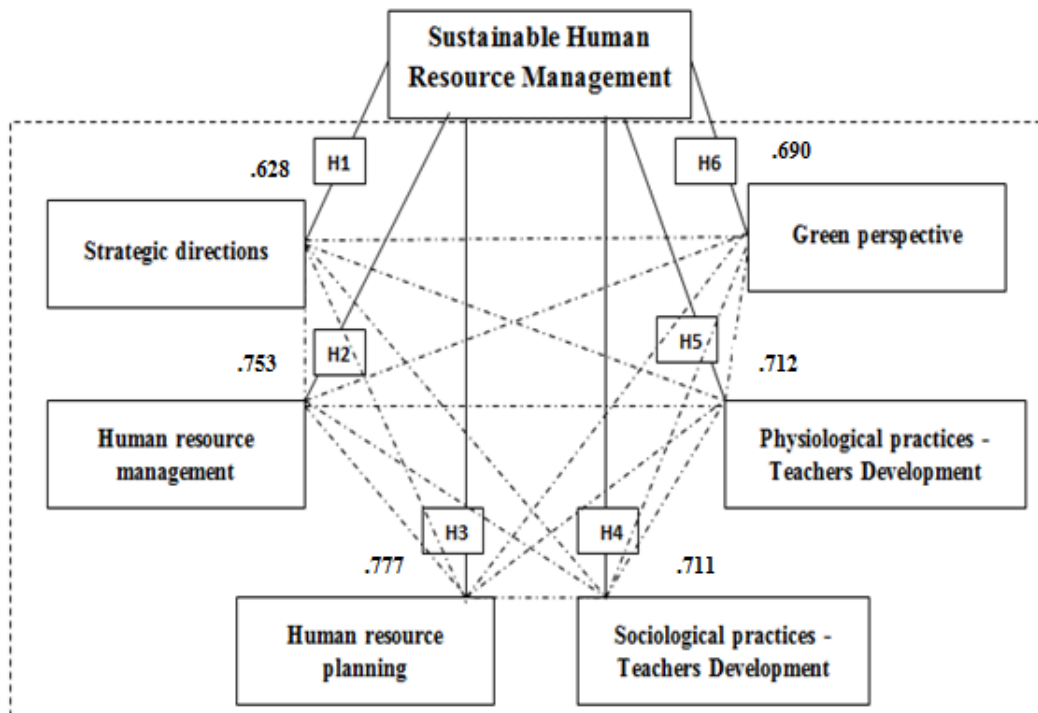
Figure (5-1): Factors affecting SHRM

The research provides:

- A conceptual SHRM best practices framework that proposes clarifications about SHRM best practices execution to education sector, to assessing them to understand how to improve human resources functions.

- Highlight the main barriers, drivers, and benefits of SHRM in a developing country context. That can be applicable in other developing countries.

5.4 Research Recommendations

Research is persistently showing that education sector can benefit by superior using SHRM practices to support and motivate commitment toward learning environment and support the policies and initiatives generated from the sustainable human resource management. Thus, the study proposes a set of recommendations to the West Bank education sector to improve it by the following:

Practices that contribute to the improvement of the education sector should be developed to suit the Palestinian sector by raising some relevant definitions.

When selecting and appointing teachers, the Ministry of Education and Higher Education must consider their skills in using human resources management

The Ministry of Education and Higher Education should further develop teachers and allocate part of their budget to develop it.

Stimulate professionals and involve them in the decision-making process, this increases their commitment and has turned towards SHRM practices Motivate teachers through rewards and compensations.

5.5 Research Limitations

This research was done to cover the West bank elementary schools (Governmental, UNRWA, and Private) schools, so it's preferable to

replicate this study in other developing countries to compare the results and find similarities.

The main limitations of this study were as follow:

- The lack of cooperation

- limitation of time

- Incapability of including Gaza strip.

5.6 Future Research

The following topics could be studied in the future, which may contribute on developing SHRM and its application in education sector in Palestine:

1. Future research needs to work on improving the used scale through adding and modifying items continuously.

2. Regarding the measurement of SHRM practices in this research it's intended to assess to what extent schools implement these practices, but other measures could be used such as the perceived quality.

3. Using empirical studies to test presented SHRM framework to justify the theory of relating HRM, teacher's performance, and innovation in SHRM practices efforts in education sector and other sectors.

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Supplements

Table (1): Description of strategic direction.

Element	Statement	Mean	Std. Deviation	Percent	Degree
Vision and mission	The school's vision creates excitement and motivation for teachers.	4.19	.553	%83.8	High
	Teachers are able to meet short-term demands without compromising the school's long-term vision	3.89	.624	%77.8	High
	This school teachers have a shared vision of what the school will be like in the future.	3.93	.532	%78.6	High
	The school takes a long-term view and build a shared vision with their teachers.	4.04	.541	%80.8	High
	The Ministry supports the school to realize the strategic directions, vision and mission.	3.78	.698	%75.6	High
	The Ministry committed to the school's success and works to build commitment and trust amongst teachers.	3.77	.677	%75.4	High
	Total	**3.93**	**.417**	**78.6**	High
Goals and objective	Teachers continuously track their progress based on stated goals.	4.26	.584	%85.2	Very high
	Teachers understand what needs to be done to succeed in the long run.	4.02	.640	%80.4	High
	The principal defines the school goals to be accomplished by the teachers of this school.	4.23	.619	%84.6	Very high

		Mean	SD	%	Level
	In meetings, the principal discusses educational goals with teachers.	4.33	.604	%86.6	Very high
	There is widespread agreement about goals between the principal and the ministry.	4.08	.693	%81.6	High
	The Ministry sets goals that are ambitious, but realistic.	3.80	.585	%76	High
	The principals influence teachers to translate vision into action.	4.17	.629	%83.4	High
	Total	**4.13**	**3.302**	**%82.6**	High
Values	There is an ethical code that guides teacher's behavior and tells them right from wrong	4.19	.605	%83.8	High
	There is a clear and consistent set of values that governs the way teachers do their works.	4.16	.618	%83.2	High
	There is a characteristic management style and a distinct set of management practices.	4.12	.464	%82.4	High
	The Ministry supports teachers requiring accommodations respectfully and effectively	3.82	.737	%76.4	High
	The Ministry perceives and reacts to the needs of teachers.	3.63	.776	%72.6	High
	Total	**3.98**	**.458**	**%79.6**	High

Table (2): Description of Human resource management.

Element	Statement	Mean	Std. Deviation	Percent	Degree
Recruitment	The Ministry uses an effective tool to recruit smart and qualified teachers	3.46	.811	%69.2	High
	The Ministry has a clear sight about practices used by education systems to adjust to recruitment difficulties.	3.64	.706	%72.8	High
	The ministry includes environmental standards in job requirement	3.69	.633	%73.8	High
	The ministry has a solid recruitment plan convenient with requirements	3.60	.741	%72	High
	Total	**3.60**	**.607**	**%72**	**High**
Job Description	The school provide each teacher with a job description convenient with his specialty	3.86	.722	%77.2	High
	The jobs designed to attract teachers who are sufficiently aware of environmental aspects	3.49	.706	%69.8	High
	Job description helps the teachers to achieve their duties successfully	3.88	.572	%77.6	High
	Total	**3.74**	**.526**	**%74.8**	**High**
Selection	The Ministry promotes equitable, fair treatment and opportunity in employment and maintain a work environment that is	3.60	.746	%72	High

	free of discrimination and harassment				
	The selection process focusses on the technical skills and job attributes'	3.67	.756	%73.4	High
	Selecting teachers who are sufficiently aware of greening to fill the job vacancies	3.47	.786	%69.4	High
	Total	**3.58**	**.676**	**71.6**	**High**
Rewards and Recognitions	The school applying the rewards and recognitions system.	3.19	.901	%63.8	Mid
	The process of rewards and recognitions are clear and identifiable	3.23	.946	%64.6	Mid
	The reward and recognitions scale is fair and standardized	3.19	.888	%63.8	Mid
	The ministry encourages innovative environmental initiative / performance	3.14	.911	%62.8	Mid
	Total	**3.19**	**.842**	**%63.8**	Mid

Table (3): Description of workforce planning.

Element	Statement	Mean	Std. Deviation	Percent	Degree
Determine Teachers Needs	The Ministry trains teachers on the ICT skills which required in education.	3.94	.548	%78.8	High
	The Ministry provides teachers with adequate knowledge that needed in understanding the main subject fields.	3.88	.566	%77.6	High
	The Ministry enables the teacher to acquire student assessment and classroom management skills.	3.94	.581	%78.8	High
	The Ministry explains to the teachers the content and performance standards that is needed in their main subject fields.	4.01	2.375	%80.2	High
	Total	**3.94**	**.730**	**%78.8**	**High**
Demographic Analyses	The Ministry has a system to document current workforce profile for teachers and school leaders which is updated annually	4.04	2.411	%80.8	High
	The Ministry builds a vision and projections of future workforce needs based on data collected annually on the teachers supply and demand trends	4.07	3.346	%81.4	High
	The Ministry has adequacy of supply and distribution of	3.95	2.452	%79	High

	teachers and school principals which are based on pre-prepared studies and plans				
	Total	**4.02**	**1.672**	**%80.4**	High
Demand and Supply Orientation	The Ministry using data to assess the adequacy of teacher supply and distribution among schools as an essential component of workforce planning.	3.69	.727	%73.8	High
	The Ministry and school principals use several techniques for teachers' shortage coping such as :(use of unqualified/out of field teachers, teacher/leader overload, combined classes, reduced curriculum).	3.50	.856	%70	High
	Total	**3.60**	**.698**	**%72**	**High**

Table (4): Description of Sociological practices - Teachers Development

Element	Statement	Mean	Std. Deviation	Percent	Degree
Internal (gender, race, ethnicity, etc.)	The school social system describes the aspects of (gender, ethnicity…etc.) and connect them in a way that builds trust and strengthening equality	3.80	.730	%76	High
	The school system provides measures for managing different age and ability levels	3.93	.573	%78.6	High
	The school cultural system contains aspects like ideologies or persuasions which are reflected in the vision, mission, and values of the schools?	3.87	.625	%77.4	High
	Total	**3.87**	**.494**	**77.4**	**High**
Leadership Competences	The Ministry procedures assist teacher to be able to consider a broad range of solutions using good judgment to reach insightful conclusion	3.65	.690	73	High
	The school environment encourages teachers to work cooperatively and constructively with others to achieve valued outcomes, including partnering,	4.04	2.393	80.8	High

	teamwork, and building alliances to achieve win-win solutions				
	Total	**3.85**	**1.291**	**77**	**High**
Behavioral Competences	Everyone in the school believes that he or she can have a positive impact	4.08	.655	81.6	High
	The Ministry and school principal work to Modify behavior and leadership style to engage teachers involved	4.05	.528	81	High
	Total	**4.07**	**.516**	**81.4**	High
Skills and skills professional Development	The ministry is continuous investment in the skills of teachers.	3.98	1.812	79.6	High
	Problems often decrease because teachers have the skills necessary to do their duties.	3.95	.523	79	High
	The principal ensures that teachers are informed about possibilities for updating their knowledge and skills.	4.08	.612	81.6	High
	The supervisors and school's principal discuss and document performance discussion with a goal to improve teachers' performance	4.09	.475	81.8	High

		Total	4.03	.626	80.6	High
Teachers Orientation	Cooperation across different parts of the school is actively encouraged.		4.01	2.419	80.2	High
	Teamwork is used to get work done, rather than hierarchy		4.06	2.461	81.2	High
	Work in the school is organized so that each teacher can see the relationship between his or her job and the goals of the ministry.		4.11	.532	82.2	High
	The principal makes appropriate work assignments, set individual goals, milestones and performance indicators with each teacher on the school		3.90	.704	78	High
	The supervisors and the school's principal evaluate teachers' results and provide feedback		4.01	.527	80.2	High
	The Ministry supports under-performing teachers in an appropriate and timely manner.		4.09	.534	81.8	High
		Total	**4.03**	**.677**	**80.6**	**High**
Innovation	The school policies enable teachers to develop their innovative creative ideas		4.30	3.007	86	High
	The school system organizes the		3.77	1.886	75.4	High

	relationship between HRM and innovation outcomes which enhance the system sustainability				
	The impact of individual innovation performance affect school sustainable performance	3.88	.608	77.6	High
	Total	**3.98**	**1.254**	**79.6**	**High**

Table (5): Description of Physiological practices - Teachers Development

Element	Statement	Mean	Std. Deviation	Percent	Degree
Productivity	The school environment encourages teachers to work cooperatively and constructively with others to achieve valued outcomes	4.15	3.325	%83	High
	The schools working hours convenient with the required output	3.86	.648	%77.2	High
	The school working environment creates a balance that prevent work- family life conflicts	3.98	.436	%79.6	High
	The principal makes appropriate work assignments, set individual goals, milestones and performance indicators with each teacher on the school	4.00	.528	%80	High
	Total	**4.00**	**.925**	**%80**	**High**
Personal responsibility (Loyalty)	The school creates and maintains supportive and healthy work environments, which enable employees to keep balance between work and personal responsibilities	4.15	.650	%83	High
	School work-life helps employees handle stress and otherwise cope more effectively	3.98	.722	%79.6	High

	Teamwork is used to get work done, rather than hierarchy	3.94	.639	%78.8	High
	Work in the school is organized so that each teacher can see the relationship between his or her job and the goals of the ministry.	4.12	.492	%82.4	High
	Total	**4.05**	**.451**	**%81**	**High**

Table (6): Description of Green perspective

Element	Statement	Mean	Std. Deviation	Percent	Degree
Reputation and attractiveness	The school's environmental culture builds a solid reputation that attract teachers to work at.	3.98	.620	%79.6	High
	Adopting green perspective attract high quality teachers	3.89	.562	%77.8	High
	The school green perspective secures the long-term supply and "reproduction" of their human resources and not rely on supply from labor markets which empower the school's reputation and attractiveness	3.85	.638	%77	High
	The school investment in the human resource base, to create value for existing and potential employees, enhances the organization's attractiveness as an employer.	3.97	.447	%79.4	High
	Total	**3.93**	**.421**	**%78.6**	**High**
Personal responsibility (Loyalty)	The school strategic direction (vision, mission) include environmental concerns	4.12	.545	%82.4	High
	The school Principals emphasis the environmental Management values	3.99	.497	%79.8	High

and practices for teachers				
The school Principals support environmental practices	3.88	.635	%77.6	High
The school Principals include environmental practices to be covered within the school budget	3.97	.661	%79.4	High
Teacher Recruitment includes environmental behavior/commitment criteria	4.08	.473	%81.6	High
The selected teachers to fill vacancies were sufficiently aware of greening principles	4.10	.449	%82	High
Schools provides environmental training to teachers to increase the environmental awareness	4.12	.575	%82.4	High
Total	**4.04**	**.379**	**%80.8**	High

Table (7): Description of SHRM practices.

SHRM Practices	Mean	Standard deviation	Percentage
Strategic Direction	4.01	.392	%80.2
Human resource management	3.53	.500	%70.6
Workforce planning	3.85	.802	%77
Sociological practices	3.97	.502	%79.4
Physiological practices	4.03	.561	%80.6
Green perspective	3.98	.352	%79.6
Total	3.89	.374	%77.8

Table (8): Description of Positive outcomes of sustainable HRM

Element	Statement	Mean	Std. Deviation	Percent	Degree
To what extent do you agree that the school will gain positive outcomes from implementing SHR practice	Increase teacher's loyalty	3.45	.900	%69	High
	Sustainable Competitive advantage	3.44	.759	%68.8	High
	Reduce cost and increase profitability	3.40	.780	%68	High
	Enhance school performance	3.60	.846	%72	High
	Promote social responsibility	3.39	.849	%67.8	Mid
	Total	**3.89**	**.668**	**%77.8**	**High**

Appendices

Appendix A: Tables

Sample size Calculations

Directorate	Government			UNRWA			Private			Total		
	Population	Percent	Sample	Population	Percent	Sample	Population	Percent	Sample	No.	Percent	Sample
Jenin	79	8.7%	20	6	7.4%	1	11	6.4%	3	96	8.3%	24
South Nablus	35	3.9%	9	0	0.0%	0	7	4.1%	2	42	3.6%	10
Nablus	96	10.6%	24	15	18.5%	4	22	12.8%	6	133	11.5%	33
Salfit	37	4.1%	9	0	0.0%	0	3	1.7%	1	40	3.4%	10
Tulkarm	79	8.7%	20	6	7.4%	1	8	4.7%	2	93	8.0%	23
Qalqilya	39	4.3%	10	3	3.7%	1	6	3.5%	2	48	4.1%	12
Ramallah & Al-Bireh	72	7.9%	18	12	14.8%	3	28	16.3%	7	112	9.6%	28
Bethlehem	74	8.1%	18	8	9.9%	2	23	13.4%	6	105	9.0%	26
Jericho	9	1.0%	2	5	6.2%	1	7	4.1%	2	21	1.8%	5
North Hebron	73	8.0%	18	9	11.1%	2	10	5.8%	3	92	7.9%	23
Hebron	110	12.1%	27	2	2.5%	0	34	19.8%	9	146	12.6%	36
South Hebron	130	14.3%	32	8	9.9%	2	8	4.7%	2	146	12.6%	36
Qabatya	47	5.2%	12	4	4.9%	1	4	2.3%	1	55	4.7%	14
Tubas	28	3.1%	7	3	3.7%	1	1	0.6%	0	32	2.8%	8
Total	908	100%	226	81	100%	20	172	100%	43	1161	100%	289

Appendix B: Research Tools

Questionnaire of

Assessing Sustainable Human Resource Management Practices in West Bank Education Sector: An Exploratory Study

Dear Mr. /Mrs.

This research aims to Assessing Sustainable Human Resource Management practices in West bank education sector.

We believe that you are the best source that can provide us with the necessary information to achieve the objectives of this research, thus contributing to the development of our educational institutions. We all hope to find more cooperation from you through filling this questionnaire. We pledge not to brief identity of the participants to a third party, as well as not use this information in any field except scientific research.

Best Regards,

Researcher: Aziza Yousef Boulad

Part One: Personal Information:

Gender	**Age**	**Experience**	**SCHOOL TYPE**
	☐25-35	☐1-5	
			☐Governmental school
☐ Male	☐36-40	☐ 6-10	
			☐ Private school
☐ Female	☐ 41-46	☐11-15	
			☐UNRWA School
	☐over 46	☐ more than 16	

Your Specialization …………………………………………………

Part Two: School Information:

School location   **The school has a vision or mission**

☐ City   ☐ Village ☐ Camp   ☐ Yes   ☐ No

Number of teachers in school ……………………………………

Number of students in this school:………………………….……

Part Three: Please select the appropriate choice that best describes your perception

Strategic Direction						
Factor	**Questions**	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Vision and Mission	1. The school's vision creates excitement and motivation for teachers.					
	2. Teachers are able to meet short-term demands without compromising the school's long-term vision					
	3. This school teachers have a shared vision of what the school will be like in the future.					
	4. The school takes a long-term view and build a shared vision with their teachers.					
	5. The Ministry support the school to realize the strategic directions, vision and mission.					
	6. The Ministry committed to the school's success and works to build commitment and trust amongst teachers.					
Goals and Objectives	1. Teachers continuously track their progress based on stated goals.					
	2. Teachers understand what needs to be done to succeed in the long run.					
	3. The principal defines the school goals to be accomplished by the teachers of this school.					
	4. In meetings, the principal discusses educational goals with teachers.					

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	5. There is widespread agreement about goals between the principal and the ministry.	
	6. The Ministry sets goals that are ambitious, but realistic.	
	7. The principals influence teachers to translate vision into action.	
Values	1. There is an ethical code that guides teacher's behavior and tells them right from wrong	
	2. There is a clear and consistent set of values that governs the way teachers do their works.	
	3. There is a characteristic management style and a distinct set of management practices.	
	4. The Ministry supports teachers requiring accommodations respectfully and effectively	
	5. The Ministry perceives and reacts to the needs of teachers.	

Human Resources Management						
Factor	**Questions**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Recruitment	1. The Ministry uses an effective tool to recruit smart and qualified teachers					
	2. The Ministry has a clear sight about practices used by education systems to adjust to recruitment difficulties.					
	3. The ministry include environmental standards in job requirement					
	4. The ministry has a solid recruitment plan convenient with requirements					
Job Description	1. The school provide each teacher with a job description convenient with his specialty					
	2. The jobs designed to attract teachers who are sufficiently aware of environmental aspects					
	3. Job description helps the teachers to achieve their duties successfully					
Selection	1. The Ministry promotes equitable, fair treatment and opportunity in employment and maintain a work environment that is free of discrimination and harassment					
	2. The selection process focusses on the technical skills and job attributes'					
	3. Selecting teachers					

	who are sufficiently aware of greening to fill the job vacancies				
Rewards and Recognitions	1. The school applying the rewards and recognitions system.				
	2. The process of rewards and recognitions are clear and identifiable				
	3. The reward and recognitions scale is fair and standardized				
	4. The ministry encourages innovative environmental initiative / performance				

Workforce Planning						
Factor	**Questions**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Determine Teachers Needs	1. The Ministry trains teachers on the ICT skills which required in education.					
	2. The Ministry provides teachers with adequate knowledge that needed in understanding the main subject fields.					
	3. The Ministry enables the teacher to acquire student assessment and classroom management skills.					
	4. The Ministry explains to the teachers the content and performance standards that is needed in their main subject fields.					
Demographic Analyses	1. The Ministry has a system to document current workforce profile for teachers and school leaders which is updated annually					
	2. The Ministry builds a vision and projections of future workforce needs based on data collected annually on the teachers supply and demand trends					
	3. The Ministry has adequacy of supply and distribution of teachers and school principals which are based on pre-prepared studies and plans					
Demand and Supply Orientation	1. The Ministry using data to assess the adequacy of teacher sup 2. zply and distribution among schools as an essential component of workforce planning.					
	3. The Ministry and school principals use several techniques for teachers' shortage coping such as :(use of unqualified/out of field teachers, teacher/leader overload, combined classes, reduced curriculum).					

Sociological practices - Teachers Development						
Factor	**Questions**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Internal (gender, race, ethnicity, etc.),	1. The school social system describes the aspects of (gender, ethnicity…etc.) and connect them in a way that builds trust and strengthening equality					
	2. The school system provides measures for managing different age and ability levels					
	3. The school cultural system contains aspects like ideologies or persuasions which are reflected in the vision, mission, and values of the schools?					
Leadership Competences	1. The Ministry procedures assist teacher to be able to consider a broad range of solutions using good judgment to reach insightful conclusion					
	2. The school environment encourages teachers to work cooperatively and constructively with others to achieve valued outcomes, including partnering, teamwork, and building alliances to achieve win-win solutions					
Behavioral Competences	1. Everyone in the school believes that he or she can have a positive impact					
	2. The Ministry and school principal work to Modify behavior and leadership style to engage teachers involved					

Skills and skills professional Development	1. The ministry is continuous investment in the skills of teachers.	
	2. Problems often decrease because teachers have the skills necessary to do their duties.	
	3. The supervisors and school's principal discuss and document performance discussion with a goal to improve teachers' performance	
	4. The principal ensures that teachers are informed about possibilities for updating their knowledge and skills.	
	5. The training defined based on teachers demands and needs	
	6. Teachers periodically provided by training based on the performance discussion outcomes	
Teachers Orientation	1. Cooperation across different parts of the school is actively encouraged.	
	2. Teamwork is used to get work done, rather than hierarchy	
	3. Work in the school is organized so that each teacher can see the relationship between his or her job and the goals of the ministry.	
	4. The principal makes appropriate work assignments, set individual goals, milestones and performance indicators with each teacher on the school	

Innovation	5. The supervisors and the school's principal evaluate teachers' results and provide feedback	
	6. The Ministry supports under-performing teachers in an appropriate and timely manner.	
	1. The school policies enable teachers to develop their innovative creative ideas	
	2. The school system organizes the relationship between HRM and innovation outcomes which enhance the system sustainability	
	3. The applied innovation practices at schools influence the SHRM applied practices within it	
	4. The impact of individual innovation performance affect school sustainable performance	
	5. School`s policies develop teachers creative and innovative ideas	

Physiological practices - Teachers Development						
Factor	**Questions**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Productivity	1. The school environment encourages teachers to work cooperatively and constructively with others to achieve valued outcomes					
	2. The schools working hours convenient with the required output					
	3. The school working environment creates a balance that prevent work- family life conflicts					
	4. The principal makes appropriate work assignments, set individual goals, milestones and performance indicators with each teacher on the school					
Personal responsibility (Loyalty)	1. The school creates and maintains supportive and healthy work environments, which enable employees to keep balance between work and personal responsibilities					
	2. School work-life helps employees handle stress and otherwise cope more effectively					
	3. Teamwork is used to get work done, rather than hierarchy					
	4. Work in the school is organized so that each teacher can see the relationship between his or her job and the goals of the ministry.					

Green perspective						
Factor	**Questions**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Reputation and attractiveness	1. The school's environmental culture build a solid reputation that attract teachers to work at.					
	2. Adopting green perspective attract high quality teachers					
	3. The school green perspective secures the long-term supply and "reproduction" of their human resources and not rely on supply from labor markets which empower the school's reputation and attractiveness					
	4. The school investment in the human resource base, to create value for existing and potential employees, enhances the organization's attractiveness as an employer.					
Management of Organizational Culture	1. The school strategic direction (vision, mission) include environmental concerns					
	2. The school Principals emphasis the environmental Management values and practices for teachers					
	3. The school Principals support environmental practices					
	4. The school Principals include environmental practices to be covered within the school budget					

	5. Teacher Recruitment includes environmental behavior/commitment criteria					
	6. The selected teachers to fill vacancies were sufficiently aware of greening principles					
	7. Schools provides environmental training to teachers to increase the environmental awareness					

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Drivers of sustainable HRM						
	Drivers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
To what extent do you agree that the drivers encourage schools to practice SHR practices	1. Wzrld accelerating technology development					
	2. Economic consideration					
	3. Competitive advantage					
	4. Increase the quality of school`s outcomes					

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Barriers of sustainable HRM						
	Drivers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
To what extent do you agree that the following barriers limit schools to practice SHR	1. Lack of understanding SHR					
	2. Lack of support by ministry					
	3. Staff resistance					
	4. Complexity and difficulty of adopting the system					
	5. Implementation cost					
	6. Lack of competence teachers					

Positive outcomes of sustainable HRM						
	Outcomes	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
To what extent do you agree that the school will gain positive outcomes from implementing SHR practice	1. Increase teacher's loyalty					
	2. Sustainable Competitive advantage					
	3. Reduce cost and increase profitability					
	4. Enhance school performance					
	5. Promote social responsibility					
	6. Improve school green performance					

Thank you

تقييم مستوى الاستدامه في ممارسات ادارة الكوادر البشرية في القطاع التعليمي بالضفة الغربية :
دراسة استكشافية

السادة الاعزاء ... تحية طيبة وبعد،

يهدف هذا البحث الى تقييم مستوى الاستدامه في ممارسات ادارة الكوادر البشرية في القطاع التعليمي بالضفة الغربية،وذلك استكمالا لمتطلبات الحصول على درجة الماجستير . حيث سيتم استخدام المعلومات التي تم جمعها بهدف وضع توصيات لتطوير المؤسسات التعليمية. وحيث نؤمن أنكم خير مصدر للوصول للمعلومات المطلوبة، نتوجه اليكم وكلنا امل ان نجد التعاون من قبلكم وذلك من خلال الاجابة على الاسئلة المحتواه في هذه الاستبانة والتي نتعهد لكم بالمحافظة على عدم اظهار هوية المجيب عنها واستخدامها في أي مجال غير مجال البحث العلمي

الباحثة : عزيزة بولاد

جامعة النجاح الوطنية – ماجستير ادارة هندسية

الجزء الاول: المعلومات الشخصية

نوع المدرسة	الخبرة	العمر	الجنس
□مدرسةحكومية	□ 1-5	□ 25-35	□ ذكر
□مدرسة خاصة	□ 6-10	□ 36-40	□ أنثى
□مدرسة وكالة	□ 11-15	□ 41-46	
	□أكثر من16	□ أكثر من 46	
			التخصص

				السؤال	المتغير
				التوجهات الاستراتيجية	
لا أوافق بشدة	لا أوافق	محايد	أوافق		
				رؤيا المدرسة تساعد على زيادة الدافعية لدى المدرسين	
				المعلمون يستطيعون تلبية المطالب قصيرة المدى دون المساس برؤية المدرسة طويلة المدى	
				لـدى معلمـي المدرسـة رؤيـة مشـتركة حـول مـا سـتكون عليه المدرسة في المستقبل.	الرؤيا
				المدرسة تأخذ توجه طويل المدى وتبني بناء عليه رؤية مشتركة مع معلميها.	والمهمة
				تـدعم الـوزارة المدرسـة لتحقيـق التوجهـات الإسـتراتيجية والرؤية والمهمة.	
				تلتزم الوزارة بأنجاح المدرسة وتعمل على بناء الالتزام والثقة بين المعلمين.	
				المعلمـون يتتبعـون باسـتمرار التقـدم المحـرز مـن قبلهم على أساس الأهداف المعلنة.	
				المعلمون على دراية بمـا يجب القيـام بـه للنجـاح علـى المدى البعيد	
				يحدد مدير المدرسة أهداف المدرسةالتيينبغيأن يقوم بها معلمو هذه المدرسة.	الاهداف
				فـي الاجتماعـات، ينـاقش مـدير المدرسـةالأهداف التعليمية مع المدرسين.	والغايات
				هنـاك توافـق واسـع النطـاق حـول الأهـداف بـين إدارة المدرسة والوزارة.	
				الوزارة تضع أهدافا طموحة ولكنها واقعية.	
				يؤثر المدراء على المعلمين لترجمة الرؤية إلى عمل	

	على الواقع.	
	هنـاك قـانون أخلاقـي يوجـه سـلوك المعلمـين ويخبـرهم الخطأ من الصواب	
	هنـاك مجموعـة واضـحة ومتوافقـه مـن القيم التي تحكم طريقة قيام المعلمين بأعمالهم.	
	هناك خصائص إدارة ومجموعة متميزة من الممارسات الإدارية في المدرسة.	القيم
	الـوزارة تدعم المعلمـين الـذين يحتـاجون إلـى تسـهيلات باحترام وفعالية	
	الوزارة تتصور احتياجات المدرسين وتستجيب لها.	

المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
التوظيف	الـوزارة تستخدم أدوات فعالـة لتوظيف معلمـين أذكيـاء ومؤهلين					
	لدى الوزارة نظـرة واضـحة حول الممارسات التـي تستخدمها أنظمة التعليم للتكيف مع صعوبات التوظيف.					
	تشمل الـوزارة فـي وصـف متطلبات الوظيفة اهتماماتها بالمعايير البيئية					
	لدى الوزارة خطة توظيف قوية ملائمة للمتطلبات					
الوصـــف الوظيفي	توفـر المدرسـة لكـل معلـم وصـف وظيفـي ملائـم مـع تخصصه					
	يتم تصـميم الوظـائف بحيـث يتم استقطاب المعلمـين الاكثر دراية بالمعايير البيئية					
	الوصف الوظيفي يساعد المعلمين على تحقيق واجباتهم بنجاح					
الاختيار	تشـجع الـوزارة المعاملـة المنصـفة والعادلـة فـي فـرص العمـل، وتحـافظ علـى بيئـة عمـل خاليـة مـن التمييـز والمضايقات					
	عملية الاختيار تركـز علـى المهارات التقنيـة وخصائص الوظائف					
	يتم اختيار المعلمين ذوي المعرفة بالمعايير البيئية للوظيفة					
المكافــات والحوافز	يتم تطبيق نظام المكافأت والحوافز في المدرسة					
	عمليةالمكافآتوالحوافزواضحةويمكنتحديدها					
	مقياسالمكافآتوالحوافزعادلوموحد					
	تشـجع الـوزارة الممارسـات والانجـازات البيئيـة للمعلمـين من خلال نظام المكافات والحوافز					

إدارة الكوادر البشرية

المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
تحديـــد احتياجـات المعلمين	تقوم الـوزارة بتدريب المعلمـين علـى مهـارات تكنولوجيا المعلومات والاتصالات اللازمة للتعليم.					
	تـوفر الـوزارة للمعلمـين المعرفـة الكافيـة اللازمـة لفهـم المواضيع الرئيسية.					
	تمكن الوزارة المعلم من اكتسـاب مهـارات تقييم الطلبـة ومهارات إدارة الصف.					
	تشرح الوزارة للمعلمين معايير المحتوى والأداء المطلوبة في مجالاتهم الرئيسية.					
التحليـــل الديموغرافي	تمتلـك الـوزارة نظـام لتوثيـق ملفـات الكوادرالعاملـة "للمعلمين،و المدراء والذي يتم تحديثه سنويا					
	تبني الـوزارة رؤيـة واحتياجات الكوادر البشرية العاملة المستقبلية استنادا إلى البيانات التي تجمع سنويا عن اتجاهات العرض والطلب للمعلمين					
	توجد لـدى الـوزارة قدرة على تـوفير و توزيـع المعلمـين والمدراء بناءً على الدراسات والخطط المعدة سلفا					
توجهــات العـــرض والطلب	تسـتخدم الـوزارة البيانـات لتقيـيم مـدى موائمـة توزيـع المعلمـين وتوفيرهم علـى المـدارس باعتبارهـا عنصـرا أساسيا في تخطيط الكوادر البشرية.					
	تسـتخدم الـوزارة والمـدراء العديد مـن التقنيـات لمعالجـة نقص المعلمين مثل: استخدام المعلمين غير الملتحقين والصفوف المشتركة، وتقليص المناهج الدراسية.					

تخطيط الكوادر البشرية

المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
العوامــــل الداخليـــة (الجــنس، العــرق،.. الخ)	يصـف النظـام الاجتمـاعي للمـدارس جوانـب (الجنس، والانتماء العرقي ... الخ) وربطها بطريقة تعزز الثقة وتعزز المساواة					
	يوفر النظـام المدرسي تدابير لإدارة مختلف مستويات العمر والقدرات					
	يحتـوي النظـام الثقـافي للمدرسـة علـى جوانـب مثـل الأيـديولوجيات أو المعتقـدات التـي تـنعكس فـي رؤيـة المدارس ورسالتها وقيمها؟					
الكفـاءات القيادية	تساعد إجراءات الوزارة المدرس على التوصل لقرارات جيدة من خـلال النظـر فـي طائفة واسـعة مـن الحلـول المطروحة					
	تشـجع البيئـة المدرسـية المعلمـين علـى العمـل بشكل تعاوني وبناء مع الآخرين لتحقيق نتائج قيمة، بما في ذلك الشراكة والعمل الجماعي وبناء التحالفات لتحقيق حلول مربحة للجانبين					
الكفـاءات السلوكية	يـؤمن كـل فـرد فـي المدرسـة أنـه/ا يمكن أن يكـون لـه/ا تأثيرإيجابي					
	تعمـل الـوزارة ومـدير المدرسـة علـى تعـديل السـلوك وأسلوب القيادة لإشراك المعلمين المعنيين					
المهــارات وتطــوير المهــارات "التدريب"	تستثمرالوزارة بشكل مستمر في مهارات المعلمين.					
	المعلمين لديهم المهارات اللازمـة للقيام بواجبـاتهم ممـا يؤدي لخفض المشاكل					
	يقوم المشرفون ومدراء المدرسة بمناقشة وتوثيق مناقشة الأداء بهدف تحسين أداء المعلمين					

					مدير المدرسة يضمن إعلام المعلمين بإمكانيات تحديث معارفهم ومهاراتهم.	
					يـتم تحديـد مجـال التـدريبات بنـاء علـى طلـب المعلمـين واحتياجاتهم	
					يـتم اعطـاء المعلمـين تـدريبات بشكل دوري بنـاء علـى مخرجات مناقشة الاداء	
					يتم تشجيع التعاون بين جميع أجزاء المدرسة بقوة	
					يتم استخدام العمل الجماعي لإنجاز العمل، بدلا من التسلسل الوظيفي	
					يـتم تنظيم العمل في المدرسة بحيث يتمكن كل معلم من رؤية العلاقة بين وظيفته وأهداف الوزارة.	توجهـــات المعلمين
					يقـوم مـدير المدرسـة ببنـاء مهـام العمـل المناسبة، وتحديـد الأهداف الفردية، والمعالم ومؤشرات الأداء مع كل معلم في المدرسة	
					يقوم المشرفون ومـدير المدرسـة بتقييم نتائج المعلمين وتقديم التغذية الراجعة	
					تقـدم الـوزارة الـدعم للمدرسـين ذوي الأداء الضـعيف بالطريقة والوقت المناسب	
					السياسات المدرسية تمكن المعلمين من تطوير أفكارهم الإبداعية المبتكرة	
					ينظم النظام المدرسي العلاقة بين إدارة الكوادر البشرية ومخرجات الابتكار التي تعزز استدامة النظام	
					تـؤثر سـلوكيات الابتكـار المطبقـة فـي المدرسـة علـى ممارسات ادارة الكوادر البشرية المستدامة	الابتكار
					يؤثر الأداء الفردي للابتكار على الأداء المدرسي المستدام	
					السياسات المدرسية تمكن المعلمين من تطوير أفكارهم الإبداعية المبتكرة	

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المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
الممارسات الفسيولوجية						
الانتاجية	تشجع البيئة المدرسية المعلمين على العمل بشكل تعاوني وبناء مع الآخرين لتحقيق نتائج ذات قيمة					
	ساعات عمل المدارس ملائمة مع المخرجات المطلوبة					
	تخلق بيئة عمل المدرسة توازنا يمنع التضارب بين العمل والحياة الأسرية					
	يقوم مدير المدرسة بمهام العمل المناسبة، وتحديد الأهداف الفردية، والمعالم ومؤشرات الأداء مع كل معلم في المدرسة					
المسؤولية الشخصية والولاء	تقوم المدرسة بإنشاء بيئات عمل داعمة وصحية والتي تمكن الموظفين من الحفاظ على التوازن بين العمل والمسؤوليات الشخصية					
	تساعد الحياة المدرسيةالموظفين على التعامل مع الإجهاد والتعامل بطريقة أكثر فعالية					
	يتم استخدام العمل الجماعي لإنجاز العمل، بدلا من التسلسل الوظيفي					
	يتم تنظيم العمل في المدرسة بحيث يتمكن كل معلم من رؤية العلاقة بين وظيفته وأهداف الوزارة					

المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
التوجهات الخضراء						
السمعة والجاذبية	تبني الثقافة البيئية للمدرسة سمعة قوية تجذب المعلمين للعمل فيها.					
	تبنّي التوجهات الخضراء بالادارة يجتذب المعلمين ذوي الكفاءات العالية					
	تضمن توجهات الادارة الخضراء توفير الكوادر البشرية على المدى البعيد واعادة استخدامها بدون اللجوء لسوق العمل الخارجي مما يعزز من سمعة وجاذبية المدرسة للعمل بها					
	الاستثمار المدرسي في الكوادر البشرية، يخلق قيمة للموظفين الحاليين والمحتملين، ويعزز جاذبية المدرسة كصاحب عمل.					
ادارة الثقافة المؤسساتية	يتضمن التوجه الاستراتيجي للمدرسة (الرؤية، المهمة) الاعتبارات البيئية					
	يؤكد مدراء المدارس على قيم وممارسات الإدارة البيئية للمعلمين					
	يدعم مديرو المدارس الممارسات البيئية					
	يشمل مدراء المدارس الممارسات البيئية التي ينبغي تغطيتها في ميزانية المدرسة					
	يتضمن توظيف المعلمين معايير السلوك / الالتزام البيئي					
	كان المعلمون المختارون لملء الشواغر على دراية كافية بمبادئ الادارة الخضراء					
	توفر المدارس تدريبا بيئيا للمعلمين لزيادة الوعي البيئي					

دوافع ممارسة ادارة الكوادر البشرية المستدامة

المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
الى أي مدى هذه الدوافع تشجع وتحفز المدارس على ممارسة ادارة الكوادر البشرية المستدامة	التطور المتسارع في تكنولوجيا العالم أجمع					
	اعتبارات اقتصادية					
	تحقيق ميزة تنافسية					
	زيادة جودة مخرجات المدارس					

المعوقات في ادارة الكوادر البشرية المستدامة

المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
الى أي مدى هذه العوامل تمنع وتحد المدارس من ممارسة ادارة الكوادر البشرية المستدامة	عدم فهم ادارة الكوادر البشرية المستدامة					
	عدم وجود دعم من قبل الوزارة					
	مقاومة المعلمين للتغيير					
	تعقيد وصعوبة اعتماد النظام					
	تكاليف التنفيذ					
	قلة المعلمين ذوي الكفاءة					

نتائج ومخرجات ادارة الكوادر البشرية المستدامة

المتغير	السؤال	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
الى أي مدى هذه النتائج والمخرجات يمكن ان تتحقق عند تطبيق مماراسات ادارة الكوادر البشرية المستدامة	زيادة ولاء المدرسين					
	ميزة تنافسية مستدامة					
	تقليل التكاليف وزيادة الأرباح					
	تعزيز أداء المدرسة					
	تعزز المسؤولية المجتمعية					
	تحسين الاداء البيئي للمدارس					

الجزء الثاني : معلومات المدرسة

هل تمتلك المدرسة رؤيا ورسالة	موقع المدرسة
☐ نعم	☐ قرية
☐ لا	☐ مدينة
	☐ مخيم

عدد المعلمين في المدرسة ....

عدد الطلاب في المدرسة ....

الجزء الثالث : أرجو اختيار الدرجة التي تتناسب مع تصوراتك :

شكرا لحسن تعاونكم

Interviews for

Assessing Sustainable Human Resource Management practices in West bank education sector: An Exploratory Study

Part One: Personal Information:

Gender	**Age**	**Experience**	SCHOOL TYPE
☐ Male	☐ 21-30	☐ 1-5	☐ Governmental school
☐ Female	☐ 31-40	☐ 6-10	
	☐ 41-50	☐ 11-15	☐ Private school
	☐ over 51	☐ more than 16	☐ UNRWA School

Your Specialization…………………………………………………

Part Two: interview questions:

1. How is the sustainable human resource management defined at ministry of higher education?

2. How does the Ministry strategic Human resource planning process look like, and who is involved in executing the process?

3. Does the Ministry have a SHRM framework in their schools which is underlying the process? If yes, how does it look like? What are the main factors of this framework?

4. Where did the Ministry get the knowledge for how to develop HR process to achieve sustainability? (Internally, Benchmarking, professional networks like universities, etc.)

5. What kind of data are the Ministry officials using when defining their current human resource? What kind of quantitative and/or qualitative data are they using?

6.   Are HR officials in the Ministry making human resource demand forecasts and if yes, is it a qualitative and/or quantitative basis?

7.   Are the Ministry officials also looking at any external trends/factors (e.g. demographics) when identifying the human resource demands? If yes, which kind of factors are they taking into account?

8.   Which techniques (gap analysis, HR analytics, scenario planning, and human resource segmentation) are the Ministry officials using to identify the human resource demand and gaps and/or surpluses?

9.   Do the Ministry officials focus on specific job positions or teacher groups when they are developing a SHR and if yes, why?

10. How often are the Ministry officials revising strategic HR plans and how are they doing this (qualitative and/or quantitative)?

11. What are the best practices for SHR planning?

12. What are the most important lessons learned with regards to SHR planning?

13. Which of the following parties are involved in the SHR planning process?   Chose all possibilities

☐Ministry Top Management   ☐Ministry HR Department

☐Ministry Strategic Department   ☐ Others …………….………

14. Which of the following data are using in a structural way to accomplish planning process?

☐ Quantitative data (e.g., headcount data, vacancy data)

☐ Qualitative data (e.g., teachers' capabilities, performance, scores and competencies)

☐ External trends (e.g., teachers' supply and demand forecasts, population expansion trends, technology trends)

☐ Benchmarking data

15. Which of the following techniques are you using in a structural way to accomplish the planning process?

☐ Basic gap analysis

☐Human resource analytics

☐ Scenario planning

☐Human resource segmentation

16. Organization's structure:

☐ Teachers receive training to perform multiple tasks.

☐ The organizational structures in the schools are relatively flat.

☐ There are few levels in the organizational hierarchy in the schools.

☐ Even small matters have to be referred to someone higher up for a final answer.

☐ There can be little action taken until a supervisor approves a decision.

☐ Teachers in these schools learn how to perform a variety of tasks.

☐ Teachers in these schools are cross-trained so that they can fill in for others if necessary.

17. Does the Ministry integrate human resource management into sustainable human resource management?

18. Is the principle of green management taken into account in selecting, hiring, and evaluating teachers?

Thank You

أسئلة مقابلةلتقييم مستوى الاستدامه في ممارسات ادارة الكوادر البشرية في القطاع التعليمي بالضفة الغربية

الجزء الاول: المعلومات الشخصية

نوع المدرسة	الخبرة	العمر	الجنس
□مدرسةحكومية	□ 5-1	□ 35-25	□ ذكر
□مدرسة خاصة	□ 10-6	□ 40-36	□ أنثى
	□ 15-11	□ 46-41	
	□أكثر من16	□ أكثر من46	
			التخصص

الجزء الثاني : أسئلة المقابلة

1. كيف يتم تعريف إدارة الموارد البشرية المستدامة في وزارة التعليم العالي؟

2. كيف تبدو عملية التخطيط الاستراتيجي للموارد البشرية للوزارة، ومن الذي يشارك في تنفيذ العملية؟

3. هل لدى الوزارة نموذج لإدارة الموارد البشرية في مدارسها ؟ إذا كان الجواب نعم، كيف يبدو؟ ما هي العوامل (المتغيرات) الرئيسية لهذا النموذج؟

4. أيـن حصـلت الـوزارة علـى المعرفـة حـول كيفيـة تطـوير عمليـة المـوارد البشـرية لتحقيـق الاستدامة؟ (داخليا، المقارنة، الشبكات المهنية مثل الجامعات، الخ)

5. مـا نوع البيانات التي يستخدمها مسؤولو الوزارة عند تحديد الموارد البشرية الحالية؟ ما نوع البيانات الكمية و / أو النوعية التي يستخدمونها؟

6. هل موظفو الموارد البشرية في الوزارة يتنبؤوا بحجم الطلب السنوي من الموارد البشرية ؟ وإذا كان الجواب نعم، هل يكون التنبؤ بناءً على أساس نوعي و / أو كمي؟

7. هل يأخذ مسؤولو الوزارة في عين الاعتبار أي اتجاهات / عوامل خارجية (مثل الخصـائص الديموغرافيـة) عند تحديد متطلبـات المـوارد البشرية؟ إذا كانت الإجابـة بـنعم، مـا هـو نـوع العوامل التي تأخذها في عين الاعتبار؟

8. مـا هـي التقنيـات التـي يستخدمها موظفـو الـوزارة لتحديـد الطلـب علـى المـوارد البشرية و تحديدالثغرات و / أو الفائض (تحليل الفجوة وتحليل الموارد البشرية والتخطيط وتجزئة الموارد البشرية) ؟

9. هل يركز مسؤولو الوزارة على وظائف محددة أو مجموعات المدرسين عندما يطورون الموارد البشرية المستدامة، وإذا كان الجواب نعم، فلماذا؟

10. كم مرة يقوم مسؤولو الوزارة بمراجعة الخطط الاستراتيجية للموارد البشرية وكيف يقومون بذلك (نوعيا و / أو كميا)؟

11. ما هي أفضل الممارسات لتخطيط الموارد البشرية؟

12. ما هي أهم الدروس المستفادة فيما يتعلق بتخطيط الموارد البشرية؟

13. أي من الأطراف التالية تشارك في عملية تخطيط الموارد البشرية؟

- ☐الإدارة العليا للوزارة

- ☐ إدارة الموارد البشرية في الوزارة

- ☐الإدارة الإستراتيجية للوزارة

- ☐ غيرها ....

14. أي من البيانات التالية تستخدم بطريقة أساسية لإنجاز عملية التخطيط؟

- ☐البيانات الكمية (مثل بيانات عدد الموظفين وبيانات الشواغر)

- ☐البيانات النوعية (على سبيل المثال، قدرات المعلمين، والأداء، والدرجات والكفاءات)

- ☐الاتجاهات الخارجيـة (علـى سبيل المثال، توقعـات المعلمـين والطلب، واتجاهـات التوسـع السكاني، واتجاهات التكنولوجيا

- ☐قياس البيانات (Benchmarking data)

15. أي من التقنيات التالية تستخدمها بطريقة تنظيمية لإنجاز عملية التخطيط؟

a. تحليل الفجوة

- التخطيط

b. تجزئة الموارد البشرية

16. في الهيكل التنظيمي:

- يتلقى المعلمون التدريب لأداء مهام متعددة.

- الهياكل التنظيمية في المدارس مسطحة نسبيا.

- هناك مستويات قليلة في التسلسل الهرمي التنظيمي في المدارس.

- حتى المسائل الصغيرة يجب أن تحال إلى شخص أعلى للحصول على إجابة نهائية.

- لا يمكن اتخاذ أي إجراء حتى يوافق المشرف على القرار.

- يتعلم المعلمون في هذه المدارس كيفية أداء مجموعة متنوعة من المهام.

- المعلمون في المدارس مدربون تدريبا مشتركا حتى يتمكنوا من ملئ الشواغر لزملائهم إذا لزم الأمر.

17. هل تعمل الوزارة على دمج مبادىء الادارة الخضراء في ادارة الموارد البشرية المستدامة؟

18. هل يتم الاخذ بعين الاعتبار مبادىء الادارة الخضراء أثناء اختيار ، وتوظيف ، وتقييم المدرسين ؟

شكرا

جامعة النجاح الوطنية

كلية الدراسات العليا

تقييم مستوى الاستدامه في ممارسات ادارة الكوادر البشرية في القطاع التعليمي بالضفة الغربية: دراسة استكشافية

إعداد

عزيزة يوسف بولاد

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الملخص

تهدف هذه الدراسة إلى التعرف على أفضل ممارسات إدارة الكوادر البشرية المستدامة في الضفة الغربية للمرحلة الاساسية (الصفوف من 1 إلى 4) ضمن المدارس الحكومية، ومدارس الوكالة، والمدارس الخاصة من وجهة نظر مدراء المدارس. وقد تم تصور العمل البحثي من خلال استعراض الدراسات ذات الصلة وآراء الخبراء في عملية التصميم. كما واستخدمت أساليب البحث الكمية والنوعية للإجابة على أسئلة البحث واختبار الفرضيات، حيث ان البيانات الكمية التي تتعلق بالعوامل التي تؤثر على ممارسات الموارد البشرية المستدامة قد تم جمعها من خلال الاستبانة والتي تم توزيعها على عينة عشوائية (ن = 300) وتعبئتها من قبل مدراء المدارس الابتدائية (المدارس الحكومية، المدارس الخاصة) في محافظات الضفة الغربية. بالاضافة الى ذلك، استمدت البيانات النوعية التي تستكشف حالة نظام إدارة الموارد البشرية في الضفة الغربية من خلال مقابلات استكشافية متعمقة و منظمة مع المشرفين التربويين.

يظهر التحليل الإحصائي أنال توجهات الاستراتيجية وإدارة الموارد البشرية وتخطيط الموارد البشرية والممارسات الاجتماعية – تنمية المعلمين ،والممارسات الفسيولوجية – تنمية المعلمين،والمنظور الأخضر ترتبط ارتباطا كبيرا وإيجابيا بالإدارة المستدامة للموارد البشرية في قطاع التعليم في الضفةالغربية.

ومن ناحية أخرى، تظهر نتائج المقابلات أن وزارة التعليم العالي والوكالةالمدارس الخاصة ملتزمة بدعم تبني نظام إدارة الكواد البشرية المستدامة في مدارسها. حيث اظهرت النتائج أن

ج

ممارسات إدارة الموارد البشرية شائعة الاستخدام في قطاع التعليم. واستنادا إلى نتائج البحوث، أوصي بانه يجب على وزارة التربية والتعليم العالي أن تعيد تحديد تعريف إدارةالموارد البشرية بما يتناسب مع واقع قطاع التعليم الفلسطيني، وأن تستخدم جميع الممارسات التي يمكنأن تحسن قطاع التعليم، ويجب عليها توظيف المعلمين والعمال الذين لديهم مهارة ولديهم موقفا جيد اتجاه استخدام ممارسات إدارة الموارد البشرية، بالاضافة الى تخصيص جزء من ميزانياتها من أجل توفير ممارسات إدارة الموارد البشرية من أجل زيادة تنمية المعلمين، وتحفيزالمتدربين وإشراكهم في عملية صنع القرار،مما يزيد من التزامهم اتجاه ممارسات إدارة المواردالبشرية، بالاضافة الى ضرورة تحفيز المعلم ينمنخ الالمكافآت والتعويضات، وتتبع الأداء الأخضر للمعلمي من خلال استخدام المعايير البيئية في نظام تقييم الأداء، وزيادة وعي المعلمين حول بيئة قطاعات لعليم من خلال استخدام التدريب والتطوير.