

نموذج رقم (1)

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Relationship between Employee Retention and Organizational Competence in Palestinian Universities in Gaza Strip

العلاقة بين الاحتفاظ بالموظفين والكفاءة المؤسسية في الجامعات الفلسطينية في قطاع غزة

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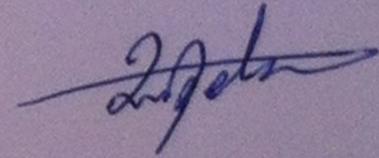
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**Islamic University of Gaza
Dean of Postgraduate Studies
Faculty of Commerce
Business Administration**



**The Relationship Between Employee Retention
and Organizational Competence in Palestinian
Universities in Gaza Strip**

**العلاقة بين الاحتفاظ بالموظفين والكفاءة المؤسسية في الجامعات
الفلسطينية بقطاع غزة**

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مكتب نائب الرئيس للبحث العلمي والدراسات العليا

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بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ اسلام محمود يوسف ابو فايد لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

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in Palestinian Universities in Gaza Strip

وبعد المناقشة التي تمت اليوم الأربعاء 19 ذو الحجة 1437هـ، الموافق 2015/12/30م الساعة

الواحدة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التجارة/قسم إدارة الأعمال.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

أ.د. عبد الرؤوف علي المناعمة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى

﴿ قَالَ رَبِّ اجْعَلْ لِي قَلْبًا مُّغْنِيَنَّكَ اللَّهُ عَنِّي وَمَا أُكْرِهْتُهُ
وَالِدَيَّ وَابْنَ أُمَّيَّ تَطِيعًا لَّيَّ فِي ذُرِّيَّتِي إِنَّي أَتُبْتُ
إِلَيْكَ وَإِنِّي مِنَ الْمُسْلِمِينَ ﴾

(سورة الأحقاف آية ١٥)

God says

"He says, My Lord, enable me to be grateful for Your favor which You have bestowed upon me and upon my parents and to work righteousness of which You will approve and make righteous for me my offspring. Indeed, I have repented to You, and indeed, I am of the Muslims."

(Al-Ahqaf, Ayat 15)

Dedication

First and foremost I thank Almighty God for finding me the light, whenever it was far away, who opened my way and always been the Generous and the Kind One. I ask him by his name the Exalter to give me knowledge and raise me up ranks in his Jannah.

To my beloved father and mother
Whose affection, love, encourage and prays of day and night make me able to get such success and honor.

To my wonderful sisters and brothers
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To lost ones
I am dedicating this to you out there, wherever you are, when you think you're the only one going through tough things, but I'm telling you now, you're not alone either, we all struggling in this life, we all fighting for our dreams, and by the end we will reach and smile.

To my dream
Wherever you are, whenever you come, may Allah bring you soon.

Islam M. Abu Fayed

Poem

*I LIVE for the heaven, hope it smiles to me,
For all the tasks assigned me,
For all the ties that bind me,
I LIVE for those who love me,
 Whose hearts are unique and true,
 Who know me more than I do,
 Who wait as I wait, as we promise
For the future in the distance,
For the wrong that needs resistance,
For the cause that lacks assistance,
For the dreams till it come true,
For the good that I can do,
 And bright hope left there,
 Till the meet declare.*

*Islam Abu Fayed
November 27, 2015*

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Abstract

This research aimed to investigate the relationship between employee retention and organizational competence in Palestinian Universities in Gaza Strip. It presents the factors affecting employee retention. It also highlights the main causes make employees leave their jobs. Moreover, it recommends how Palestinian Universities can better maintain and secure its employees, and presents effective tools managers can use to identify the institution's competencies. The descriptive analytical method was used and utilized both primary and secondary sources. In order to achieve the research objectives, a structured questionnaire was designed. The study population was (921) who are all administrative and academic administrative staff of Islamic University (IUG), Al-Azhar University and University of Palestine. A total of (330) copies of the questionnaire were distributed and (278) copies were received.

The main findings of the research were:

1. The Palestinian Universities almost excellently use the six factors of employee retention (compensation and rewards, training and developments, supervisor support, work environment, organizational justice, job security) in retaining their employees.
2. The research concludes that these factors of employee retention has a positive relationship with organizational competence as when these factors are adopted will enhance the organizational competence in achieving its goals and missions.
3. The research implies that there are differences between employee retention and the demographic factors, which means employee retention was influenced by (gender, age, educational qualifications, years of service, job category, place of work).
4. The research implies that there are differences between organizational competence and the demographic characteristics in terms of (age, educational qualifications, years of service, place of work) from one hand, and there are no differences between organizational competence and the demographic characteristics in terms of (gender and job category) from the other hand.

The main recommendations of the research were:

1. To enhance the compensation and rewards system, the university should pay interest to incentives to be based on positive standards. To increase the training and developments process, frequent workshops and training programs should be hold.
2. To improve the supervisor support, the university should promote its employees by improving supervision styles. To develop the work environment, the university should improve its work climate and make it fully suitable for employees' needs.
3. The university should promote the appraisal system fairness and make difference in terms of recruitment to enhance the organizational justice and job security.
4. To enhance the employee retention and organizational competence, the university should develop organized strategy to retain its employees and enhance building its competencies.

Abstract in Arabic Language

ملخص الدراسة

هدفت هذه الدراسة إلى معرفة العلاقة بين الاحتفاظ بالموظفين والكفاءة المؤسسية في الجامعات الفلسطينية بقطاع غزة. وقد تم خلال الدراسة استعراض العوامل التي تؤثر على استبقاء الموظفين في المؤسسة، بالإضافة إلى أنها سلطت الضوء على الأسباب الرئيسية التي تجعل الموظفين يتركون عملهم. كما تم خلال هذه الدراسة تقديم آليات واستراتيجيات للجامعات الفلسطينية تمكنها من الاحتفاظ بموظفيها على نحو أفضل، وقدمت الدراسة أيضاً منهج فعال يمكن للمديرين استخدامه لتحديد الكفاءات المؤسسية. وقد استخدمت الباحثة المنهج الوصفي التحليلي حيث استعانت بالمصادر الأولية والثانوية للمعلومات. وتمثلت الأداة الرئيسية للدراسة في استبيان تم إعداده لتحقيق أهداف الدراسة، وتكون مجتمع الدراسة من (٩٢١) موظفاً إدارياً وأكاديمياً إدارياً من الجامعة الإسلامية، وجامعة الأزهر، وجامعة فلسطين، حيث تم توزيع (٣٣٠) نسخة من الاستبيان وتم استرداد (٢٧٨) نسخة.

وقد توصلت الدراسة إلى النتائج الرئيسية التالية:

١. تستخدم الجامعات الفلسطينية عوامل الاحتفاظ بالموظفين (المكافآت والتعويض، التدريب والتطوير، دعم المشرف، بيئة العمل، العدالة المؤسسية، الأمان الوظيفي) بدرجة ممتازة للاحتفاظ بموظفيها، وهذا يعكس وعي الجامعات الفلسطينية بأهمية الموارد البشرية ومدى تأثيرها على الأداء والكفاءة ككل، كما يشير إلى التطور الكبير في مجال عمل الجامعات الفلسطينية.
٢. وتوصلت الدراسة إلى وجود علاقة إيجابية بين الاحتفاظ بالموظفين والكفاءة المؤسسية، حيث أن تبني استراتيجية للاحتفاظ بالموظفين سيعزز الكفاءة المؤسسية في تحقيق الأهداف الخاصة بالجامعة.
٣. كما أظهرت الدراسة وجود فروق في إجابات المبحوثين حول الاحتفاظ بالموظفين تعزى إلى المتغيرات الديموغرافية (الجنس، العمر، الدرجة العلمية، سنوات الخدمة، الفئة، ومكان العمل)، مما يعني أن هذه العوامل لها تأثير مباشر على الاحتفاظ بالموظفين.
٤. كما أظهرت الدراسة وجود فروق في إجابات المبحوثين حول الكفاءة المؤسسية تعزى إلى المتغيرات الديموغرافية التالية (العمر، الدرجة العلمية، سنوات الخدمة، ومكان العمل)، وعدم وجود فروق حول الكفاءة المؤسسية بالنسبة إلى المتغيرات (الجنس، والفئة).

أما بالنسبة لتوصيات الدراسة، فأهمها ما يلي:

١. لتعزيز نظام التعويضات والمكافآت على الجامعة الاهتمام أكثر بالحوافز وأنواعها، والعمل على توجيهها بشكل صحيح بحيث تكون مبنية على معايير إيجابية صحيحة. كما على الجامعة أن تركز على عمليات التدريب والتطوير من خلال عقد ورشات عمل وبرامج تدريبية بشكل مستمر لكي تعطي الموظفين المزيد من المعرفة والقدرات.
٢. لتحسين الدعم الإشرافي من المهم أن تعزز الجامعة أساليب القيادة الإشرافية، وعلى المديرين أن يبذلوا المزيد من الجهود لدعم الموظفين. كما على الجامعة أن تطور مناخ عملها لجعله مناسباً أكثر لجميع احتياجات الموظفين.
٣. لزيادة العدالة التنظيمية على الجامعة أن تعزز نزاهة نظام التقييم وأن تتجنب التأخير في عمليات التعيين والترقية. ولتعزيز الأمن الوظيفي ينبغي على صناعات القرار في الجامعات أن يُحدثوا فرقاً من حيث التوظيف لجعل الموظفين يشعرون بأمان أكثر في وظائفهم.
٤. لتعزيز عملية استبقاء الموظفين ينبغي على الجامعة وضع استراتيجية منظمة للاحتفاظ بموظفيها وتعزيز رغبتهم في البقاء لفترة أطول في وظائفهم. ولتعزيز الكفاءة التنظيمية يجب على الجامعة أن تتبنى عملية بناء الكفاءات والتي ستمكنها من تقديم خدمات أفضل مقارنة مع الجامعات التعليمية المنافسة.

Chapter One

The Research General Framework

Introduction

Problem Statement

The Research Variables

The Research Hypotheses

The Research Objectives

The Research Importance

Chapter One - The Research General Framework

Introduction:

Long-term health and success of any organization depends upon the retention of key employees. Encouraging employees to remain in the organization for a long period of time can be termed as employee retention. It is a process in which the employees are encouraged to remain with the organization for the maximum period of time or until the completion of the project. To have less turnover, managers should focus specifically on how an employee decides to remain with an organization and what determines this attachment.

Employees who are happy and satisfied with their jobs are more dedicated towards their work and always put their effort to improve their organizational customer's satisfaction. Managing and retaining promising employees is an important fundamental mean of achieving competitive advantage among the organizations. One of the most important demands on management today in any organization is keeping the most vital and dynamic human resources motivated and dedicated.

A focus on organizational competencies is more critical to achieving team alignment, effective execution and the right allocation of scarce resources than is a focus on strategic goals. Various organizations describe the required competencies on the basis of the objectives acknowledged within framework of the strategic plan maps. As organizational competencies have its major focus on the first word "organizational". "It is the organization as a whole that must perform – not just an individual employee". Organizational competencies can be defined as the mixture of vital skills, essential information, appropriate performance procedures and the true corporate culture that the organization entails to accomplish its mission (Coates & Associates, 2008).

More challenging issues have emerged while developing organizational competencies. The past years in resolving those issues some of which were directly or indirectly related to human side of the organizations. Retention challenge is due to greater movement in global learning society. As the world is moving towards more industrialization employment opportunities are also keeping pace with this development. Hence employee retention has gained the attention as a major issue in the development of organizational competence. Management can no more influence the decision of employees, to leave or to stay. Employee retention has become a critical factor of influence for performance of the larger organizations.

Most of the organizational competencies literature concludes that retaining employees will lead the organization to achieving a competitive advantage. In other words, there is a positive relationship between employees retention and the team organizational

competence. Recently, employee retention has gained more attention and popularity in all types of organizations, and the current trends focus on the academic institutions as well. In this research the focus will be on employee retention and organizational competence in Palestinian Universities in Gaza Strip.

Problem Statement:

The success of most competitive companies throughout the world, including higher education institutions, lies in their highly skilled employees on which the institutions spends millions to retain (Netswera & Rankhumise, 2005). It is evident that employee retention and indeed academic staff retention is critically important because the excellence of higher education is a function of the people it is able to enlist and retain in its faculties. Contrary, a clear picture of critical factors influencing academic staff retention has not emerged from previous studies. It is also noted that the studies are inclined towards staff turnover (Johnshrud & Rosser, 2002), also most of the available studies are based on corporate sector. It is observed from the foregoing literature review that most of the studies conducted on staff retention are from other countries and in addition are based on business oriented environments.

According to the records of Higher Education Statistical Yearbook covering the period 2009 to 2014 it is noted that the number of administrative and academic administrative employees in the 14 traditional universities working in Palestine is increasing year after year, but contrary the record of academic year 2014/2015 indicates that the Palestinian universities had lost quite a substantial number of staff which never noticed in previous years. Moreover the Palestinian universities face high turnover rate, which is increasing clearly over the last 5 years according to the increases of aspirations, ambitions and educational degrees of employees.

Table (1.1): The number of employees at 14 traditional Palestinian Universities covering the period 2009 to 2015

Job Category	Academic Year					
	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Administrative	3261	3950	4100	4549	4273	3765
Academic Administrative	341	382	535	557	610	500
Total	3602	4332	4635	5106	4883	4265

Source: Ministry of Education & Higher Education. Statistical Yearbook, (2009-2015).

As a conclusion, it is unfortunate expected that a problem of low job retention among staff might be reported to exist in Palestinian Universities. So for Palestinian Universities to develop, support and reinforce its organizational competence in order to keep up with current competitive trends in higher education institutions in the region. Palestinian Universities should pay more attention to the employee retention which becomes a major concern for organizations nowadays. So that the statement of the problem can be stated in

the following question: **Up to what extent does employee retention affect organizational competence in Palestinian Universities in Gaza Strip?**

The Research Variables:

This research intends to examine employee retention and its relationship with organizational competence. According to Fitz-enz (1990) who identified several factors influencing employee retention and addressed important factors which were not mentioned by others. So the researcher considered them as the independent variables.

1. Independent variables: Employee Retention including the following factors:
 - a. Compensation and Rewards
 - b. Training and Developments
 - c. Supervisor Support
 - d. Work Environment
 - e. Organizational Justice
 - f. Job Security
2. Dependent variable: Organizational Competence

Figure (1.1): Research Variables



Source: Articulated by the Researcher, 2015. Based on Fitz-enz (1990)

The Research Hypotheses:

The following are the hypotheses of the research:

1. There is a statistical significant correlation (at $\alpha = 0.05$ level) between employee retention and organizational competence.
 - a. There is a statistical significant correlation (at $\alpha = 0.05$ level) between compensation & rewards and organizational competence.
 - b. There is a statistical significant correlation (at $\alpha = 0.05$ level) between training & developments and organizational competence.
 - c. There is a statistical significant correlation (at $\alpha = 0.05$ level) between supervisor support and organizational competence.
 - d. There is a statistical significant correlation (at $\alpha = 0.05$ level) between work environment and organizational competence.
 - e. There is a statistical significant correlation (at $\alpha = 0.05$ level) between organizational justice and organizational competence.
 - f. There is a statistical significant correlation (at $\alpha = 0.05$ level) between job security and organizational competence.
2. There are statistical significant differences (at $\alpha = 0.05$ level) in the responses of the research sample due to the following demographic variables (gender, age, educational qualifications, years of service, job category, place of work).

The Research Objectives:

This research is undertaken to investigate the relationship between employee retention and organizational competence, accordingly the objectives of the research are:

1. To examine the influence of employee retention on organizational competence in Palestinian Universities in Gaza Strip.
2. To present the factors affecting employee retention.
3. To highlight the main causes make employees leave their jobs.
4. To recommend how Palestinian Universities can better maintain and secure its employees, and present effective tools managers can use to identify the institution's competencies.

The Research Importance:

This research highlights the importance of employee retention and its impact on organizational competence. Also the research will be important because:

1. For the Universities:
 - a. This research targets vitally important sector in Palestinian institutions which is the universities that have significant effect in the educational process in Palestine.
 - b. This research will provide empirical information on the current critical retention factors which could be useful to the institutions in formulating retention strategies and reviewing existing ones.

- c. It will enhance and motivate managers to think more how to invest in their employees which in its turn will enhance the performance of employees.
 - d. It gives awareness for senior managers about the necessity to define the institution's competencies in order to sustain its long-term success and competitive advantage.
2. For the other Researchers and the Scientific Research:
 - a. This research is considered as an additional resource to the researchers who that can make use of during their research.
 - b. The research can be used as a start point to other future researches in Gaza Strip and West Bank.
 3. For the Society:
 - a. This research will immensely contribute to the building of knowledge in the field of HRM especially on approaches to successfully uphold employee retention in any organization as a source of reference.
 - b. This research will contribute to increase the awareness of organizations to give more attention to its employees.
 4. For the Researcher:
 - a. The researcher will work on other related issues that affect employees and organizational competence.
 - b. The researcher will participate with local conferences and publish the research in an international journal.

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Section One - Employee Retention

Introduction:

Employee retention is one of the most critical issues facing organizational managers as a result of the shortage of skilled manpower, economic growth and high employee turnover (Michael, 2008). It is imperative for organizations through the employment process, to attract quality employees to the organization. However, it is more important for managers to devise strategies with which to retain the talented employees in the service of their organizations in order for employees to benefit from the investment already made in them. The role of leaders is crucial in employee retention. In the current competitive environment the leaders have to steer their organizations in the competitive business environment. They will weather the challenge if they value employees as assets and as the ones to give their organizations the competitive advantage. This competitive advantage will be guaranteed if the core employees are retained for as long as possible so that continuity of competitive goods and services is assured.

Overview of Employee Retention:

The strength of any nation depends to a large extent on its productivity, performance and competence which in turn depend on the well-being of the population. (Misau et al., 2010). Retention is considered as all-around module of an organization's human resource management practices. It is a voluntary move by an organization to create an environment which engages employees for long term (Chaminade, 2007). The main purpose of retention is to prevent the loss of competent employees from the organization as this could have adverse effect on competence of the organization. It commences with the recruiting of right people and continues with practicing programs to keep them engaged and committed to the organization (Freyermuth, 2007). Knowledge is always embodied in a person; carried by a person; created, augmented, or improved by a person; applied by a person; taught and passed on by a person; used or misused by a person. The shift to the knowledge society therefore puts the person in the center (Drucker, 2001). Retaining employees whose knowledge has high competitive value is becoming a critical and well-recognized challenge (DeLong, 2004). Such employees are known as knowledge workers in that they "have high degrees of expertise, education, or experience, and the primary purpose of their jobs involves the creation, distribution or application of knowledge" (Davenport, 2005).

Employee retention is the most imperative target for the organization because hiring of qualified candidate is essential for organization but their retention is more important than hiring, because a huge amount is spent on the orientation and training of potential employees. When employees leave the job, organization lose not only the employees, but also lose customers and clients who were loyal with the employee, knowledge of

production, current projects, competitors and past history of the organization (Hassan et al., 2011).

Empirical studies have shown that employees on average switch employers every six years. This situation demands that management should identify the reason(s) for this frequent change of employment by employees. Once this reason(s) has been identified, management can then devise retention strategies that will help in keeping essential employees for a rather longer tenure (Stovel & Bontis, 2002).

Work life balance practices, psychological factors, recognition, management, job characteristics, financial rewards and career development are some of the factors that motivate workers to stay in organizations (Aguenza & Som, 2012). A research undertaken by the Saratoga Institute identified the seven 'hidden reasons why employees leave' as the job or workplace not living up to expectation, mismatch between the person and the job, too little coaching and feedback, too few growth and advancement opportunities, feeling devalued and unrecognized, stress from overwork and work-life imbalance, loss of trust and confidence in senior leaders. This research explores the effects of work-life balance and the management of work environment on the retention of employee in organizations (Branham, 2005).

A study on workplace issues- "Exit interview", mentioned the freedom of the talented worker to work his work schedule, incentive packages, keeping and maintaining personal touch with the people, regular training sessions to help the employees achieve goals on their personalized career graphs, positive and constructive feedback on a regular basis, socialization of the employees to corporate culture, senior managers role as a committed leader and finally the practice of fair treatment of all the employees so as to foster a positive work environment as determinants of employee retention (Kaushik, 2009), while training and development, performance appraisal, welfare benefits, disciplinary procedure, career growth have been identified as the determinants of employee retention in higher education sector of Kenya (Akala, 2012).

For retaining valuable employees the practices of proper attention should be given to every employee, get the right people at right time, provide training and coaching, plan for succession and acceleration pool, offer better career visibility, use explicit ranking systems tied to incentive and differentiate the organization with unique culture, can be adopted (Janki, 2009).

The Importance of Retaining Employees:

Retaining a positive and motivated staff is vital to an organization's success. High employee turnover increases expenses and also has a negative effect on company morale. Implementing an employee retention program is an effective way of making sure key workers remain employed while maintaining job performance and productivity. The

importance of retaining employees can be highlighted through the following points (Scott, 2015):

1. **Manage Employee Turnover:** Employers implement retention strategies to manage employee turnover and attract quality employees into the organization. Retention programs focus on the relationship between management and their workers. Competitive pay, benefits, employee recognition and employee assistance programs are all a part of an organization's attempt to maintain employee satisfaction. Human resources specialists utilize feedback they receive from exit interviews and focus groups to improve employee relations and reduce turnover.
2. **Cost Effective:** An organization can significantly benefit from employee retention programs because of a direct effect on an employer's bottom line. High turnover can be very expensive. According to the Society for Human Resources Management, "employee replacement costs can reach as high as 50 to 60 percent of an employee's annual salary." Strategies geared towards retaining good workers helps offset employee replacement costs and reduces the indirect costs such as decreased productivity and lost clients.
3. **Maintain Performance And Productivity:** Employee retention practices help support an organization's productivity. Recruiting and training new employees takes time. An unfilled position means work is not getting done. Even if a position is filled, there is still a learning curve most employees must overcome before their work becomes profitable. Taking the necessary steps to keep current workers satisfied with their roles will ensure productivity is not interrupted.
4. **Enhances Recruitment:** Effective retention strategies often begin during the employee recruitment process. Employees are more inclined to remain with an organization that fulfills the promises made when their employment offer was extended. Organizations that provide a realistic view of their environment, advancement opportunities and job expectations to new hires can positively influence employee retention.
5. **Increases Morale:** Employees that enjoy what they do and the atmosphere in which they work are more likely to remain employed with their organization. Retention strategies are important because they help create a positive work environment and strengthen an employee's commitment to the organization. Strategies that target employee engagement, such as team-builders and community involvement, increase organization morale and give employees a sense of pride in what they do.

Factors Influencing Employee Retention:

Human resource management practices in compensation & rewards, job security, training & developments, supervisor support culture, work environment and organization justice can help to reduce absenteeism, employee retention and better quality work (Irshad & Afridi, 2007).

The retention factors have been divided into three variables: power, achievement, and affiliation (Kehr, 2004). Dominance and social control represents power. When personal

performance exceeds the set standards, it represents achievement and affiliation refers to social relationships which are established and intensified.

Factors such as personal premises of loyalty, trust, commitment, and identification and attachment with the organization have a direct influence on employee retention. Also workplace factors such as rewards, leadership style, career opportunities, the training and development of skills, physical working conditions, and the balance between professional and personal life have an indirect influence (Hytter, 2007). Training and development is one of the important retention programs incorporated in an effort to retain their employees (Pritchard, 2007). Besides that personal factors such as level of education, seniority, self-perceived leadership skills, and learning attitude and organizational factors such as appreciation and stimulation, and pressure of work are of great relevance in employee retention (Kyndt et al., 2009).

There are several factors influenced in employee's retention which need to manage congruently i.e. compensation & rewards, job security, training & developments, supervisor support culture, work environment and organization justice etc. (Fitz-enz, 1990).

The following is a brief discussion on some of the known factors influencing employee retention in organizations as per the variables in this study:

1. Compensation and Rewards: Compensation plays significant role in attracting and retaining good employees specially those employees whose gives outstanding performance or unique skill which is indispensable to the organization because company invest more amounts on their training and orientation. Company adopt the strategy of low wages if the work is simple and requires little training and companies compete in high labor markets adopt the high wages strategy. Although compensation was not one of the top factors influencing non-management turnover but compensation can act as a critical factor in reducing managerial turnover and increasing commitment (Moncraz et al., 2009).

Various reasons cited for employee attrition are - dissatisfaction with internal job postings, work profile, personal causes and finally dissatisfaction with compensation/salary (Bhatnagar, 2007). So for better retention of talent organizations must improve pay/compensation and benefits and also factors like good working conditions, flexible work timings, cooperative teams, good bosses, culture and values of the organization (Devi, 2009). Other ways to improve employee retention and commitment include-providing flexible work hours, on the job training opportunities, providing adequate resources for the staff, health and insurance benefits, perks like gyms, health centers, rewarding best employees for not only getting the task done on time but also doing it efficiently (Deery, 2008).

Factors that help to keep a person loyal and committed to the organization like having job security, interesting and challenging work, opportunity to learn new skills and a

flexible working environment with good reputation, culture, values, competitive salary and benefits package that suit the individual. Salary is a significant factor that affects a person's decision to stay or leave the company. Challenging work of compensation department is salary differentials, both within the organization and in the industry. A valued employee should be given a salary package at par or more than the existing industry average to get him/her to stay within the organization. But at the same time giving more money can have undesired side effects. Firstly it makes other employees develop a mind-set that the way to get a pay hike is by threatening to leave and secondly when an employee is at the top of his/her salary scale and is offered more money for performing the same duties, it will affect organization-wide differentials (Pollitt, 2007). Therefore, it is important to retain them because of high training and recruitment costs so organizations use rewards to retain employees (North, 2011).

From other hand, the literature meaning of word "reward" as it is something the offer by the organization to the workers in response of their performance and contributions which are expected by the workers. The amount of pay, benefits, or equivalents employee received in return for service which employee render to organization. A reward can be intrinsic or extrinsic, it can be in form of cash i.e. bounces etc. or reward can be in form of recognition / certificate such as commendation certificate or worker of the month etc. In business environment rewards are offered in several forms e.g. recognition, cash bonuses, awards, free trips and free merchandise etc. However reward is the thing which offers by the organization in any form in response of employee's contribution, to become employees motivated for doing well with positive behavior in future. Rewards are very important because it's have enduring impression on employees and support the perception of employee's that they are valued (Silbert, 2005).

2. Training and Developments: Training and development deals with the skills and competencies of the employees acquired through series of training and development programs. In today's competitive environment driven by the knowledge economy, certain attributes and competencies of personnel are an integral component of organizations' competitiveness. Highly knowledgeable and skilled subordinates or employees will (Dockel, 2003):
 - a. Enhance productivity.
 - b. Improve quality of goods and services.
 - c. Bring positive changes in processes.
 - d. Help to deliver quality service to others.
 - e. Enhance an organization's competitiveness and performance.

In essence, training and development yields;

- a. Tangible outcomes: such as;
 - Enhanced productivity.
 - Superior quality of products and services.

- Resource maximization or optimization.
- b. Intangible results: such as;
- High self-esteem.
 - Enhanced morale.
 - Satisfaction of subordinates which is as a result of additional skills, knowledge and abilities gained during the training and development programs

Opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones. Indeed investment in training is one way to show employees how important they are. By offering training and development opportunities the staff will feel that the university is investing in him or her and that there are opportunities for growth within the organization and hence gives meaning to the current job (**Dockel, 2003**). Professional development is the engine that keeps the universities true to their mandate as centers of ideas and innovation. Without efforts in this direction intellectual capital can stagnate and the relevance of universities to society may diminish (**Tetty, 2006**). Faculty members thrive on intellectual and collegial stimulation from their peers when they attend professional activities and national and international research meetings. Thus, development activities for faculty members continue to be an important aspect associated with their professional work lives (**Rosser, 2004**).

Expenditures on training and training yields strategic competitive advantage to firms and organizations (**Bitner & Zeithmal, 2004**). A dynamic business environment requires organizations that invest heavily on the training of their employees as this helps to develop organizational ability which enables them to positively respond to new challenges (**Jarventaus, 2007**). Comprehensive training and development programs are positively related to staff retention, productivity, and organizational effectiveness (**Lee & Bruvold, 2003**). There is a positive relationship between training and development, and organizational performance. Overall, training and development is significantly related to organizational performance (**Jarventaus, 2007**).

3. Supervisor Support: The supervisor support is so essential to retention that it can be said that employees leave bosses, not jobs. Association between workers and the boss is a significant factor that influences the employee retention as supervisors are the “human face” of the organizations. Employee’s relationship with a supervisor strongly affects the employee’s opinion about the organization. Supervisor’s support is an essential factor to change the worker’s propensity to quit and create high involvement in job by establishing strong relationship and free interaction with the supervisor.

After a two year survey of more than three thousand employees in different job functions and industries demonstrated that manager, bosses and team leaders or who

direct and work together with workers have a large influence on the satisfaction or dissatisfaction of employees with their jobs. Or briefly, it can be said that employees look for other opportunities elsewhere as a consequence of “problems with the boss”. Issues that exert or force the satisfaction and commitment in employees are mostly under the charge of manager, supervisor or the team leader (**Kaye & Evans, 2003**).

Supervisors play a significant and differentiated part that is distinguished from anyone else in the organization so the supervisor becomes an essential player. His role is as a catalyst i.e. one who can understand each employee and reveals his or her distinctive ability and adapt them into performance. Manager must interact with every employee at a time to motivate and retain the efficient workers. As satisfaction is considered the major element in employee’s decision to quit or to stay In the organization, therefore a good boss will assist the efficient employees to seek satisfaction in their job (**Kreisman, 2002**).

Of course there are several roles for supervisor to play, but providing information and support to facilitate the employee's development is what is most important. There are a few basic roles for a supervisor in developing employees. They include (**Borstorff & Marker, 2007**):

- a. Coaching employees to help them determine what they need for development.
- b. Providing both positive and corrective feedback.
- c. Offering organizational insight, information, and advice.
- d. Guiding the planning through goal setting and checking back over time.
- e. Allocating time and money for development experiences.
- f. Ensuring opportunities for applications of new learning.

Workers desire trustworthy bosses who recognize them, appreciate them and behave fairly with them. Violent supervisors incorporate conflicts in employee’s attitude regarding the job, life and organization. It is of no matter whether the environment is formal or informal, in larger organizations employees react more to appraisals, encouragement and supervisor support (**Borstorff & Marker, 2007**).

Well skilled and having good positions may seek similar job anywhere else but the more effective mean to retention is to encourage support and widen close relationships on the job. To properly establish the place where workers desire to stay, organizations need to groom up supervisors or managers. Their capabilities can be improved by providing performance and opportunities at every level of their job (**Otis et al., 2005**).

4. Work Environment: Although learning and growing opportunities seems to be significant for the employee retention, an organization needs to develop a supportive learning and challenging work environment. It generally relates with the climate where employees can learn and perform. Particularly, support and aspiration at work, stress of

work, degree of empowerment and the responsibility that workers acknowledge, alternatives in the job tasks and development, stipulation of challenging and significantly meaningful work and developmental opportunities, are the other concepts that describes the term working environment (**Govaerts et al., 2011**).

Major and significant factors in job satisfaction of employees include challenging and meaningful work that distinguishes or generate contributions in the society. These may be associated one more significant factor, the desire of sense of belonging to the group or team and in this way they also want to feel linked to one's task and mainly to the society through one's task. Being capable of controlling implying developments in work assignments, procedures, programs and measurements are included in this meaningful work climate. Employees get stressed form the bosses who control excessively with attention or did not delegated properly. Some employees feel satisfied by taking other's works responsibility on themselves and even more pleased in getting and achieving those challenges in the job. It makes the employees feel more pride in their achievements and is more excited in their work (**Kaye & Evans, 2003**).

Workers think them to be valued in the work climate that offers them a sense of belonging (**Miller et al., 2001**). Sometimes employee satisfaction and retention can be attained by offering proper level of privacy and proper control on the workplace which improves the motivation intensity to be loyal with organization, in organizations having munificent personalization procedures and strategies (**Wells & Thelen, 2002**).

Various studies determined that employees with positive experience related to job hours, sense of job fulfillment and greater degree of job satisfaction have a lower propensity to leave their current bosses. Whether workers stay with the organization mainly depends on the level to which their workers or employees react to their expertise growth although it is necessary to earn more salary and compensation enclosed with job. They analyzed that most committed employees to accomplish challenging tasks are the ones more probable to stay with their companies (**Walsh & Taylor, 2007**).

It is widely thought that work climate give employees the opportunity to progress and develop which is a critical factor to retention (**Jamrog, 2004**). Employee retention and employee engagement are joined at the hip, so declined propensity to leave and enhanced retention are the results of employee increased involvement (**Corporate Leadership Council, 2004**).

5. Organizational Justice: Organizational justice means the just & ethical employee treatment within the organization (**Cropanzano, 1993**). Organizational justice is a term refer to the treatment of employees by the organizations in just and fair manner (**Greenberg, 1990**). The popular Oxford dictionary defines the meaning of word justice as

“the quality of being just or fair, fairness”. In daily life the word justice refer to righteousness. However in organizational research, Justice is social construction which means the process is considered to be just if perceived by the employees (Cropanzano & Greenberg, 1997). Ethically justice means as just the comparison with an existing philosophical system. However, regrettably there is no term and condition is prevailing that what philosophical system would be followed. Every organization formulated their own rules and implemented on their employees (Colquitt et al., 2001). Social psychological researches give significant to the fairness in the concept of attitudinal. An action, event or decision which judged as fair or unfair on the basis of individual attitude about the decision and his/her normative/value system which is associated to those beliefs.

The distributive justice study has its genesis on equity theory of Adams’s (1963, 1965). According to equity theory employee compare their input (effort & time) versus output (status, reward & pay) ratio with others employees and judge that they are treated fairly or unfairly. The result of favor ratio is remorse, guilt or create embarrassment situation, whereas the more favorable ratio leads to resentment and anger. Accordingly, employees respond to this fair or unfair distribution of outcome (reward) with satisfaction or dissatisfaction attitudes. This satisfaction or dissatisfaction of employees with their work or job leads to behavioral decision and intentions of employees regarding to stay in the organization or leave the organization (Mowday & Colwell, 2003).

6. Job Security: Job security can influence other important aspects of an organization and its employees as follows (Al Shaer, 2009);
 - a. Job security results in superior mental and physical health of the employees.
 - b. Job security helps to elevate the overall job performance and quality of input of employees.
 - c. Job security also helps motivate the employees to work towards higher revenues.
 - d. Job security allows an organization to maintain a superior and experienced workforce and develop loyalty amongst them.
 - e. Job security also helps shape the fundamental aspects and temperaments within the organization.
 - f. Job security also increases the overall satisfaction and pleasure that employees feel when working within an organization.

Reasons Why Employees Quit Their Job:

Employees quit their job for many reasons. They follow spouses across the country, stay home with children, and go back to school. Those reasons are tough to address by an employer because they involve life events in the employee’s world outside of work. But, the majority of reasons why employees quit their job are under the control of the employer. In fact, any element of the current workplace, culture and environment, the

employee's perception of his job and opportunities are all factors that the employer affects. There are seven critical reasons why employees quit their job (Branham, 2012):

1. The job or workplace was not as advertised or expected: Many workers have an unrealistic expectation about the job or workplace, or in some cases are deliberately misled during the interview process. So managers should find a way to give job candidates a realistic preview, also they should ask deep questions and clarify their expectations of the organization, their role and potential growth before bringing them on board.
2. There's a mismatch between the person and the job: Mismatches are obvious after performance and engagement have derailed. The mismatch happens due to many reasons:
 - a. The need to hire quickly leads to the hiring of warm bodies just to fill slots.
 - b. Managers value the candidate's skills over his or her talent and suitability for a certain role.
 - c. Managers think anyone can do low-level jobs well.
 - d. Managers think they can transform the wrong people into the right people with training.
3. There's little coaching and feedback: More than 60% of workers complain they don't get enough feedback. Part of the problem is that many managers have had no adequate role model. They just don't know any better. They've never learned to give feedback effectively, and may actually fear the process a great deal. Plus, many limit their feedback to a once-a-year event.
4. Too few growth and advancement opportunities: A recent survey asked employees to rank today's managers on 67 leadership competencies. "Developing direct reports" came dead last. While 85% of employees say career growth is a key reward, and only 49% say their companies are providing it.
5. Workers feel devalued: Pay inequality, lack of recognition, having their differences regarded as negative, inadequate resources and subpar work spaces all make employees feel devalued. The result is that, eventually, employees won't value their jobs either.
6. Stress due to overwork and work-life imbalance: People who work for employers who won't let them tend to serious family matters during office hours, or who place unreasonable demands on them when they're home are already lined up and ready to switch employers at the first opportunity. Rather, more employers are wising up and realizing that showing sensitivity to employees' needs actually pays off.
7. Loss of trust and confidence in senior leaders: When employees lose trust in senior leaders, they basically have no foundation for becoming an employer of choice. Employees can smell a selfish, ego-driven and short-term focused leader a mile

away. And they're not willing to put up with that. There are plenty of trustworthy, caring, "servant leaders" they can work for instead.

The Real Cost of Losing an Employee:

Implementing workplace policies that benefit workers and help boost employee retention is not simply a "nice" thing for organizations to do for their employees. Maintaining a stable workforce by reducing employee turnover through better benefits and flexible workplace policies also makes good business sense, as it can result in significant cost savings to employers.

High employee turnover can have a severe impact on any organization, both financially and emotionally. The employee turnover rate refers simply to the movement of employees out of an organization, and it can affect the bottom line of organizations of all sizes (Snell & Bohlander, 2010).

Turnover costs can be broken down into two main categories; direct and indirect, which vary depending on the specifics of the job. Both direct and indirect costs will vary within and across organizations in terms of skills and training needs for a particular job. There will also be differences in the cost to replace an employee based on the organization's nature of work, the region, and general economic conditions, as it may cost more to recruit employees to a remote location or if the unemployment rate is very low.

The following are significant costs that can potentially be afforded by the organization when losing an employee (Boushey & Glynn, 2012):

1. Direct costs which includes:
 - a. Separation costs such as exit interviews, severance pay, and higher unemployment taxes.
 - b. The cost to temporarily cover an employee's duties such as overtime for other staff or temporary staffing.
 - c. Replacement costs such as advertising, search and agency fees, screening applicants, including physicals or drug testing, interviewing and selecting candidates, background verification, employment testing, hiring bonuses, and applicant travel and relocation costs.
 - d. Training costs such as orientation, classroom training, certifications, on-the-job training, uniforms, and informational literature.

2. Indirect costs which includes:
 - a. Lost productivity for the departing employee who may spend their last days on the job writing exit memos or with reduced morale.
 - b. Lost productivity due to the need to hire temporary employees.
 - c. Coping with a vacancy or giving additional work to other employees.

- d. Costs incurred as the new employee learns his or her job, including reduced quality, errors, and waste.
- e. Reduced morale.
- f. Lost clients and lost institutional knowledge.

Employee Retention Strategies:

Employee retention especially of the top performers, has become increasingly difficult. Losing the best people not only damages the productivity, disrupts current and potential leadership, and reduces organization morale, it also helps the competitors. Having to match a competitor's job offer in order to retain the top performers is not a retention strategy, it only incentivizes employees to seek outside job offers and ask the manager to match them.

A formal retention strategy is a big investment, but it will actually save the money in the long run while also helping to recruit top talent and increasing the middle market organization's overall productivity, services and morale. The following are several strategies to help organizations increase employee loyalty and prevent turnover (Ledd, 2014):

1. Hire the right people: Retainable employees show a clear commitment to contribute their skills and best efforts to the organization for the long term. Seek out people who are intrinsically motivated and interested in developing their skills and careers. Those only seeking money and power are classic turnover risks. Clearly establish expectations when hiring so that disappointments on both sides can be avoided. It's also important to understand the organization culture and how potential hires fit into it.
2. Have a good system for evaluating performance: Both the organization and the employee benefit from knowing exactly where they stand in relation to each other's expectations. By monitoring and sharing results, it becomes clear which employees are meeting (or not meeting) performance expectations. Evaluation gives middle market companies the chance to recognize and reward excellence, a key aspect of employee retention. Employees expect feedback and will leave if they're not getting enough.
3. Track the levels of retention/turnover and overall employee satisfaction: This allows the organization and its employees to know where problems are so it can solve them. Having an employee satisfaction survey, and then acting upon it, can decrease turnover. Questions needed to include: Are people happy with compensation and benefits? With how they are managed? With the challenges the company offers them? With the training opportunities? Collecting this information will help support the ongoing retention efforts.
4. Train managers and supervisors in good communication skills so that expectations between employees and managers can be openly established: Evaluation of performance begins with clear, measurable expectations that both manager and

employee agree to and track. Giving managers better skills in offering important (sometimes sensitive) feedback is crucial. Employees generally don't quit on the organization, they quit on their managers. Having managers who communicate feedback well and behave professionally is perhaps the best retention strategy.

5. Offer employees a career path and a career development plan: This will allow employees to have a better long-term vision of their evolving role inside the organization. It will also allow the organization to show its commitment to developing its talent, which benefits both the organization and the employee. If employees have gaps in their skills or experiences, a career development plan (created by the manager, the employee, and HR working together) lets the employee realize that the organization wants to close that gap and prepare the employee for the next step. Thus, employees don't feel "stuck" and without growth potential in the organization, problems that are major drivers of turnover and low morale.
6. Have a recognition program that celebrates employees with excellent performance: It's not just the high achievers who deserve recognition, but anyone who goes above and beyond the call of duty. Reward good examples, and the organization can create a culture where everyone wants to be a good example. This is also a culture that retains people. In addition, managers should seek out opportunities to recognize or appreciate employees informally, perhaps over lunch or during watercooler conversations. These are moments employees remember, employees who feel valued generally reciprocate by offering their loyalty to the organization.
7. Customize benefits and work expectations for individual employees as much as possible: This will take a lot of time and effort because it requires organizations to better understand the particular needs of their employees. Different employees want different things, so offering the same benefits package and working conditions to all will inevitably create dissatisfaction. This is a turnover risk. While it may be inconvenient to offer more flexible working hours or a customizable menu of benefits, such practices boost employee satisfaction and loyalty.

As conclusion, in order to accomplish their goals, organizations put in place strategies to retain their workforce for enhanced performance, which accordingly will enhance and strength the organizational competencies.

Section Two - Organizational Competence

Introduction:

Managing talent in an organization is a deliberate process that requires focused planning and a means for integrating all related activities. The goal is to make sure that the right people are doing the right things to accomplish the right outcomes.

More organizations are finding that using competencies as the backbone of a human resource management system creates a structured, defensible and rigorous process for recruiting and developing a highly productive work force well suited to carry out required business strategies. Organizations benefit from working with competencies because it gives them a better, more sophisticated way to manage, measure and improve the job performance of their employees. It also helps in reinforcing values and encouraging common culture and behavior (Schneider et al., 2005).

The concept of organizational competencies is one of the most misunderstood and misapplied concepts in organizational management. Organizational competencies are often thought to be simply employee skills rather than the compelling cross-organization core competencies that drive integrated business execution and management alignment.

Some confusion in terms should not diminish the importance however of two broad competencies that help to define the organization's potential to improve performance in any organization (Murray, 2003):

1. Personal (or management) competencies: Those competencies that comprise of personal attributes, skills, and behaviors to perform a function or task of a job in a designated but superior way.
2. Organization competencies: Those competencies defined by processes, systems, and practices (e.g. training methods, performance appraisal reviews, motivation techniques, change programs, technical processes), that enable any firm to turn personal competencies into organization-wide competencies - they may also be transformational by allowing the firm to change and grow simultaneously.

Overview of Organizational Competence:

Organizational competencies is a term that has been used in the world of performance management for many years. It is routinely used by human resource professionals and by organizational change consultants to refer to the universe of employee skills that the organization must have in order to achieve their plans.

Many organizations define the required competencies based on the goals that are identified within the context of the strategic plan. A competency map is developed over time for each part of the business and, in sophisticated applications, managers can develop methods

for tracking essential skill gaps in order to ensure that the organization is staffed appropriately to achieve its mission.

A broader definition of organizational competencies focuses on the first word – “organizational”. Under this definition, the organization becomes the focus. It is the organization as a whole that must perform – not just an individual employee. And so the definition of organizational competencies itself must change.

Under this approach the organization must step outside itself and evaluate, conceptually, what things, as an organization, it does on an ongoing, systemic basis that enables it to achieve its mission. Generally, but not always, the organization will have more than one such competency – but not many of them. In this context, it can be pointed to the organizational competencies as the same term of core competencies which means the combination of required skills, necessary information, appropriate performance measures and the right corporate culture that the organization requires to achieve its mission.

Organizational competence can be defined as the evolving ability of an organization as a whole to perform a challenging set of tasks by utilizing organizational resources (**Helfat & Peteraf, 2003**). An organizational competence is thus resources-based but not a resource in itself (or at best, a derivative one). It refers to the combination of complex bundles of tangible and intangible resources, which are permanently selected and recombined in the performance process (**Barney 1991**). In other words, competence does not directly relate to the output of the firm, but contributes indirectly through the effects of resource combination (**Teece et al., 1997**).

An organizational competency is an aspect of the business believed to have the greatest strategic value. An organizational competency is measured at the level of the organization rather than at the level of the individual. This concept, introduced by Prahalad and Hamel in a 1990 Harvard Business Review article, was initially called “core competencies” (**Prahalad & Hamel, 1990**). Subsequent to the Harvard publication, the term “core competencies” has been defined in many different ways, which has caused confusion when people use the same word to describe different concepts. Prahalad and Hamel suggested that organizations need to understand fully their core competencies and capabilities in order to successfully exploit their resources. All organizations have a distinctive advantage if they can develop strategies that competitors are unable to imitate. (**Horton et al., 2002**).

As already defined core competency is what an organization can excel in. It is a core capability and a key strength. When core competencies are better than those of the competitors, they become distinctive competencies. These are valuable capabilities that do not wear out easily (**Srinivasan, 2008**).

This research uses the term “organizational competency” to refer to the Prahalad and Hamel concept. Thus, organizational competencies are design components of an organization’s competitive strategy.

Components of Organizational Competencies:

In order to compete more effectively, bundle of skills and technologies that facilitate an organization to offer a particular advantage to a customer are required that is what's meant by organizational competencies. Organizations have two types of competencies;

1. Essential competencies: Competencies that enlist generating value such as the competitive weapons and foundation for the competition in the future.
2. Distinguishing competencies: Competencies that gives a particular organization or groups of organizations a competitive edge, such as market share, and scientific status (Lawler et al., 2001).

An Organizational competence is what a business does well – what it outshines at (Prahalad & Hamel, 2006). They further elaborate that those companies compete most productively who recognize and direct organizational competence. Prahalad and Hamel’s felt stunted in explaining that to sustain the firm’s core competence what can be done about the skills and knowledge requirements. And certain skills and knowledge survival in the organization are required in order to recognize the significance of core competence as a business potential. Therefore employees must have the true skills and knowledge at the correct time, at the right place and in the right amount for the core competence to be recognized and influenced to the organization’s benefit.

Various organizations describe the required competencies on the basis of the objectives acknowledged within framework of the strategic plan maps. As organizational competencies have its major focus on the first word “organizational”. “It is the organization as a whole that must perform – not just an individual employee”. Organizational competencies can be defined as the mixture of vital skills, essential information, appropriate performance procedures and the true corporate culture that the organization entails to accomplish its mission (Coates & Associates, 2008).

Why is it Important for the Institution to Define its List of Competencies:

Many of the professionals are highlighted that the knowledge and skills, described in observable and measurable terms, that are necessary in order to perform a particular type or level of work activity are the list of competencies. Subject matter experts typically help to identify the technical and functional expertise required for successful performance in each occupation or an each job category.

List of competencies are much important, but there is no any uniform list of competencies defined. Managers should concentrate on integrating skills throughout all aspects of the organization. By understanding those core competencies that lead to successful growth,

managers are able to formulate ways to reach and stretch the organization's resources towards new goals as the environment changes. It is required that managers acknowledge their own competencies and align them with that of the organization (Johnson et al., 2009).

Defining competency list will assist to accomplish following key tasks:

1. Facilitates strategy development: Unless the strategy that an organization adopts is centered on its strengths and not its weaknesses it will never archive its set goals. The exploration and further development of any organization core competencies is of utmost importance in strategy development. The knowledge and understanding of these provide managers the information needed to identify opportunities in the business environment and the necessary resources to take advantage of these (Strategic Intent) (Hannagan, 2001).
2. Encourages innovation: Innovation is interlinked with a company's core competency. Competencies encourage the formation of knowledge, skills and abilities. This could be further extended to motivation. Competency models dictates and evaluates ideal patterns for employee performance. Innovation encourages employees to constantly look for ways to improve the organization in terms of profit generation and competitive advantage. This is carried out by gathering useful sources of information through utilizing available technologies. The innovative organization should encourage staff to use their initiative and offer rewards for their creativity.
3. Enforces recruitment and selection process: Competencies are effective because they dictate behaviors required to achieve business strategy. On this assumption, the assessment of competencies is one means of selecting employees. Ideally, competencies will enable organizations to form a model of the kinds of employees it wishes to attract through recruitment (Bratton & Gold, 2012).

Identifying Organizational Core Competencies:

When identifying core competencies, the process cannot be confused with the traits of individuals or what HRM literature refers to as "competencies". These relate more to the skills, knowledge, experience and behavior or individuals. Instead core competencies in a strategy context, refer to the aggregate capabilities of the organization (i.e. What the organization is able to do, through the combined and integrated efforts of many.) providing it, sustainable value and broad applicability across the business (Fernando, 2015).

Core competencies describe the behaviors that are key to the success of an organization. In a sense, core competencies define the skills and abilities that all employees must demonstrate in order to drive business results. Core competencies are directly aligned with and support the primary goals and strategies of the organization.

Competency modeling is the activity of determining the list of specific competencies that are characteristic of high performance and success in a specific organization (Alexander, 2015).

Organization core competency models should reflect the particulars of an organization: one core competency model does not fit all organizations. Typically, organizations achieve this internal linkage by embedding competencies into a structure that includes their organizational strategy. For example, they may link together Vision, Mission, Critical Success Factors, and Core competencies. Another approach is to do a “SWOT” Analysis (Strengths, Weaknesses, Opportunities, and Threats). Whatever approach is used, the organization should ensure that it follows through and links its core competencies to its strategy.

The following steps are commonly used for developing core competency models (Graber, 2012):

1. Identify the approach will be used, there are two approaches for developing core competency models
 - a. Traditional Approach
 - Review organization mission, vision, and strategy.
 - Review best in class organization core competency models.
 - Review models of Talent Management thought leaders.
 - Review consulting firm models.
 - Interview opinion leaders within organization.
 - Hold Focus Groups.
 - Consolidate findings from the previous steps.
 - Present findings to Senior Leadership for feedback.
 - Revise.
 - Finalize with Senior Leadership and communicate.
 - b. Expedited Approach
 - Identify persons who will provide input into process. Assemble group.
 - Considering mission and vision, strengths, and strategy, brainstorm organization capabilities key to success. Review list, explain why each has been selected, and narrow list to those that have the greatest agreement (10 or less).
 - In small groups, recall and tell brief positive and negative stories that impacted organization success in customer facing activities such as sales, fulfillment, and customer service. What were the critical competencies that spelled success or failure?
 - Review other competency library for additional critical competencies.
 - Review, fine-tune list. Ensure competencies are critical, strategic, and unique.

- Using competency list, individually cast votes on core competencies. Select top 5-7.
2. Vet competencies with significant others.
 3. Build behavioral examples and rating scales leveraging data from step c as possible.
 4. Determine how core competencies will be incorporated into integrated talent management, short term and long term.
 5. Develop, implement communication strategy.

Questions needed while identifying the organizational core competencies might include (Sekowski, 2015):

1. What does the company hope to achieve?
2. What are the critical business results?
3. What are the primary drivers of success?
4. Where is the company headed?
5. What is the 1-year/3-year/5-year plan?
6. A corporation's culture, mission, vision, and values should also be reflected in the organizations core competencies.

Once a list of potential core competencies has been developed they should be subjected to an acid test and evaluated against the following criteria. The more "Yes" answers assigned to each criteria the more probable it is that it is a strategic core competency (Fernando, 2015).

1. Is the competency applicable to a wide variety of markets?
2. Does the competency enable the organization to develop new products and services which deliver fundamental benefits to customers?
3. Does the competency make a significant contribution to the perceived benefits of end products / services?
4. Is the competency unique and difficult to imitate by competitors?

Domain Areas of Core Competencies:

The organization should analyze and build its core competencies around the following areas (Taylor, 2012):

1. Leadership Effectiveness: leadership analysis is a concise evaluation of how senior leader's actions guide and sustain a firm. The analysis gives attention to how senior leaders communicate with their workforce, measure organizational performance, what performance indicators they regularly review and how their performance review findings are used to drive improvement.
2. Workforce Capability and Engagement: this assessment examines a firm's systems for engaging and empowering its workforce with the aim of enabling their employees to contribute effectively and to the best of their ability.

3. **Organizational Systems and Structures:** the assessment of organizational systems and structure examines a firm's work systems, technology, and work process decisions with the aim of creating value for customers and sustaining organizational success.
4. **Operational Performance:** an assessment of how well a company's core internal functions accomplish their respective missions and strategic objectives. How productively and effectively a company's internal operations contribute to profit objectives. How efficiently a company's core operations deliver its value proposition to its customers.
5. **Customer Satisfaction and Relationships:** the extent to which how companies determine customer satisfaction and how they build relationships to retain current business and develop new opportunities.
6. **Innovation:** the assessment of innovation goes directly to a firm's ability to satisfy the voice of the customer based on its current strategy and long term plans. This analysis is directly related to the alignment of new additions of a firm's product portfolio with corporate business strategy as well as the management of the product or service lifecycle.

Maximizing the Impact of Competency Modeling:

As with any initiative, maximizing the positive impact of competency modeling requires that the competencies be implemented and utilized across the enterprise. Because competencies describe the behaviors that are critical for success, they are used as the principal components for many human resource related programs, including (Sekowski, 2015):

1. **Job profiling:** Profiling is a structured process used to create valid job descriptions. By looking at job profiles across the organization, an organizational competency profile can be identified as – a tally of all critical competencies for all jobs in the organization. The profiling process is often pursued as part of the initial roll-out of a competency-modeling initiative, because the competencies form the core of a variety of HR-related projects.
2. **Employee selection and retention:** Organizations can ensure that they are selecting and retaining individuals who consistently demonstrate the core and technical competencies that are critical for success in their position.
3. **Individual development:** Organizations ensure that employee development programs are focused on developing and maintaining the skills, abilities, and behaviors that are described by the key core and technical competencies.
4. **Succession planning:** Organizations ensure that they are developing and promoting leaders with the competencies that will drive business results.
5. **Employee training:** Training programs are built around the technical competencies that are critical to success. Training paths or roadmaps are developed that describe the essential training tools needed to develop individuals in specific positions.

6. Performance management: Managing the performance of job incumbents is maximized by combining the performance goals and objectives of the position with a competency development plan that is tailored to the development needs of a particular job incumbent.
7. Corporate culture: Corporations strive to achieve and maintain a culture that rewards and recognizes the demonstration of critical core and technical competencies.

Effect of Employee Retentions' Factors on Organizational Competence:

Organizations that may possibly be the champions or the players can be established when three important factors are combined and those three all related to human side of the organization i.e. human capital, organizational capabilities and the organizational competencies. All these move simultaneously in a way as organizational capabilities and organizational competencies need right kind of human resource in order to be formed and maintained by organizations as both need ever more than efficient employees (Lawler,1990).

Organizations that acknowledge and direct their organizational competencies efficiently competes more productively and effectively (Prahalad & Hamel, 2006).

Retaining employees is the key issue in current business environment. Without well incorporated staff in the organization and putting their greatest effort, success can never be long term. Problems existing in the personnel or in a sense human capital, have unforeseen influences that cause troubles with training, planning and decision making. So it clarifies the reason why employees leave the organizations.

The following points gives more insight to the effect of employee retentions' factors on organizational competence:

1. Employees are more likely to stay with organizations that give them the sense of pride and they will work to their maximum potential due to some rationales as work climate, rewards, the work life balance and opportunities to develop and grow (Madiha et al., 2009 cited in Fatima, 2011). Major cost to organizations is due to more employees quitting the job, these quit rates raise labor costs and lower organizational performance (Batt et al., 2002).
2. Several factors e.g. presence of challenging and meaningful work, opportunities for development and growth, level of empowerment, responsibility and managerial integrity and coordination affect the employee retention in various organizations (Birt et al. 2004). Compensation and appreciation of the task accomplished, challenging and meaningful work climate, learning opportunities, and strong relationship with workers, better work-life balance, better coordination within the organization, are the key factors that support retention (Daniels & Walker, 2001). Factors such as rewards and incentives, style of leadership, development opportunities, training and work environmental conditions somewhat directly

affect employee retention (Hytter, 2007). It is considered as a fact that growth and development opportunities and training influences the employee retention which as a consequence affect organizational competitive abilities.

3. Various factors of engagement and employee retention that comprised of organization's acceptance to satisfy personal needs and family interests, offering career development opportunities, attractive salary offerings, and intellectual challenges, were determined by (Smith & Rupp, 2002). Contrarily, Employee work duration cannot be predicted only by job satisfaction and their organizational commitment, some other important factors that comprises of autonomy, development opportunities, rewards related to performance and challenging job tasks are also influential (Sutherland & Jordaan, 2004).
4. Rewards associate employees measurably and psychologically with the organization. Behavioral researchers of organizations illustrated that rewards system of organizations represents the appreciation and acknowledgement of employee performance. Tenure, skills and work experience are the cause of increments in pays, and satisfaction increases with rewards, hence it involves from both parties to spend time and efforts in order to stay with the employment relationship (Rhoades et al., 2001). Regarding the manager's opinion, in exchange for improvement in performance by the workers, amount of pay shows the intensity and eagerness to invest on the employees by the organization. Hence, employees thinking rewards to be the factor of satisfaction will not think about other opportunities from any other organization (Foon-ming, 2008 cited in Fatima 2011).
5. Proper feedback and contingent rewards are the core of performance management, and also they both must be directly associated with business strategy, it has been represented that this arrangement has a considerable influence on the financial and productivity procedures of the organizations.
6. Winning organizations initiates a learning environment aiming at their particular organizational competence. Individual competencies are considered to be the major concern to victory. Competencies differ through organizations, although some of the successful organizations having similar competencies. Competencies are always changing related to the environment in the organizations. This relates to the concept that to keep pace and maintain the competitive edge it has become significant for the organizations to develop learning environment and every employee to continuously grow and develop (Saylor 2008 cited in Fatima, 2011).
7. Workers gain from working, and struggle rigidly to work in those organizations that provides encouraging job settings where they think they are making a differentiation and where of the staff in the organization is capable and pulling together to create advancement in the organization (Madiha et al., 2009 cited in Fatima, 2011).
8. Strong workplace functions support increased meaning and rationale in the work environment which are the key elements in any workplace environment. Formation of shared representations, interpretations, and systems of meaning among parties is essential for successful workplaces. A feeling of creating a useful contribution to

the organization and also to the society is developed through meaningful job (Roscigno & Hodson, 2004).

9. Organizations offering three times more career growth opportunities are considered to be the successful performers than those evaluated to be under average performers. Although career growth and development opportunities develop skills and abilities that facilitate organizations to accomplish their strategic objectives and missions, they also deal with motivators energizing workers to exert their abilities to best possible use. Employees seek challenges in their jobs and desire to add up meaningfully to the organizational success. Career development encourages involvement and improves the performance of the workers as well as the organization by providing employees to seek meaning and challenge in their jobs (Scales, 2010).

Section Three - Palestinian Universities

Introduction:

The role of Universities in the provision and development of manpower required for the social economic and technological advancement of any nation cannot be over-emphasized. By their unique nature universities are expected to be a repository of the most specialized and skilled intellectuals. They serve as storehouses of knowledge for nurturing the manpower needs of the nation and hence for satisfying the aspirations of the people for a good and humane society. Central to the realization of University goals and objective are the academic and administrative staff whose roles are crucial and their number, quality and their effectiveness makes the difference in university education production function and to the wider society (Mwadiani, 2002). The academic profession is fundamental to the functioning of any university. Without well qualified and committed academic staff, no academic institution can really ensure sustainability and quality over the long haul (Pienaar, 2008). Higher education institutions are therefore more dependent on the intellectual and creative abilities and commitment of the academic staff than most other organizations. This therefore makes it critically important to retain this cadre of staff.

Palestinian Universities:

Palestinian universities in the West Bank and Gaza Strip are divided in terms of academic and administrative supervision and funding into three sections, namely:

1. Public universities: They are independent in terms of funding and academic and administrative supervision.
2. Governmental universities: Located under the direct supervision of the Ministry of Education and Higher Education and Scientific Research.
3. Private universities: It is located under the direct supervision of private civil entities (Palestinian Ministry of Higher Education Website, 2015).

Higher education sector consists of 52 Palestinian educational / training institution post-secondary awarded certificates ranging from diploma to doctorate. These institutions include 14 universities and 19 university colleges and 18 community colleges and one university track open education. The majority of these universities are public (non-profit), eight universities, and three governmental and three private (for-profit). In general, these institutions follow classic traditional style in higher education, except one university tracking system of open learning (The Reality of Higher Education in Palestine, Numbers and Statistics, 2015).

Table (2.1) illustrates the Palestinian universities according to their location, supervising, and the year of foundation:

Table (2.1): Basic Data about Palestinian Universities

	University Name	Head Quarter	Supervisor	Year Established
1	Palestine Technical University - Khadoorie	Tulkarem	Government	1930
2	Hebron University	Hebron	Public	1971
3	Birzeit University	Birzeit	Public	1972
4	Bethlehem University	Bethlehem	Public	1973
5	An-Najah National University	Nablus	Public	1977
6	Islamic University of Gaza	Gaza	Public	1978
7	Palestine Polytechnic University	Hebron	Public	1978
8	Al-Quds University	Jerusalem	Public	1984
9	Al-Azhar University	Gaza	Public	1991
10	Al-Quds Open University	Jerusalem	Public	1991
11	Al-Aqsa University	Gaza	Government	1991
12	Arab American University	Jenin	Private	1997
13	Gaza University	Gaza	Private	2007
14	University of Palestine	Gaza	Private	2008

Source: Palestinian Ministry of Higher Education, Statistical Manual for the Palestinian Institutions of Higher Education, (2014-2015)

The number of higher education institutions in the Gaza Strip are five universities as follows:

1. The Islamic University (public- civil).
2. Al-Azhar University (public- civil).
3. Al-Aqsa University (governmental).
4. University of Palestine. (private).
5. University of Gaza (private).

These universities give bachelor's and master's degree, also give doctorate's degree in some disciplines such as Management, Education and Religious Principles.

The following is a brief review for universities included in this research:

1. The Islamic University of Gaza (IUG): The Islamic University of Gaza (IUG) is an independent academic institution supervised by the Ministry of Higher Education. It is a member of four associations: Association of Arab Universities, Federation of the Universities of the Islamic World, Community of Mediterranean Universities, and International Association of Universities. In addition, IUG works closely with numerous universities around the world (IUG Website, 2015).

IUG provides for its students an academic environment that adheres to Islamic principles as well as Palestinian traditions and customs. It also provides all available resources, including the most up-to-date technology in service of the education process.

Considering the vision of IUG, IUG strives to be a beacon of knowledge, culture and human services that seeks to create a comprehensive social revival.

For its mission, IUG is an academic institution that strives to raise the educational, cultural and civilization levels in the Palestinian society, to keep up with current trends in higher education and technology advancements, to encourage scientific research, and to contribute in building future generations and developing the society in a framework of Islamic values (IUG Website, 2015).

IUG management puts number of strategic goals to achieve the university vision and mission. IUG endeavors to advance learning, foster the expansion of knowledge through teaching and research and encourage community service. In fulfillment of this purpose, IUG holds the following goals:

- a. To raise the levels of educational programs based on quality standards
- b. To develop, support and invest in scientific research in order to achieve continual development
- c. To strengthen the university's role in serving and developing the society.
- d. To regulate and raise the efficiency of technical and administrative institutional performance.
- e. To improve the university environment and the level of services presented to students and staff.
- f. To reinforce partnership and cooperative relationships with local, regional and international organizations (IUG Website, 2015).

2. Al-Azhar University: Al-Azhar University - Gaza is a Palestinian public, independent, non-profit, higher education institution, designed to meet the needs of the Palestinian and Arab community of qualified human resources in different cognitive specialties, scientific research, and sustainable development with a focus on employing modern techniques in the collection of science and knowledge, and maintain the authenticity of the Palestinian heritage and the Arab and Muslim world, and adherence to the principles of democracy and human rights, and the values of justice and equality, and to abide by the rule of law, transparency, tolerance, respect and non-discrimination, diversity, and community partnership.

Al-Azhar University was established in 1991 by decision of the Palestine Liberation Organization. The university began with faculties of Sharia and Law, and Education. In 1992 was the establishment of four other colleges, pharmacy, agriculture, arts and humanities, and then a seventh college added in 1993, Economics and Administrative Sciences, and in 1997 was the establishment of the Faculty of Applied Sciences, then

the faculty of Medicine was opened in 1999, and in 2001 was the opening of the faculty of Computer and Information Technology (**Al-Azhar University Manual, 2011**).

Thousands of Palestinian students have joined Al-Azhar University-Gaza pursuing studies in different academic fields, and acquiring Palestinian values to help them take part in the construction of their own state. In nineteen years of its life, the University has twelve faculties. Besides, the university comprises educational centers, which can meet the needs of the Palestinian community, and help its youth majoring in diverse and fruitful fields of post-graduate knowledge.

Moreover, the University has established postgraduate study programs towards a Master Degree in Pharmacy, Arts, Mediterranean Studies, Law, Education, Agriculture, Water Sciences and Environment, Statistics, Accounting, Business Administration, Economic, Political Sciences, Chemistry, Biology and Mathematics (**Al-Azhar University - Gaza Website, 2015**).

3. University of Palestine: University of Palestine is a Palestinian private institution of higher education located in Al-Zahra' (south of Gaza City) with campuses operating in Jordan, Saudi Arabia and Syria. The university was established in 2003.

Each specialization has a supervisory committee of qualified lecturers who are selected in accordance with the highest academic standards, and who have good professional experience in different universities. Moreover, there is an IT unit responsible for organizing communication between lecturers and students through the UPINAR Revision and the UPINAR Office Hour, using a technological program developed by these university teams to increase the effectiveness of education and to meet the expected goals and outcomes of the academic programs. This process was the starting step in creating an unrivaled distinction through providing quality courses and methodology (**Wikipedia Website, 2015**).

Generally, the founders of University of Palestine aspire to maintain a distinctive reputation and a leading position on the map of higher education institutions in the Palestinian territories and in the world.

- a. Academic field and study plans
- b. Technological field
- c. Educational field

University of Palestine is the only University that carries the name of the country. It is independent of the government and is not supported by any political party. The working staff is made of all kind of people. The Academic staff is made graduates from Western and Asian and Arab Universities. This collection of lecturers made University of Palestine genuine learning center. Life on UP campus is free without politics (**Wikipedia Website, 2015**).

Employee Retention in Palestinian Universities in Gaza Strip:

Palestinian universities in Gaza Strip is one of the great achievements that came in response to fill the needs of the Palestinian society in the Gaza Strip, we have the development of university education in the provinces of Gaza, as university education in Palestine, through self-planning and the attendant problems emerged later, And this sector has suffered in general from many difficulties, the most important is development under occupation where the continuing obstacles (Al-Aila, 2001).

Despite the difficult conditions and problems faced by the Palestinian universities but it has made sincere efforts in the face of these circumstances characterized by insisting and challenge, where it is necessary to work hard to move towards a new phase requiring different and distinct quality of performance, policy, management, skill and education so that it can carry out the envisaged role of its existence, in response to the new insights that should the new Palestinian reality to deal with it (Othman, 2003).

The issue of staff attrition and retention of academic and administrative staff in developing countries has been less documented. Generally this is because the issue tends to be subsumed under the general category of brain drain without particular attention being devoted to it. This sub-summation reflects the close relationship between the brain drain and staff retention in many countries. Indeed the triggers identified for the brain drain in general are identified to those behind academic staff attrition and thus the two processes are intertwined as many highly skilled immigrants tend to be current academic or potential ones (Mihyo, 2008). In the Palestinian context, much of the expertise base of universities has been eroded to the extent that not enough teaching capacity is available to provide quality training for new generation of citizens. Many institutions are negatively affected by the fact that some Palestinian students who are studying abroad or current faculty members who are sent abroad to pursue further education, do not return because of pull and push factors.

Locally, qualified academic staff have resigned from Palestinian universities and secured better paying jobs abroad, many others have strong wishes to leave. Brain drain among the academic staff is real within universities and this affects staff retention. Internal brain drain is also rampant with movement of highly skilled academics to other sectors in the country.

There is a dearth of research on retention of academic staff in the Palestinian context. yet it is important for universities in Gaza Strip to know why the staff stay in their organizations, since the proper retention strategies are based on the understanding of the factors that affect whether or not employees leave or stay. As noted from the situation here in Gaza Strip universities have commercialized most of their services and hence heavily rely on their staff for quality services and product. Every educational institution wants to have a competitive edge in order to attract more students and potential employees. It is

through retention of staff that they will be able to have competitive advantage by ensuring continuity in provision of quality services and products.

From another hand, the type of employment contract of course plays an important role, permanent contracts are attractive to employees and such employees would most likely retain their jobs (Taylor, 2002). It takes a very hard decision for an employee to leave a permanent job. Flexible staffing arrangements such as use of temporary contracts on the other hand make a work place look insecure and as a result employees quit leading to poor job retention. This notwithstanding, employees on temporary employment contracts are much less likely to receive fringe benefits such as paid sick leave and pensions than those on permanent contracts.

Workers on temporary contracts have a perception of inequitable treatment and are usually unsatisfied with their jobs. The large gap in benefits occurs because employers distinguish between permanent and temporary employees in determining benefits eligibility. This differential treatment is often interpreted as a mistreatment by employees on temporary contracts who later choose to quit their jobs.

According to the Ministry of Education & Higher Education's Statistical Yearbook 2014/2015, there is a large number of part time academic staff in Palestinian Universities. Over dependence on part time academic staff in institutions invariably compromises delivery of quality education. This confirmed that reliance on temporary and part-time faculty led to a decline in the level of formal training of staff and a rise in the turnover rate which is in its self not supportive towards the achievement of the universities mission of providing quality teaching and research in addition to community service.

Chapter Three

Previous Studies

Introduction

Palestinian Studies

Arabic Studies

Foreign Studies

General Commentary on Reviewed Studies

Chapter Three - Previous Studies

Introduction:

Many studies have been conducted on the employee retention with its various aspects. However, few studies focused directly on the impact of employee retention on organizational competence. The studies reviewed are from different international countries worldwide. The research here presents 32 studies; 8 Palestinian studies, 7 Arabic studies, and 17 foreign studies. The studies are presented starting with Palestinian studies followed by Arabic studies and then ended by foreign studies. The studies' order is historical (from the newest to the oldest) and then alphabetical ordering. The most important results and recommendations are listed as their relevance to the research.

Palestinian Studies:

1. Al-Mussader (2012): The Reality of Salaries' Justice in Compensation Practices, Case Study: UNRWA Gaza Field.

This study aims to examine a perceived justice of compensation practices in the United Nations Relief and Works Agency (UNRWA). More specifically, the study aimed at examining the influence of compensation practices on attitudes towards the organization. Data were obtained from survey questionnaire.

The most important results of the study are:

- a. There is a statistical significant relationship between “salaries in UNRWA’s the host government” and salaries’ justice in UNRWA for its locally recruited staff. This reflects a deficiency of the communication channels between UNRWA management and staff unions from one side and UNRWA employees from the other side.
- b. There is a statistical significant relationship between “UNRWA Budget” and salaries’ justice in UNRWA for its locally recruited staff. This indicates a trust issue between employees and management.
- c. There is a statistical significant relationship between “Qualifications Required” and salaries’ justice in UNRWA for its locally recruited staff. This could be attributed to the existence of regulatory framework that governs recruitment process in the Agency.

The most important recommendations of the study are:

- a. Communication is a retention strategy: UNRWA would benefit from communicating its pay policy and compensation practices to the employees.
- b. The agency should not pay allowances on the top of base salaries unless there is genuine need for such exception.
- c. The Agency should exert every effort to ensure that the same post must not have several grade levels.

- d. It is recommended to reward and recognize staff who acquire qualifications more than those requested for the job. This would motivate the staff to bring more skills to support the agency operation and management.

2. Abu-Ross & Hannouna (2011): The Impact of Positive Faith in the Institution on the Desire of the Employees in Remaining in their Jobs.

This study aims to examine the organizational commitment level among Gaza universities staff, through examining the relation between level of their belief in the university, and their desire to maintain work at the University. The sample of this study was 340 employees out of 1673 staff. Data were collected through questionnaire.

The most important results of the study are:

- a. There is a high level of organizational commitment among Gaza universities staff, also indicated appositive relation between believe in the university, and the desire to maintain work at the university.
- b. There is a significant differences among Gaza university staff related to following demographical variables (age, education level, job type, years of work, and job level of these staff).
- c. There is no significant differences on commitment level of the staff related to (sex, and place of work).

The most important recommendations of the study are:

- a. It is recommended to sustain a high level of organizational commitment among Gaza strip universities staff .
- b. It is recommended to introduce the commitment literature to the employees through training.
- c. There is a necessity to keep a good organizational climate, justice treatment, and fair evaluations practice, and developing the employees' skills and knowledge.

3. Abu-Jaser (2010): The Impact of Employees Perception for Organizational Justice on the Contextual Performance Dimensions Applied Study on the Staff of the Ministries of the Palestinian National Authority.

This study aims to identify the impact of employees perception of the organizational justice on the contextual performance dimensions (organizational commitment and organizational citizenship) among employees in the Palestinian ministries in the Gaza Strip, and to determine whether there were significant differences between the level of organizational justice practiced in those ministries and the commitment and organizational citizenship. The researcher applied the descriptive analytical approach through using a stratified random sample of the study population of (1554) employees working at the headquarters of all 22 ministries operating in the Gaza Strip. The sample constitutes of (311) employees from all degrees and titles. The researcher used questionnaire to measure the variables of the study.

The most important results of the study are:

- a. There is a medium degree of organizational justice and organizational commitment, and there is a high degree of organizational citizenship of employees in the Palestinian ministries in Gaza Strip.
- b. There is a statistically significant relationship between the organizational justice and organizational commitment and organizational citizenship.
- c. There are no statistically significant differences in the response of the interviewees on the impact of organizational justice in the contextual performance due to personal characteristics (sex, educational qualification, job title, years of experience, monthly salary, age) concerning the organizational justice.
- d. There are statistically significant differences in the response of the interviewees on the impact of organizational justice in the contextual performance due to personal characteristics (educational qualification, job title, age) concerning the organizational justice, excluding the variable of (sex, years of experience, monthly salary).
- e. There are statistically significant differences in the response of the interviewees on the impact of organizational justice in the contextual performance due to personal characteristics (sex, job title, years of experience, monthly salary, age) concerning the organizational citizenship, excluding the variable of (educational qualification).

The most important recommendations of the study are:

- a. The need to develop and increase employees' perception of the three types of organizational justice, which would have positive effects on the performance of these employees, and thus the overall performance of ministries.
- b. The need to review the current civil services law being applied, particularly with regard to the financial aspect, and not to consider the educational qualification as the first and most important standard in determining the salary and the associated financial benefits of the employee, but taking in to consideration other criteria such as the employee's annual performance appraisal or the level of efficiency and productivity which he has.
- c. The need to involve the employees in decisions that affect their work, and allow them to express their views and comments, which contributes to more effective decisions.
- d. Officials should be interested in the psychological contract which defines the social relationship between individuals and the organization and not only the formal contract which determines the economic relationship between individuals and their organizations.

4. Al-Masry (2009): The Impact of Compensations on Employees' Satisfaction in Islamic University of Gaza.

This study aims to investigate the effects of the compensation on the Islamic University of Gaza Employees satisfaction. Data were collected through questionnaire.

The most important results of the study are:

- a. There is a positive relationship between salaries & compensations and employees' satisfaction.
- b. There are significant differences in the sample of study concerning the effects of the compensations on the employees satisfaction at the level of significance $\alpha=0.05$, which attributed to two personal characteristics only; the sex and the position type.
- c. There are non-significant differences in the sample of research concerning the effects of the compensations on the employees satisfaction at the level of significance $\alpha=0.05$, which attributed to two personal characteristics only; the Scientific qualification, the social status, the number of dependent sons, the position grade and years of experience.

The most important recommendation of the study is that more efforts should be exerted concerning all the components of the compensations, which will work on improving the employees compensations according to their labor and personal characteristics.

5. Abu-Nada (2007): The Relationship Between Some Personal Variables and Leadership Types, on the one hand, and The Organizational Commitment and The Feeling of Organizational Justice, on the other, in Some Palestinian Ministries in Gaza Strip.

This study aims to know the relationship between some personal variables and leadership types, on the one hand, and the organizational commitment and the feeling of organizational justice, on the other, in some Palestinian Ministries in Gaza Strip, to underscore the existence differences that have statistical significance in leadership types in these ministries, and to find out the effects of these types on organizational commitment among the employees and their feelings of organizational justice. The study has been applied on a random sample from the society of the study which included largest six ministries in Gaza Strip. Data were collected through questionnaire.

The most important results of the study are:

- a. There is an organizational justice in the Palestinian ministries in Gaza Strip but it is weak and close to average.
- b. There is no differences between the respondents of the study sample (at 0.05 level) about organizational justice attributable to the salary and incentives.

The most important recommendations of the study are:

- a. Reconsidering the systems of rewards, promotions in ranks and evaluations of performance, in way that achieves subjectivity and justice in these systems.
- b. Reconsidering the employment conditions of the woman, and the legal rules concerning the compensations of civil service to guarantee higher degrees of organizational commitment and feeling of organizational justice among employed women.

- c. The importance of training leaders how to build up positive work relationships between themselves and their employees, taking into consideration the positive effects of these relationships on behavioral variables which affect –in turn- the organizational commitment and the levels of performance and productivity.

6. Al- Aukask (2007): Incentives and Rewards System and their Effects on Improving Job Performance in the Ministries of Palestinian National Authority in Gaza Strip.

This study aims to identify the role of incentives and rewards and their effects on improving job performance of PNA ministries in Gaza Strip. This was implemented through studying the governmental incentives system and evaluating its effectiveness on job performance. Data were collected through questionnaire.

The most important results of the study are:

- a. There is a weak effect on the effectiveness of the incentives and rewards system towards improving employees performance in PNA ministries, also Incentives system is inactive and most of the employees don't have any idea about the system.
- b. There is no fair in granting the incentives and rewards, and it negatively affects the performance of the employees.
- c. PNA ministries don't use competitive techniques, such as tests and competition, for granting incentives.
- d. There is a deficiency in promotion techniques and lack of criterion for granting incentives.

The most important recommendations of the study are:

- a. It is recommended to check, review and evaluate the incentives system to fit the expectations of the employees on the public sector.
- b. The incentives system must be granted in accordance with legal criterion.
- c. Top management in PNA ministries should increase the use of rewards for the competent and active employees.
- d. PNA ministries should be re-structured on professional bases in order to place the employees in accordance with their qualifications and competence.

7. Al-Nouno (2004): Performance Appraisal Policies in the Higher Education Institutes in Gaza Strip.

This study aims to analyze the performance appraisal systems at governmental higher education institutions in the Gaza Strip.

The most important results of the study are:

- a. The current appraisal system does not include the requirement of successful appraisal System.
- b. The system lacks practical and objective criteria.
- c. The systems lacks methods of data collection for appraising performance.

- d. Appraisal is only conducted by direct supervisor.
- e. Employees who are in charge of appraisal are in need for training.

The most important recommendations of the study are:

- a. It is recommended to set clear action plans for future work in order to determine what needs to be done, and the staff must be informed about these plans in order to have a comprehensive view of what they will be asked to do.
- b. The evaluation process should be implemented regularly and systematically.
- c. The standards contained in the performance evaluation model should be linked with the duties that the employee have to do.

8. Muranekh (2004): Evaluating The Effect of Work Environment on The Job Satisfaction in Respect of Workers in The Industrial Sector in The Gaza Strip.

This study aims to appraise the effect of work environment on the satisfaction of employees working in the industrial sector facilities in the Gaza Strip. The study examined 258 industrial facilities. Data were obtained from survey questionnaire.

The most important result of the study is that there is a correlation between the following variables (qualification, sex, internal work environment, scope of work, some moral incentives, some laws of the Palestine labor, some external work environment) and the level of satisfaction.

The most important recommendations of the study are:

- a. It is recommended to increase the level of concern on employees and their problems.
- b. It is recommended to increase the salaries and improve the work conditions particularly health including heating, ventilation and lighting.

Arabic Studies:

1. Katawneh (2014): The Impact of Core Competencies in Improving the Organization Commitment of Employees in Mutah University in Jordan.

This study aims to identify the impact of core competencies (core of administrative functions, administrative roles communication skills self-development) in improving the organization commitment (normative commitment, affective commitment, continuous commitment) in Mutah University. A questionnaire was developed for data collection.

The most important results of the study are:

- a. The results have shown that the principles of competency management (competency of administrative functions, competency of administrative roles, competency of communications skills, competency of self-development) has an impact on improving organizational commitment (knowledge of job requirements,

the quantity of work achieved, the quality of work achieved, Perseverance) in Mutah university.

- b. The perceptions of Mutah University staff toward core competencies was a medium level and to organization commitment was a high level.

The most important recommendations of the study are:

- a. Working to adopt building and developing competencies.
- b. Giving staff more knowledge and capabilities in the operations of the university.
- c. Enhancing the level of organizational commitment of employees by paying interest to incentives and its types.
- d. Working to direct the incentives correctly so it will be based on competency, variable performance and higher achievement and other positive standards, to reach those who deserved it only, without distinction between workers.
- e. Focus on meeting the needs and requirements of employees and pay attention to female element and improves their skills and appropriate competencies.

2. Jehanzeb, Rasheed and Rasheed (2013): Organizational Commitment and Turnover Intentions: Impact of Employee's Training in Private Sector of Saudi Arabia.

This study aims to investigate impacts of training on organizational commitment and turnover intentions in private sector of Saudi Arabia. The study seeks to focus the relationship between organizational commitment and turnover intentions of the employees. The organizations selected were from various industries in the private sector of Riyadh, Saudi Arabia, such as banks, fast food, telecommunication and retail. Randomly selected employees were invited to contribute in the study by completing survey questionnaire.

The most important results of the study are:

- a. All the selected variables: availability of training program and supervisor support for training is found positively related to organizational commitment.
- b. Contrary to theory, motivation to learn depicts insignificant results which could have other reasons e.g. employees might be motivated to learn but their failure to put on learnt skills might cause the absence of an apparent relationship with organizational commitment.
- c. A strong inverse relationship is also confirmed between organizational commitment and turnover intentions of an employee.

The most important recommendations of the study are:

- a. Organizations should consider how to get their employees strongly recognized with their organizational goals, missions and values through appropriate training.
- b. Private sector of Saudi Arabia is required to provide the training opportunities for their employees so that they can decrease the turnover rate of employees.

- c. Managers and supervisors are also required to encourage their subordinates to motivate them for try to learn new knowledge and skills which is beneficial for their organizations.
- d. Future exploration on this topic required more deep empirical research in private sector of Saudi Arabia, so that researchers and organizations come to know that what are the other predicts which effects the organizational commitment and turnover intentions.

3. Alnaqbi (2011): The Relationship Between Human Resources Practices and Employee Retention in Public Organizations: An Exploratory Study Conducted in the United Arab Emirates.

This study aims to identify HR practices and other factors such as job satisfaction, organizational commitments and leadership practice that affect employee retention in the UAE with emphasis on public organizations, in a comparative study of Sharjah and Dubai. This research includes both quantitative and qualitative techniques.

The most important results of the study are:

- a. National culture has a direct influence on organizational culture. The current workplace culture is not highly satisfactory, and that strategies are needed to improve it.
- b. Lack of empowerment and management style are factors that influence the retention of employees in UAE public organizations.
- c. Employees did not like centralized leadership, and this affected their intention to stay within an organization.
- d. Effective commitment is directly proportional to the emotional attachment the employee feels towards the firm, such that committed employees spread their values to colleagues.
- e. Commitment comes as the result of the fulfilment of an employee's needs.

The most important recommendations of the study are:

- a. There is a need to redesign jobs and provide employees with job descriptions, in order to let each of them understand what tasks they should do and how to achieve them.
- b. There is also a clear need for staff members to be informed on the difference between 'administration management' and 'human resource management', particularly with regard to the role the HR department plays in attracting and retaining qualified employees.
- c. There is a need to establish a department within the organization for planning for both present and future needs, eliminating discrimination and bias against some employees, installing a systematic and fair reward system, and providing compensation benefits and allowances.
- d. There is a clear need for changes in the human resources management practices and style in UAE public organizations in order to ensure employee satisfaction.

- e. Organizational heads need to look into the various factors that influence employee retention in UAE organizations.

4. Fatima (2011): Does Employee Retention Affect Organizational Competence?

This study aims to identify the factors that influence any organizations skilled labors decision to stay or to leave the organization and simultaneously to analyze the effect that these factors and the employee retention exerts on the accomplishment of organizational goals and performance. The study is conducted in Pakistan.

The most important results of the study are:

- a. The study illustrates that rewards, career development opportunities, supervisor support and work environment have a positive relationship with employee retention as well as the development of organizational competence by retaining employees.
- b. Reward system of any organization regardless of its size, comprised on the decision of staying or leaving the present job. Either the compensation packages concerns with their interest and objectives or not, decides whether the employee is committed or not.
- c. The career and growth opportunities offered in the organization are according to employee's sense of fulfillment. More growth opportunities will generate more job satisfaction, hence low rate of leaving job.
- d. Supervisors or the managers of the organization who are directing the employee play a vital role in employee retention. If bosses are supportive, encouraging and let employees to learn from mistakes, more the employees feel sense of pride in their jobs.
- e. Challenging and meaningful work climate having aspects of sound control and increased level of privacy, drives the workers to be feel self-accomplished and committed to their jobs.

The most important recommendations of the study are:

- a. Allocate rewards as a satisfactory form of appreciation employees will stop them thinking about opportunities from other organizations.
- b. Develop effective compensation strategies, offers organizations a competitive edge by enhancing their ability to attract and retain employees.
- c. Identify the developmental strategies that can motivate the employee commitment to the mission and values of organizations in order to motivate them and assisting the organization to achieve and maintain a competitive edge.
- d. Establish a good relationship between workers and bosses, and improve the capabilities of supervisors and managers by providing performance and opportunities at every level of their job.
- e. Develop a supportive learning and challenging work environment.

5. Iqbal (2010): Employee Turnover: Causes, Consequences and Retention Strategies in the Saudi Organizations.

This study aims to investigate the employee turnover in Saudi organizations and to figure out why employees choose to leave their organizations and why they stay. It examines the causes of employee turnover, effects and suggests some strategies on how to reduce employee turnover within Saudi business context. A survey of more than 500 managers and employees in the Gulf Council Countries (GCC) was conducted.

The most important results of the study are:

- a. Saudi organizations hire expatriates from poor economies to gain higher returns on investments without regard to the well-being of Saudi nationals.
- b. Saudi employees showed a higher level of loyalty to Saudi organizations.
- c. The difference in personal characteristic and job variables could lead to the conclusion that the loyalty of employees can differ on the basis of their demographics and job-related variables.
- d. Job involvement represents the extent to which employees are absorbed in or preoccupied with their jobs and the extent which an individual identifies with his or her job.

The most important recommendations of the study are:

- a. Managers must make sure their organizations clearly communicate expectations about rewards, working environment and productivity standards and then deliver on the promise in order to retain their best employees.
- b. Developing skills of Saudi employees with appropriate training will make them adequate to fulfill the needs of the current local labor market.
- c. In many successful organizations, less employee turnover is a source of competitive advantage that must be continued to gain the edge in a competitive global market.
- d. In order for employees to stay in the organizations that have hired them, they need to work effectively with their managers.
- e. An examination of the financial and non-financial retention strategies should be carried out to investigate the effective strategies for the employees in the Saudi market.

6. Ganesan & Khan (2010): Conceptual Review on Retention Strategies – A Practical Approach.

This study aims to discuss the realities and human resource practices of organizations / institutions / academic towards enhancing retention and to conceptually review the individual's (workforce) experiences and exposures causing such attrition within corporate or social enterprises. The study is conducted on the corporate / social enterprises in Saudi Arabia.

The most important results of the study are:

- a. The study signifies the realms of corporate and social enterprises with respect to conceptual exhibits of authors. However, there are more and more aspects which are essential but, remained untouched due to time constraint.
- b. Only a thorough and rigorous research on these enterprises will fetch fruitful and astounding results, which could substantiate a conceptual system model for curbing attrition within organizations / corporate / academia.
- c. Configuring corporate or social enterprise is very much indispensable and need for the hour as their contribution is tremendous in imparting quality services in terms of products or education, which in turn produces potential workforces to act as socio-economic pillars for any nation to attain sustainable socio-economic development.

The most important recommendations of the study are:

- a. A thorough research with respect to extant attritional causes witnessed in the business arena in the future is strongly advised.
- b. Separate non-political statutory independent body without any political or bureaucratic interventions or interferences, linkages of affiliating and / or accrediting agencies / academia has to be constituted to regulate and monitor the functioning of corporate and social enterprises into educational avenues.
- c. Individuals having a professional vision and self-realization along with values and irrefutable corporate / academic background are to be motivated and welcomed to start up corporate and social enterprises to provide quality services.

7. Achoui & Mansour (2007): Employee Turnover and Retention Strategies: Evidence from Saudi Companies.

This study aims to identify the main turnover factors in some Saudi business companies and to develop general guidelines for employees' retention strategy within the Saudi social and business context. This study is an empirical descriptive study which is based on a survey. 495 questionnaires were collected from employees in private and government sectors.

The most important results of the study are:

- a. The study confirmed the assumption that turnover rate in the Saudi market is very high especially in the private sector.
- b. The study confirmed the accumulated evidence in the literature regarding the relationship between several demographic variables such as age, education and gender and turnover.

The most important recommendations of the study are:

- a. More effort is need in developing human resources management systems mainly in the private sector.

- b. Strategies of retention, which are based on developing human resources management systems and organizational behavior aspects such as improving communication process and networks, internal marketing policy and practicing professional exit interviews, should be implemented in order to avoid high rate of turnover and its negative consequences.
- c. More effort should be done to improve retention by taking in consideration the many factors like better recruitment effort, review job content, compensation practices, leadership and supervision, career planning and development, alternative work schedule, working conditions, non-work factors, team building, centralization, and organization communication and commitment...etc.
- d. More investment in this area by the Saudi private sector companies is required to achieve this endeavor.
- e. The previous efforts should be conducted by professionals of human resources management.

Foreign Studies:

1. Kidrakarn (2014): Employer Branding for Successful Recruitment and Retention of Talented Academic Staff in Thai Universities.

This study aims to investigate how Universities in Thailand deploy online branding efficiently in order to create their employer brand to attract potential recruits and to retain current skilled academic staff; and to develop guidelines, or sets of criteria that might be applied to suggest how Thai universities might best design their websites to attract and retain quality academic staff. This research used a mixed-methods approach. Both qualitative and quantitative research methods were applied to achieve the aim of this study.

The most important results of the study are:

- a. More highly qualified academics may hold greater expectations in relation to website quality.
- b. Newly recruited talented academics were found to tend to use university websites as their first resource to search for the information they acquired before applying for a position.

The most important recommendations of the study are:

- a. Thai universities needed to note that current use of university websites by potential overseas staff was low.
- b. To improve the university brand and create a positive image to attract high quality international staff, therefore, Thai universities had to improve their websites in particular addressing issues that made their websites more accessible and usable by people from other cultures and language bases.

2. Selesho & Naile (2014): Academic Staff Retention as A Human Resource Factor: University Perspective.

This study aims to examine factors that influence the poor retention rate of academic staff at selected universities in South Africa. Data were collected through questionnaire.

The most important results of the study are:

- a. There are intrinsic factors that affect the academic retention process. This is because the academic staff see job satisfaction as the most important aspect; job satisfaction was regarded as an intrinsic element that motivates staff to stay within their job. Another element was the fact that academic staff did not have confidence in their academic leaders; this resulted in dissatisfaction in their current job with regard to their growth and development.
- b. In support of the intrinsic element, there are also the extrinsic aspects that have an impact, either positively or negatively, on the job environment. Academic staff felt that salaries, academic promotion, and development were the main aspects and with regard to these factors, the respondents felt that their expectations are not met. While academic staff mobility and career progression were the highest priority amongst teaching and research staff, policies and regulations supporting promotions were not clear in the participating universities. Amongst other elements, salary disparities were also identified as one of the main reasons causing academics to leave their profession.

The most important recommendations of the study are:

- a. A clear academic support should promote academic growth and the retention of valuable academic staff. This will ensure that the academic leader, as a mentor, takes charge of academic progression.
- b. Universities will have to ensure that there are unambiguous, comprehensible promotion guidelines, together with processes that take the factors of institutional landscapes and environments into consideration.
- c. Clear and homogenous salary packages should be designed for academic staff, encompassing clearly defined, transparent ranking.

3. Ashar, Ghafoor, Munir, and Hafeez (2013). The Impact of Perceptions of Training on Employee Commitment and Turnover Intention: Evidence from Pakistan.

This study aims to investigate relationship of two most important perceptions of training with affective commitment. These perceptions of training include perceived availability of training and perceived supervisor support for training. The study also aims to investigate relationship of affective commitment with employee turnover intentions. Data were collected through questionnaire. Data is collected from two major services sector of the Pakistan. These sectors include telecommunication and banking.

The most important results of the study are:

- a. There is a significant positive association of both training perceptions with affective commitment.
- b. There is a significant negative association of affective commitment with employee turnover intention.
- c. Least hurdles in accessing the training opportunities leads towards higher employees to be committed with the organization.
- d. Training is a huge incentive for the organization as they foster employee loyalty and reduces turnover. It helps managers to consider the desired work related attitudes can be obtained as training benefits.
- e. Previous studies showed that supervisors normally do not support the training activities. But this study enlightens the importance of supervisor support in enhancing the positive attitudes in the employees.

The most important recommendations of the study are:

- a. Managers and practitioners can enhance the employee commitment by providing support from supervisor for training.
- b. Managers can also enhance the commitment of employees by providing training opportunities.
- c. Further researches can be conducted with contingency variables that potentially affect the relationship.

4. Samuel & Chipunza (2013): Attrition and Retention of Senior Academics at Institutions of Higher Learning in South Africa: The Strategies, Complexities and Realities.

This study aims to identify and evaluate the factors that facilitate the attrition and retention of senior academic employees in South African universities. The study adopted survey research method using quantitative research design.

The most important results of the study are:

- a. The study found the following variables as providing significant grounds for the attrition of academic employees in the universities: interpersonal relationship, job security/tenure, availability of research/teaching resources, stimulating academic environment/challenging work.
- b. Other variables such as work flexibility, basic pay/related benefits, work autonomy/ workload could not be associated with the attrition of academics in the universities.

The most important recommendations of the study are:

- a. University authorities should devise a retention strategy around the attrition variables in order to facilitate retention of senior academics in the institutions of higher learning.

- b. One important factor for consideration by management and governing council of universities will be the issue of tenure. Senior academics with the potential of making the difference in terms of teaching and research should be considered for permanent appointments. This will significantly improve their job satisfaction and commitment to the university.
- c. There is a need to implement some system of differential rewards if high performing academics are to be retained by individual universities.
- d. Attracting and retaining high performing senior academic staff is a HR function and as such, HR departments should put in place mechanisms that will enable them to track the reasons for the resignation of high performing academic employees.

5. Akala (2012). Factors Influencing Employee Retention Among the Non-Teaching Staff at the University of Nairobi.

This study aims to identify the influence of five factors namely training and development, performance appraisal, welfare benefits, disciplinary procedure, and career growth on employee retention among the non-teaching staff at the University of Nairobi, Kenya. In this study, a structured questionnaire was used to collect data from the respondents.

The most important result of the study is that employee retention at UoN is influenced by training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth.

The most important recommendations of the study are:

- a. UoN can enhance employee retention by encouraging transparency and fairness in provision of training & development opportunities to their employees.
- b. The duration taken to evaluate employee performance should be long enough to allow comprehensive assessment and the process of evaluation should involve wide consultations especially in setting performance targets.
- c. UoN can improve non-teaching employee retention by providing welfare benefits that meet the need of employees.
- d. UoN should make disciplinary rules and regulations clear to their non-teaching employees.
- e. The study suggests further research on the effectiveness of strategies used by UoN to retain non-teaching employees.

6. ALDamoe, Yazam and Ahmid (2012): The Mediating Effect of HRM Outcomes (employee retention) on the Relationship between HRM Practices and Organizational Performance.

This study aims to examine the mediating effect of HRM outcomes (employee retention) on the relationship between the HRM practices and organizational performance. In particular, it investigates the mediating role of employee retention on the above relationship. Data were collected through questionnaire. Data is collected from all

government organizations or agencies having one form of HR practices or the other in Libya.

The most important results of the study are:

- a. HRM practices have a positive influence on organizational performance.
- b. HRM practices have a positive influence on employee retention.
- c. Employee retention has a positive influence on organizational performance.
- d. Employee retention mediates the relationship between HRM practices and organizational performance.

The most important recommendations of the study are:

- a. The relationship between HRM practices and organizational performance to needs to be further improved.
- b. To enhance organizational performance, organization must develop employee retention strategies such as rewards, autonomy and image.
- c. Factors such as: incentive, compensation, competitive and fair wages etc. should be considered in encouraging or motivating employees to stay in organization for longer time.

7. Hong, Hao, Kumar, Ramendran, and Kadiresan (2012): An Effectiveness of Human Resource Management Practices on Employee Retention in Institute of Higher Learning: A Regression Analysis.

This study aims to study how employees regard importance of their empowerment, equity of compensation, job design through training and expectancy toward effective performance management on their retention. This study is conducted on a higher education institution in Malaysia namely University of Y. Quantitative data was collected using the non-probability self-administered questionnaire.

The most important results of the study are:

- a. Training and development, appraisal system compensation are significant to employee retention except employee empowerment.
- b. Empowerment, training, compensation and appraisal aspects are all essential human resource tools that often been utilized by most of the corporation nowadays to facilitate their strategic management.
- c. If an organization fulfils employee satisfaction in all the previous aspects there will be higher possibility that the retention rate would be boosting in that organization.

The most important recommendations of the study are:

- a. Manager must be sensitive to needs of employees in learning new skills & knowledge, delegation of power on action and decision, desire for competitive compensation package and recognition on existing appraisal system.
- b. Organizations can manipulate these four aspects; empowerment, training, compensation and appraisal aspects, to attract potential talents. By establishing a

reputable image as an organization, the organization will directly become favorites among the workers.

- c. Organizations should motivate its employees in a more specific manner, so it will directly increase productivity and efficiency of its operation.

8. Ng'ethe, Namusonge and Iravo (2012): Influence of Leadership Style on Academic Staff Retention in Public Universities in Kenya.

This study aims to find out the influence of leadership style on academic staff retention in public universities in Kenya. Data were collected through questionnaire.

The most important results of the study are:

- a. Leadership style inversely and significantly influences intention to leave of academic staff in Kenyan public universities. When leadership style is unfavorable intention to leave increases and when it is favorable intention to leave decreases, hence enhancing staff retention.
- b. The leadership practiced by most of the leaders in these institutions was not favorable for retention.
- c. The academic staff were not adequately involved in decision making and regular communication was lacking.
- d. Staff issues were not addressed promptly.

The most important recommendations of the study are:

- a. It is recommended that the leadership in these institutions embrace favorable leadership practices to enhance retention of academic staff in their institutions since leaders have an influence on plethora of organizational factors which affect retention.
- b. Providing more avenues for participation in decision making and regular communication will enable the staff to give their inputs in policies and goals of the organization.
- c. The leaders should be responsive to staff issues since responding to staff issues promptly shows that the leaders care and this engender intention to stay longer in the organization.
- d. Academic staff should be recognized as a critical resource that can significantly contribute to these institutions ability to compete locally and globally.

9. Aydogdu and Asikgil (2011): An Empirical Study of the Relationship Among Job Satisfaction, Organizational Commitment and Turnover Intention.

This study aims to gain a better understanding of the relationships between job satisfaction, organizational commitment and turnover intention. This study is conducted from two organizations in Istanbul. Both of these organizations are in private sector, one of these organizations is in production area, the other one is service provider. Data were collected through questionnaire.

The most important results of the study are:

- a. Job Satisfaction has a significant and positive relationship with three dimensions of organizational commitment.
- b. Turnover intention has a significant and negative relationship with job satisfaction and organizational commitment.
- c. High job satisfaction and organizational commitment will avoid turnover intention and actual turnover.
- d. Every employee has different kinds of needs and expectations and it is impossible to satisfy every need and expectation of the employees.

The most important recommendations of the study are:

- a. Employers should promote their employees by improving supervision styles that well treated employees develop a positive attitude towards supervision and the organization.
- b. Involving more employees in decision making process, providing better working condition and providing flexible working hours and paying fairly, encouraging employees to use their own skills and abilities help them to have a sense of self-pride and self confidence that increases job satisfaction.
- c. Employees having a high job satisfaction are expected to be committed to the organization, but it is important to know how these employees connect to the organization in terms of membership status.
- d. Both employee and employer should try to generate a working condition that they will work in a happy, motivated and productive atmosphere to reach the certain goals.

10. Lavania, Sharma and Gupta (2011): Faculty Recruitment and Retention: A Key for Managing Talent in Higher Education.

This study aims to identify the issues and factors related to talent management in higher education which can contribute to the growth and development of the institutions. This research was descriptive research with convenience sampling through non-probability method. The data and other relevant information were collected by deans and other faculty members from six institutions located in Agra-Mathura region, India.

The most important results of the study are:

- a. The study reveals the cost of losing best employees to be enormous beyond monetary quantification.
- b. The loss of one competent employee to a competitor institution strengthens the competitor's advantage.
- c. Whether it is an employee of any company or of any academic institute, a trained and content faculty can lead the institute to new heights while an opposite one can hamper it badly.
- d. Administrations in higher education can truly benefit from achievements that talent management has had on organizations within other industries.

The most important recommendation of the study is that institutions must realize growing talent from within can be of considerable benefit in the current competitive environment for human capital, and the ongoing need of being accountable to its constituent.

11. Sandhya & Kumar (2011). Employee Retention by Motivation.

This study aims to investigate the factors of employee retention and to suggest some strategies to keep employees working in the Indian organizations for the longest time possible.

The most important result of the study is that employee retention can be practiced better by motivating the employees in the following aspects: open communication, employee reward program, career development program, performance based bonus, recreation facilities, gifts at some occasions.

The most important recommendations of the study are:

- a. Managers should use open communication to keep employees informed on key issues and most importantly, to make them know that their opinions matter and that management is 100% interested in their input.
- b. Managers should use positive recognition for work to boost the motivational levels of employees. Recognition can be made explicit by providing awards like best employee of the month or punctuality award. Project based recognition also has great significance, the award can be in terms of gifts or money.
- c. Organizations can offer various technical certification courses which will help employees in enhancing their knowledge.

12. Naris & Ukpere (2010): Developing A Retention Strategy for Qualified Staff at the Polytechnic of Namibia.

This study aims to find out the reasons why people are resigning from the institution after obtaining their qualifications and to determine whether there are retentions strategies. The enquiry adopted a case study approach because it dealt with a specific institution in Namibia. A triangulation method was utilized to seek information from academics, administrative and support staff. A total of 230 questionnaires were distributed to staff members. Face to face semi-structured interviews were conducted with top management and ex-staff members. Institutional documents were also reviewed to corroborate empirical data that was collected.

The most important results of the study are:

- a. The realization of the vision “to be a leading university of science and technology” is wholly dependent on the knowledge, skills and abilities of staff members that are employed.
- b. Potential staff will only be attracted to the PoN to obtain training and development and then resign once they have received certain qualifications.

The most important recommendations of the study are:

- a. Government should extend additional funding to institutions on an equity basis.
- b. The institution should develop a proper innovative retention strategy:
 - The retention strategy should specifically focus on people who have potential and those who have obtained their Master's and Doctoral degrees through the institution's development programs.
 - A distinct difference should be made between administrative, support and academic staff when developing a retention strategy.
 - The strategy should offer administrative members of staff who have obtained a higher qualification an opportunity to apply their skills and knowledge.
 - For academic staff members, the retention strategy should include: Personal and professional development; flexible working hours (for academic staff members); and extra time for research activities.
 - For administrative staff members the retention strategy should include: Career development; challenging tasks; autonomy; and more responsibilities.

13. Hong & Kaur (2008): A Relationship Between Organizational Climate, Employee Personality and Intention to Leave.

This study aims to examine the relationship between organizational climate, employee personality and their intention to leave an organization in the Malaysian context. Four organizational climate dimensions were chosen for this study, i.e. structure, responsibility, rewards and support. Dominance and sociability were the personality dimensions chosen and its moderating effects were on the relationship between organizational climate and intention to leave. This study employed a descriptive design to ascertain the characteristic of the variables of interest. Questionnaires were distributed to working adults in Malaysia.

The most important results of the study are:

- a. Organizational climate has a significant association with employees' intention to leave.
- b. All the four organizational climate dimensions had significant negative correlations with employees' intention to leave.
- c. Both the dominance and sociability personalities were found significantly moderating the relationship between organizational climate and employees' intention to leave.
- d. Organizations could reduce turnover rate by improving the organizational climate. Any of the organizational climate dimensions that perceived to be negative may trigger employees' intention to quit their jobs, more so for the less dominant and less sociable employees.
- e. If employees are working in an environment that they can express themselves and being developed with more interpersonal support and opportunities for career advancement, the employees are more likely to stay in the organizations.

The most important recommendations of the study are:

- a. To reduce employee turnover rates, an organization should eliminate unnecessary rules and procedures that are ineffective and burdensome.
- b. High-performance employees should be empowered to make decisions. Giving adequate decision-making authority makes employees feel that they are valued and treated respectfully and hence will continue to serve the organization.
- c. Organizations should practice fair and equitable performance-based rewards system and employees should be paid what they are worth and not what the organization guidelines require.
- d. Organizations should provide broad-skill training, organize mentoring programs and succession planning.

14. Pienaar & Bester (2008): The Retention of Academics in the Early Career Phase: Empirical Research.

This study aims to determine to what extent academics in the early career phase at a South African higher education institution are committed to the institution in question and the impact which this commitment has on labor turnover. A longitudinal research approach was used for the purpose of this study. Longitudinal research is the repeated observation and measurement of the same individuals over a period of time. This study consisted of academic personnel who found themselves in the early career phase within a South African higher education institution during October 2004. Round one of the survey took place during October 2004 and the second round almost a year and a half later, during March 2006.

The most important results of the study are:

- a. An academic career is probably developing into one of the most stressful ones and that it no longer enjoys its previous status and prestige.
- b. Should labor market conditions improve, it will become increasingly difficult to recruit young academics (novices), as well as to retain the current academic corps, since the career dilemmas of academics do not receive the necessary attention.
- c. Should the career obstacles of young academics not be addressed, it may entail a variety of negative outcomes for higher education in general. One of these is that experienced and well-qualified academics will increasingly leave institutions.

The most important recommendations of the study are:

- a. It is imperative that the leaders who are responsible for the management of these institutions should find ways of addressing the career dilemmas of academic staff.
- b. The problems of academics in careers with high levels of job dissatisfaction and work stress should be addressed more proactively and effectively, especially where young academics are concerned.

15. Tetley (2006): Staff Retention in African Universities: Elements of A Sustainable Strategy.

This study aims to identify mechanisms for university staff retention that are feasible in Africa under currently severe financial constraints, and to gauge their effectiveness in offsetting the risk of staff loss commonly associated with capacity building efforts in Africa. Self-administered survey questionnaires were distributed to all academic staff in the targeted disciplines, at each of the selected universities, in addition to the surveys, personal interviews were conducted with some employees.

The most important results of the study are:

- a. In all the institutions, clear evidence was found that various units were operating far below their capacities.
- b. Academic staff complained about the inordinate bureaucratic red-tape that tends to surround promotion and appointment processes, without enough attention given to guiding them through this maze.
- c. Access to definitive information on promotion is a problem for many academic staff which leads to frustration, stress, a feeling that no one cares about their situation, and dissatisfaction with their institutions.
- d. Benefits can be generated by devolving some decision-making authority to units, instead of centralizing everything at the top
- e. Dissatisfaction with salaries is a key factor undermining the commitment of academics to their institutions and careers, and consequently their decision or intent to leave.

The most important recommendations of the study are:

- a. Avoid the frustration and tardiness of appointment and promotion processes and foster transparency, by ensuring that they are devolved to faculties, and anchored in a representative committee system at every level.
- b. Reconsider the retirement age for academics, at least, as a short term measure to ensure that the institutions are staffed by qualified personnel until long term solutions are found.
- c. Give serious consideration to the weighting of teaching, vis-à-vis research, in promotion, merit increment, and tenure decisions.
- d. Strike search committees for the purpose of selecting unit heads. Provision should also be made for mid-term reviews of administrative heads of units.

16. Verhaegen (2005): Academic Talent: Quo Vadis? Recruitment and Retention of Faculty in European Business Schools.

This study aims to provide insight into the relevant factors for faculty recruitment and retention that can help leadership of business schools to design and implement a tailored policy to recruit and retain academic talent in a highly competitive and international market. Two surveys were sent out in parallel to deans/directors and faculty of 181 European business schools.

The most important results of the study are:

- a. Factors of crucial importance for recruitment and retention were identified, both from the deans and from the faculty perspective.
- b. Perception gaps occurred between deans and faculty, as well as satisfaction gaps on important factors: this led to the identification of interesting policy problems and opportunities.
- c. Segmentation of the sample facilitated the demonstration of differences in perception between groups of faculty according to gender, age and rank, and between groups of schools according to legal structure, orientation, enrolment, and accreditation status.

The most important recommendations of the study are:

- a. The leadership of business schools should identify important problems, such as important factors which they are apparently less aware of, or factors where the faculty attribute low satisfaction scores. This can lead to the identification of key bottlenecks in the School's faculty management.
- b. Schools should identify their strong points. Emphasizing these strong points could help schools, even the smaller schools, to profile themselves successfully in the increasingly competitive and globalizing market for academic talent.
- c. Schools should identify its main bottlenecks in the recruitment and retention of academic talent, assess its competitive position, identify its unique selling points, and design an effective profiling strategy.

17. Ramlall (2003): Organizational Application Managing Employee Retention as A Strategy for Increasing Organizational Competitiveness.

This study aims to determine the factors that most significantly influence employees' decisions to remain employed at a particular organization in United States and possible reasons for choosing to leave. In addition, the study sought to describe the importance of retaining critical employees and developing strategies to enhance employee retention practices. The author conducted the research at a large, complex organization using a stratified random sample to select employees from all departments of the organization and to include non-supervisory employees, mid-level management, and senior management employees. A series of surveys, observations, and interviews were conducted to achieve the purpose of the study.

The most important results of the study are:

- a. The factors that most significantly contributed to an employee's satisfaction with a position were similar to the factors that contributed to the likelihood of an employee seeking employment with another organization, which are; satisfaction with rewards and recognition, task identity, feedback, number of positions held at the company, age, and satisfaction with position.
- b. Supervisors depended heavily on the human resources function as an adviser and a source of general assistance in the effort to retain their critical employees.

- c. Employees seem to increasingly want a flexible work schedule.
- d. Even though supervisors agreed there were risks associated with trying to retain the critical employees, it was evident that the benefits outweigh the costs and risks associated with such effort.

The most important recommendations of the study are:

- a. Organizations should identify their critical employees.
- b. Organizations should understand their employees' needs with regards to career, family, education, and community;
- c. Organizations should be able to continuously meet the expectations and needs of these employees.

General Commentary on Reviewed Studies:

As the subject of Employee retention has become a major concern for institutions in the current scenario. This issue is getting more and more interest and focus due to its importance in affecting the competence of any institution, the previous studies and articles were collected from many countries and backgrounds, which give the researcher a clear vision of employee retention literature, definition, importance and objectives.

Based on previous studies, this research constructs its hypotheses, and some of the notes can be highlighted as following:

1. Previous studies tackled employee retention and organizational competence for different fields such as:
 - a. Education.
 - b. Business.
 - c. Finance.
 - d. Health.
 - e. Training.
2. Regarding the studies' population and sample, the studies tackled employee retention or organizational competence in various institutions such as (universities, schools, hospitals, NGOs, public sector organizations, governmental ministries, companies, etc.).
3. Some previous studies discussed the employee retention issue in different countries such as (Palestine, UAE, Pakistan, Saudi Arabia, Thailand, Yemen, Libya, Malaysia, Jordan, India, Africa, United States, and Europe).
4. Generally, previous studies used one or more of the six employee retention factors "compensation and rewards, training and developments, supervisor support, work environment, organizational justice, and job security".
5. Previous studies argued about finding the exact factors affecting the employee retention, but generally they all concluded that compensation and rewards, training and developments, supervisor support, work environment, organizational justice, and job security are the most popular factors.

6. Many of previous studies clarified the importance of employee retention, the necessity of the employee retention's factors and its effect on the performance.
7. This study complies with previous studies that it discusses employee retention definition, importance, and factors.
8. Some previous studies proposed approaches, practices, and strategies that can be used by the HR department in order to attract and retain qualified employees as Ganesan and Khan, Achoui and Mansour, Samuel and Chipunza, and Naris and Ukpere.
9. Some of previous studies proposed policies, procedures, methodologies, and frameworks to enhance the organizational competence as Jehanzeb and others.
10. Despite of the importance of the issue of employee retention and how can retaining employees enhance the organizational competence and performance, no foreign or Palestinian studies are found, and just one Arabic study discussed its effect directly on organizational competence which is Fatima study.

This research benefited from previous studies in:

1. Examining the experience of Arab and Foreign countries with respect to the research variables and its impact on management.
2. Collecting the theoretical framework and building the research tool.
3. Testing the research methodology, and appropriate statistical methods.
4. Interpreting the results and make recommendations.

This research characterized from previous studies in:

1. It talked about the problem of employee retention and its impact on organizational competence in the workplace through the research variables, where the variables which this research focuses on are not mentioned as a set in a specific one of the previous studies.
2. It connected the employee retention with the organizational competence, while other previous studies focused only on employee retention as a separate issue.
3. The research population was also focused only on the Palestinian universities in the Gaza Strip and studied the impact of employee retention on the top and middle levels management, who are the decision makers. where the aim of this research is to promote the organizational competence in view of the importance of retaining employees to achieve better performance levels and thus achieve the objectives of the institutions.
4. However, the phenomenon of employee retention has not been fully investigated in Palestine.

Chapter Four

The Research Practical Framework

Introduction

Research Methodology

Research Design

Sources of Data

Research Population and Sample

Questionnaire Design and Procedures

Data Measurement and Statistical Analysis Tools

Validity of the Questionnaire

Reliability of the Questionnaire

Chapter Four – The Research Practical Framework

Introduction:

This chapter is considered important that it focus on the practical side of the research, it describes the used methodology to achieve the research objectives including the information about the research design, sources of data, research population and sample, questionnaire design and procedures, statistical data analysis, and validity and reliability of the questionnaire.

Research Methodology:

The research follows the descriptive analytical approach that the developed hypotheses are tested after conducting the planned data collection process. The researcher depends on using the Statistical Package for the Social Sciences (SPSS) to analyze the data collected by a questionnaire which is considered the primary source, while secondary sources are text books, journals and periodicals, thesis and dissertations, reports, and websites.

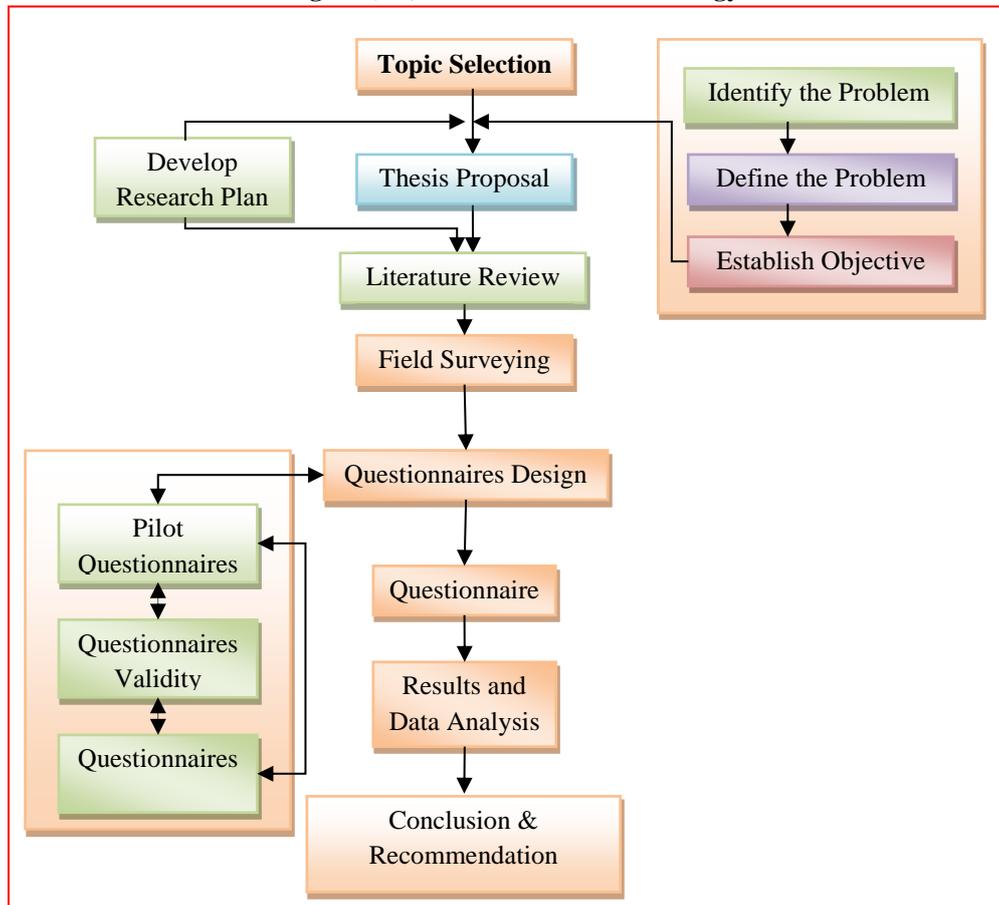
Research Design:

The followings are the steps followed by the researcher to conduct and implement the research:

1. The first phase: It includes developing the research proposal that contains identifying and defining the problems and establishment objective of the research and development research plan.
2. The second phase: After receiving the approval on the research proposal, a comprehensive literature review was conducted about employee retention and organizational competence.
3. The third phase: The researcher started developing a questionnaire including the determined variables to be measured. The questionnaire was evaluated and reviewed.
4. The fourth phase: It is focused on the modification of the questionnaire design, through distributing the questionnaire to pilot study, The purpose of the pilot study was to test and prove that the questionnaire questions are clear to be answered in a way that help to achieve the target of the research. The questionnaire was modified based on the results of the pilot study.
5. The fifth phase: It is for distributing the questionnaire. This questionnaire was used to collect the required data from the Palestinian universities in Gaza Strip which are the Islamic University, Al-Azhar University, and University of Palestine. 330 questionnaires were distributed to the research population and 278 questionnaires were received.
6. The sixth phase: Data analysis and discussion were conducted. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis.
7. The seventh phase: The final phase includes the conclusions and recommendations.

Figure (4.1) shows the methodology flowchart, which leads to achieve the research objective.

Figure (4.1) The Research Methodology



Source: (Khan, Research Methodology, 2011).

Sources of Data:

The data of this research was gathered carefully and accurately to achieve the research's objectives. There were two sources of data:

1. Secondary Data: Secondary data was obtained from journals that discussed employee retention and organizational competence. Also, many thesis, dissertations and essays were accessed through universities electronic websites. Some textbooks were available.
2. Primary Data: This data was collected from the field by questionnaire. Questionnaire was designed and distributed to get responses from target group of the research during their working hours. Respondents were asked to provide opinions regarding the variables of this research.

Research Population and Sample:

The research population consists of all administrative and academic administrative staff working in the Islamic University, Al-Azhar University, and University of Palestine,

totaled (921) employees from the three universities were classified as (524) in IUG, (253) in Al-Azhar University, and (144) in University of Palestine.

A stratified random sample representative of the research population is used. According to the statistical equation, a minimum of 271 questionnaires should be collected to be representative.

Sample size was calculated from the following equation:

$$(1) \quad n = \left(\frac{Z}{2m} \right)^2$$

Where:

Z: Standardized value corresponding to a known significance level (e.g. Z = 1.96 for significance level $\alpha = 0.05$).

m: Marginal error: expressed as a decimal mark (e.g. ± 0.05)

Using equation (1), the sample size equals:

$$n = \left(\frac{1.96}{2 \times 0.05} \right)^2 \cong 384$$

The sample size can be modified in the case of limited populations through the following equation:

$$(2) \quad n_{\text{modified}} = \frac{nN}{N + n - 1}$$

Where:

N: represents the population size.

Using $n = 384$ and $N = 921$ in equation (2), we find that the modified sample size is equal to:

$$n_{\text{modified}} = \frac{384 \times 921}{921 + 384 - 1} \cong 271$$

Thus, the appropriate sample size in this case is equal to at least 271.

The following table clarifies the population and the calculated sample and its percentage according to job category and universities.

Table (4.1): The research population and sample according to university and job category

University Name	Job Category	Population	Sample	Sample Total	Percentage
Islamic University	Administrative	440	129	154	56.9%
	Academic Administrative	84	25		

Al-Azhar University	Administrative	200	59	75	27.5%
	Academic Administrative	53	16		
University of Palestine	Administrative	101	29	42	15.6%
	Academic Administrative	43	13		
Total		921	271	271	100%

Questionnaire Design and Procedures:

A questionnaire was provided with a covering letter explaining the purpose of the study, the way of responding, the aim of the research and the security of the information in order to encourage a high response. The questionnaire included multiple choice question: which used widely in the questionnaire, the variety in these questions aims first to meet the research objectives, and to collect all the necessary data that can support the discussion, results and recommendations in the research. The questionnaire is composed of two parts as following:

Part I: Demographic Data

This part consists of the general characteristics of the research population and consists of (6) paragraphs which are:

1. Gender.
2. Age.
3. Educational Qualifications.
4. Years of Service.
5. Job Category.
6. Place of Work.

Part II: This part consists of (82) paragraphs to collect information distributed on seven main fields as follows:

1. First Field: related to compensation and rewards , consists of (10) statements.
2. Second Field: related to training and developments , consists of (11) statements.
3. Third Field: related to supervisor support, comprises:
 - a. First section: related to supervision, consists of (9) statements.
 - b. Second section: related to recognition, consists of (7) statements.
4. Fourth Field: related to work environment, consists of (9) statements.
5. Fifth Field: related to organizational justice, consists of (9) statements.
6. Sixth Field: related to job security, consists of (12) statements.
7. Seventh Field: related to organizational competence, consists of (15) statements.

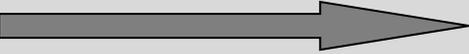
The researcher utilizes the following questionnaire procedures:

1. Upon designing the questionnaire, it was reviewed and modified by research supervisor.

2. The modified copy was given to a number of 9 referees from different universities (Islamic University, Al-Azhar University, and Al-Quds Open University), who have excellent knowledge and expertise in the area of the research topic.
3. The questionnaire was modified based on the referees' comments and a pilot sample of 42 questionnaires were distributed to help test the validity and reliability of the questionnaire.
4. Based on the pilot phase findings, it was concluded that the questionnaire is ready to be distributed as a final copy.

Data Measurement and Statistical Analysis Tools:

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, scale 1-10 is used.

Item	Strongly Disagree									Strongly Agree
Scale	1	2	3	4	5	6	7	8	9	10

To achieve the research objectives, the researcher used the Statistical Package for the Social Science (SPSS) for Manipulating and analyzing the data. The researcher utilized the following statistical tools:

1. Kolmogorov-Smirnov test of normality.
2. Pearson correlation coefficient for Validity.
3. Cronbach's Alpha for Reliability Statistics.
4. Frequency and Descriptive analysis.
5. Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance).
 - a. T-test is used to determine if the mean of a paragraph is significantly different from a hypothesized value 6. If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a paragraph is significantly different from a hypothesized value 6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean a paragraph is insignificantly different from a hypothesized value 6.
 - b. The Independent Samples T test is used to examine if there is a statistical significant difference between two means among the respondents toward "The Relationship Between Employee Retention on Organizational Competence in Palestinian Universities in Gaza Strip" due to (Gender and Job Category).
 - c. The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents

toward "The Relationship Between Employee Retention and Organizational Competence in Palestinian Universities in Gaza Strip" due to:

- Age.
- Educational Qualifications.
- Years of Service.
- Place of Work.

Validity of the Questionnaire:

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. High validity is the absence of systematic errors in the measuring instrument. When an instrument is valid; it truly reflects the concept it is supposed to measure. Achieving good validity required the care in the research design and sample selection. Validity has a number of different aspects and assessment approaches.

1. External (Pre-Pilot) Validity of the Questionnaire

It is essential to pre-pilot the questionnaire to identify any ambiguities in the questions and to identify the potential problems for each question. In order to assure high level of reliability and validity for the developed tool, the researcher had taken the approval of the supervisor to review the tool on Academic, statistic and Professional levels to ensure its relevancy and stability. The questionnaire was reviewed by 7 academic staff from universities, one professional from statistics field, and one professional who has long-time experiences in human resources field. The reason for including professional was to assure that the statement truly addressed the critical areas from the professional perspective (Pilot & Hungler, 1985).

2. Criterion Related Validity (Internal Consistency)

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of 42 questionnaires, through measuring the correlation coefficients between each paragraph in one field and the whole filed. Table (4.2 to 4.8) below shows the correlation coefficient and p-value for each field items.

a. The validity of Compensation and Rewards field

Table (4.2): Correlation coefficient of each paragraph of "Compensation and Rewards" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The salary commensurate with the tasks and works that I do.	.812	0.000*
2.	The salary is considered sufficient for a decent life and a guaranteed future without the need to change my job.	.736	0.000*

3.	The salary is paid off on a regular basis.	.534	0.000*
4.	The amount of money paid for the extra hours is convenient.	.866	0.000*
5.	The raise and bonuses in salary is considered fair and sufficient to make me hold on to my job.	.953	0.000*
6.	The benefits of the pension salaries system are good.	.774	0.000*
7.	The health insurance system provided by my job assures my treatment and my family's with no extra expenses to pay.	.714	0.000*
8.	The employees' promotion system is equitable.	.840	0.000*
9.	The promotions are based on the employee's performance.	.731	0.000*
10.	My job provides me with opportunities to evolve and improve that I will not think about looking for another one.	.901	0.000*

* Correlation is significant at the 0.05 level

Table (4.2) clarifies the correlation coefficient for each paragraph of the "Compensation and Rewards" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

b. The validity of Training and Developments field

Table (4.3): Correlation coefficient of each paragraph of "Training and Developments" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The university supports the process of training and developing its employees as they promote the university's competence.	.804	0.000*
2.	The university provides several training courses to help improve the skills and expertise in general.	.624	0.000*
3.	The university holds several training courses for promotions.	.700	0.000*
4.	There are certain and comprehensive standards for choosing employees for the training courses.	.803	0.000*
5.	Equal opportunities are given for all the employees to join the training courses.	.711	0.000*
6.	The university joins both the career path with the training path.	.716	0.000*
7.	Training courses offered to employees serve the needs of their jobs.	.782	0.000*

8.	The university provides training plans for its employees.	.804	0.000*
9.	The university has equipped areas where the training takes place.	.599	0.000*
10.	The training courses provided by the university makes me more attached to my job.	.751	0.000*
11.	The training courses help me improve my performance.	.607	0.000*

* Correlation is significant at the 0.05 level

Table (4.3) clarifies the correlation coefficient for each paragraph of the "Training and Developments" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

c. The validity of Supervisor Support field

Table (4.4): Correlation coefficient of each paragraph of "Supervisor Support" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
Supervision			
1.	I feel good about my supervisor.	.857	0.000*
2.	I feel good about the pattern of supervision.	.876	0.000*
3.	My supervisor offers me support and help when needed.	.949	0.000*
4.	The supervisor solves every problem when it occurs.	.934	0.000*
5.	My supervisor listens to everyone's opinion.	.893	0.000*
6.	My supervisor hands out tasks between the employees equally.	.915	0.000*
7.	My supervisor authorizes some of the work tasks.	.713	0.000*
8.	My supervisor always keeps me updated with work instructions and applications.	.828	0.000*
9.	My supervisor and me have the "one team work spirit".	.907	0.000*
Recognition			
1.	I'm well informed with the progress I make at work.	.858	0.000*

2.	Seeking recognition makes me more attached to my job.	.865	0.000*
3.	My supervisor praises my commitment.	.886	0.000*
4.	I gain the trust of supervisors and appreciation.	.852	0.000*
5.	Constructive criticism about my work is given to me.	.858	0.000*
6.	Having good colleagues encourages me to perform more efficiently.	.899	0.000*
7.	Being able to be part of the decision-making process makes me feel how appreciated I am.	.846	0.000*

* Correlation is significant at the 0.05 level

Table (4.4) clarifies the correlation coefficient for each paragraph of the "Supervisor Support" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

d. The validity of Work Environment field

Table (4.5): Correlation coefficient of each paragraph of "Work Environment" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Work environment is comfortable for me.	.731	0.000*
2.	The work place is provided with all the facilities (A.C, Lighting, stationary tools, etc..)	.764	0.000*
3.	Work place doesn't get overcrowded with visitors.	.565	0.000*
4.	Work place is calm and has convenient circumstances to work and focus.	.733	0.000*
5.	There's a positive diversity in the tasks that I do.	.820	0.000*
6.	Work colleagues are bonded by good personal relationships and friendships.	.487	0.001*
7.	The relationship between colleagues doesn't affect work.	.767	0.000*
8.	The administration promotes the team work spirit.	.855	0.000*
9.	Colleagues exchange vital information concerning work tasks.	.707	0.000*

* Correlation is significant at the 0.05 level

Table (4.5) clarifies the correlation coefficient for each paragraph of the "Work Environment" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

e. The validity of Organizational Justice field

Table (4.6): Correlation coefficient of each paragraph of "Organizational Justice" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I am satisfied with the process of assessing performance.	.887	0.000*
2.	The university has a fair mechanism to asses and evaluate performance based on scientific and comprehensive bases.	.889	0.000*
3.	The evaluation process is conducted rightfully.	.881	0.000*
4.	Several tools are used in evaluation.	.940	0.000*
5.	Authorizing tasks helps improving my performance.	.810	0.000*
6.	The evaluation system followed supports the promotions process.	.786	0.000*
7.	The university has a mechanism that allows employees to complain or object about any decision made in his sake.	.636	0.000*
8.	The supervisor treats the employees of the same department equally.	.745	0.000*
9.	The members of the team work receive the same amount of incentives.	.891	0.000*

* Correlation is significant at the 0.05 level

Table (4.6) clarifies the correlation coefficient for each paragraph of the "Organizational Justice" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

f. The validity of Job Security field

Table (4.7): Correlation coefficient of each paragraph of "Job Security" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I have high opportunity to keep my job.	.820	0.000*

2.	Relying on technology affects keeping my job.	.832	0.000*
3.	I have enough motivation to keep my job for years.	.809	0.000*
4.	I care about my job and I love it.	.600	0.000*
5.	I feel proud when I talk about the kind of work that I do.	.842	0.000*
6.	I find it easy to deal with the amount of tasks given to me.	.482	0.001*
7.	I control the work I do myself.	.599	0.000*
8.	My work is my way to future success.	.664	0.000*
9.	I work in a place that I aspired when graduated.	.538	0.000*
10.	I hold on to my job that I never tried to change it.	.728	0.000*
11.	I hold on to my job that I will not think about quitting if I had another convenient job outside the university.	.603	0.000*
12.	Loyalty bounds me with the university I work at.	.924	0.000*

* Correlation is significant at the 0.05 level

Table (4.7) clarifies the correlation coefficient for each paragraph of the "Job Security" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

g. The validity of Organizational Competence field

Table (4.8): Correlation coefficient of each paragraph of "Organizational Competence" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Competence standards that affect the university are comprehensive and specific.	.808	0.000*
2.	The university's competence is seen in its goals and vision.	.799	0.000*
3.	The university binds its competence with its followed strategy.	.859	0.000*
4.	The university's strategy includes goals aiming at improving its competence.	.698	0.000*
5.	The university works on its organizational competence and always supporting it.	.896	0.000*

6.	The university if following certain processes to improve and develop its competence.	.713	0.000*
7.	The university works with external consultants on developing its competence.	.661	0.000*
8.	The university evaluates its competence constantly.	.879	0.000*
9.	The university has organizational competence elements that other universities do not have.	.640	0.000*
10.	The university's competences allows competition with other universities.	.852	0.000*
11.	The university supports distinction and innovation within its competence.	.864	0.000*
12.	The university has an explicit framework for its employees.	.597	0.000*
13.	There is a clear and specific structure for the university's employees.	.898	0.000*
14.	Raising the level of competence is one of the university's main objectives.	.870	0.000*
15.	The university cares about the competence of its members as this promotes its overall competence.	.831	0.000*

* Correlation is significant at the 0.05 level

Table (4.8) clarifies the correlation coefficient for each paragraph of the "Organizational Competence" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

3. Structure Validity of the Questionnaire

Structure validity is used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (4.9): Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Compensation and Rewards	.930	0.000*
2.	Training and Developments	.866	0.000*
3.	Supervisor Support	.941	0.000*
	a. Supervision	.971	0.000*
	b. Recognition	.950	0.000*
4.	Work Environment	.865	0.000*

5.	Organizational Justice	.918	0.000*
6.	Job Security	.828	0.000*
	Employee Retention	.998	0.000*
	Organizational Competence	.958	0.000*

* Correlation is significant at the 0.05 level

Table (4.9) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

Reliability of the Questionnaire:

The reliability of an instrument is the degree of consistency which measures the attribute it is supposed to be measuring (George & Mallery, 2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George & Mallery, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

Cronbach's alpha (George & Mallery, 2006) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.10): Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	Compensation and Rewards	0.927
2.	Training and Developments	0.902
3.	Supervisor Support	0.970
4.	Work Environment	0.875
5.	Organizational Justice	0.937
6.	Job Security	0.899
	Employee Retention	0.982
	Organizational Competence	0.953
	All paragraphs of the questionnaire	0.986

Table (4.10) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.899 and 0.982. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.986 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Thereby, it can be said that the researcher proved that the questionnaire was valid and reliable, hence it was ready for distribution for the population sample.

Chapter Five

Data Analysis and Hypotheses Testing

Introduction

Test of Normality

Descriptive Analysis of the Demographic Characteristics of the Research Sample

Data Analysis

Hypotheses Testing

Chapter Five - Data Analysis and Hypotheses Testing

Introduction:

The aim of this chapter is to analyze the empirical data which was collected through the questionnaire in order to provide a real picture about the relationship between employee retention and organizational competence in Palestinian Universities in Gaza Strip. The first section tackled the test of normality. The second is about descriptive analysis for the demographic data, which will be presented and discussed. The third is about data analysis (Means and Test values for each field). The fourth section is hypotheses testing. The findings that respond to these questions and objectives will be discussed and compared to previous findings in other studies.

Test of Normality:

The One-Sample Kolmogorov-Smirnov test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed (Henry & Thode, 2002).

Table (5.1): Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Compensation and Rewards	0.830	0.496
Training and Developments	1.020	0.249
Supervisor Support	0.899	0.394
Work Environment	0.983	0.289
Organizational Justice	1.089	0.187
Job Security	1.159	0.136
Employee Retention	0.993	0.277
Organizational Competence	0.887	0.411
All paragraphs of the questionnaire	0.936	0.346

Table (5.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (5.1), the p-value for each variable is greater than 0.05 level of significance, then the

distributions for these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

Descriptive Analysis of the Demographic Characteristics of the Research Sample:

1. Gender

Table (5.2): Gender

Gender	Frequency	Percent
Male	215	77.6
Female	62	22.4
Total	277	100.0

Table (5.2) shows that 77.6% of the sample are males, and 22.4% of the sample are females. According to Personnel Affairs of the universities surveyed the majority of employees are males and the decision making positions in the university are also headed by males. Regarding to Palestinian Central Bureau of Statistics PCBS 2011, the females' contributions in the workforce are limited, and males' contributions exceed 4 times the females' contributions (Palestinian Central Bureau of Statistics, 2011). This is due to the work chances that are more for males than females, the women work fields are limited, the society culture is an essential reason in decreasing the women contribution in work, and the women' obligations and responsibilities toward their homes and families.

2. Age

Table (5.3): Age

Age	Frequency	Percent
Less than 30 years	47	17.0
30 to less than 40	119	43.0
40 to less than 50	69	24.8
50 years or more	42	15.2
Total	277	100.0

Table (5.3) shows that 60.0% of the sample are less than 40 years, and 40.0% of the sample are more than 40 years. This indicates that the majority of the employees working in universities are middle-aged to benefit from their enthusiasm and skills, and because administrative positions usually do not require long experience and advanced skills, unless it were in critical deanships.

3. Educational Qualifications

Table (5.4): Educational Qualifications

Educational Qualifications	Frequency	Percent
Diploma or less	21	7.6
Bachelor	135	48.7
Master	80	28.9
PHD	41	14.8
Total	277	100.0

Table (5.4) shows that 7.6% of the sample are "Diploma or less" holders, 48.7% of the sample are "Bachelor" holders, 43.7% of the sample are "Master and PHD" holders. This indicates that universities are likely to attract employees with advanced educational qualifications due to the nature of working in academic institution. These qualifications are of the main requirement to work in this sector. This refers that the Palestinian society interests in education and high education degrees.

The researcher attributes the low rate of the Diploma to the strong competition they face from those of higher scientific qualifications, whose number is constantly increasing. This, in turn, constitutes an incentive for the diploma category to gain experience, knowledge and join to training programs as well as they complete their studies to obtain higher scientific degrees.

4. Years of Service

Table (5.5): Years of Service

Years of Service	Frequency	Percent
Less than 5 years	41	14.8
5 to less than 10	64	23.2
10 to less than 15	86	31.0
15 years or more	86	31.0
Total	277	100.0

Table (5.5) shows that 38% of the sample have service "Less than 10 years", and 62% of the sample have service than 10 years. This is consistent with the age composition showed in table (5.3) mentioned above which also shows that the respondents are from several categories of age.

5. Job Category

Table (5.6): Job Category

Job Category	Frequency	Percent
Administrative	218	78.7
Academic Administrative	59	21.3
Total	277	100.0

Table (5.6) shows that 78.7% of the sample are "Administrative", and 21.3% of the sample are "Academic Administrative". This because the number of administrative employees is much higher than the number of academic administrative employees according to Personnel Affairs of the universities surveyed.

6. Place of Work

Table (5.7): Place of Work

Place of Work	Frequency	Percent
Islamic University	157	56.7
Al-Azhar University	76	27.4
University of Palestine	44	15.9
Total	277	100.0

Table (5.7) shows that 56.7% of the sample are working in Islamic University, 27.4% of the sample are working in Al-Azhar University and 15.9% of the sample are working in University of Palestine.

The largest group of the sample are working at the Islamic University of Gaza which has the largest number of employees among the three universities surveyed.

Data Analysis:

In the following tables, the research uses a one sample t-test to test if the opinions of the respondents in the content of the sentences are positive (weight mean greater than 6 and the p-value less than 0.05) or the opinions of the respondents in the content of the sentences are neutral (p-value is greater than 0.05) or the opinions of the respondents in the content of the sentences are negative (weight mean less than 6 and the p-value less than 0.05)

1. Employee Retention Dimension:

It comprises the following fields:

a. Compensation & Rewards Field:

Table (5.8): Means and Test values for "Compensation and Rewards"

	Item	Mean	S.D	Proportional mean (%)	Test Value	P-value (Sig.)	Rank
1.	The salary commensurate with the tasks and works that I do.	6.95	2.12	69.53	7.49	0.000*	2
2.	The salary is considered sufficient for a decent life and a guaranteed future without the need to change my job.	6.91	2.09	69.13	7.28	0.000*	3
3.	The salary is paid off on a regular basis.	7.10	2.03	70.98	8.96	0.000*	1
4.	The amount of money paid for the extra hours is convenient.	6.25	2.41	62.49	1.72	0.043*	8
5.	The raise and bonuses in salary is considered fair and sufficient to make me hold on to my job.	6.48	2.14	64.78	3.71	0.000*	5
6.	The benefits of the pension salaries system are good.	6.51	2.03	65.13	4.21	0.000*	4
7.	The health insurance system provided by my job assures my treatment and my family's with no extra expenses to pay.	6.07	2.15	60.69	0.53	0.297	9
8.	The employees' promotion system is equitable.	6.33	1.91	63.33	2.90	0.002*	6
9.	The promotions are based on the employee's performance.	6.02	2.07	60.18	0.14	0.442	10
10.	My job provides me with opportunities to evolve and improve that I will not think about looking for another one.	6.32	2.06	63.18	2.57	0.005*	7
	All items of the field	6.49	1.60	64.94	5.16	0.000*	

* The mean is significantly different from 6

Table (5.8) shows the following results:

The mean of item #3 "The salary is paid off on a regular basis" equals 7.10 (70.98%), Test-value = 8.96, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #9 "The promotions are based on the employee's performance" equals 6.02 (60.18%), Test-value = 0.14, and P-value = 0.442 which is greater than the level of significance $\alpha = 0.05$. Then the mean of this item is insignificantly different from the hypothesized value 6. This means that the respondents (Do not know, neutral) to this item.

Generally, the mean of the field "Compensation and Rewards" equals 6.49 (64.94%), Test-value = 5.16, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Compensation and Rewards". The researcher attributes this result to the universities' policy in compensations where universities follows the unified cadre system regarding salaries and compensations.

This agrees with (Al-Masry, 2009) which tackled the impact of compensations on employees' satisfaction in Islamic University of Gaza and concluded that there is a positive relationship between salaries & compensations and employees' satisfaction. Also, it is consistent with (Abdul-Elah, 2006) tackled the reality of the organizational culture prevailing in Palestinian Universities at Gaza Strip and its impact on the level of organizational development and concluded that 72% of respondents in the Islamic University and 66% of respondents in Al-Azhar University agreed that their work at the university gave them the opportunity for advancement that will enhance them to stay at their jobs. Furthermore, it agrees with (Hong et al., 2012) tackled the effectiveness of human resource management practices on employee retention in institute of higher learning, and showed that there is significantly positive relationship between independent variable compensation and dependent variable retention. Moreover, it agrees with (Hong & Kaur, 2008) tackled the relationship between organizational climate, employee personality and intention to leave, and approved that there is a significant inverse relationship between reward system and employees' intention to leave.

However, it is inconsistent with the study (Al-Nounou, 2004) which tackled the policies of staff performance appraisal at the governmental higher education institutions in the Gaza Strip that indicated the performance appraisal system lacks the granting of financial and moral incentives or bonuses to promote the employees to stay at their work.

b. Training & Developments Field:

Table (5.9): Means and Test values for "Training and Developments"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The university supports the process of training and developing its employees as they promote the university's competence.	6.86	1.81	68.59	7.90	0.000*	4
2.	The university provides several training courses to help improve the skills and expertise in general.	7.11	1.74	71.05	10.53	0.000*	2
3.	The university holds several training courses for promotions.	6.22	1.92	62.25	1.94	0.027*	9
4.	There are certain and comprehensive standards for choosing employees for the training courses.	6.21	1.97	62.14	1.80	0.036*	10
5.	Equal opportunities are given for all the employees to join the training courses.	6.39	1.92	63.90	3.38	0.000*	7
6.	The university joins both the career path with the training path.	5.88	2.16	58.84	-0.89	0.187	11
7.	Training courses offered to employees serve the needs of their jobs.	6.40	2.02	63.97	3.28	0.001*	6
8.	The university provides training plans for its employees.	6.30	2.02	62.96	2.43	0.008*	8
9.	The university has equipped areas where the training takes place.	7.15	2.02	71.48	9.46	0.000*	1
10.	The training courses provided by the university makes me more attached to my job.	6.75	1.93	67.51	6.49	0.000*	5
11.	The training courses help me improve my performance.	7.06	1.63	70.58	10.77	0.000*	3
	All items of the field	6.58	1.52	65.76	6.29	0.000*	

* The mean is significantly different from 6

Table (5.9) shows the following results:

The mean of item #9 "The university has equipped areas where the training takes place" equals 7.10 (71.48%), Test-value = 9.46, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #6 "The university joins both the career path with the training path" equals 5.88 (58.84%), Test-value = -0.89, and P-value = 0.187 which is greater than the level of significance $\alpha = 0.05$. Then the mean of this item is insignificantly different from the hypothesized value 6. This means that the respondents (Do not know, neutral) to this item.

Generally, the mean of the field "Training and Developments" equals 6.58 (65.76%), Test-value = 6.29, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Training and Developments". The researcher attributed this result to the attention of the universities to train its staff by holding ongoing courses and workshops both by Deanship of Quality and Development or by the Deanship of Community and Continuing Education.

This agrees with (Abdul-Elah, 2006) tackled the reality of the organizational culture prevailing in Palestinian Universities at Gaza Strip and its impact on the level of organizational development and concluded that 75% of respondents in the Islamic University agreed that the university supports the training process of staff, while respondents at Al-Azhar University are neutral, and this has been attributed to the culture of achievement at senior management. Also, the result agrees with (Abdul-Elah, 2006) concluded that 66% of respondents in the Islamic University agreed that the university gives the right opportunity for its employees to develop their skills constantly, while respondents at Al-Azhar are neutral. Furthermore, the results of (Abdul-Elah, 2006) study mentioned 71% of respondents in the Islamic University agreed that the university is constantly striving to develop the skills of the administrative employees, while respondents at Al-Azhar are neutral. Moreover, this agrees with (Akala, 2012) tackled the factors influencing employee retention among the non-teaching staff at the university of Nairobi. The study findings revealed that employees perceive University of Nairobi's support for staff training and development as major contributor to employee retention. The employees appreciate the relevance of the training to career development but feel that the allocation of training opportunities is not done fairly. In addition, it agrees with (Hong et al., 2012) tackled the effectiveness of human resource management practices on employee retention in institute of higher learning, and showed that there is significantly positive relationship between independent variable training and dependent variable retention.

However, the result is inconsistent with the study (Al-Nounou, 2004) which tackled the policies of staff performance appraisal at the governmental higher education institutions in the Gaza Strip that indicated the performance appraisal system of the governmental higher education institutions is unable to define the training needs or to provide training chances for employees to enhance their competencies and strengthen their weaknesses.

c. Supervisor Support Field:

Which consists of the following:

i. Supervision

Table (5.10): Means and Test values for "Supervision"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I feel good about my supervisor.	7.55	1.70	75.45	15.12	0.000*	1
2.	I feel good about the pattern of supervision.	7.34	1.74	73.43	12.85	0.000*	8
3.	My supervisor offers me support and help when needed.	7.49	1.76	74.91	14.06	0.000*	3
4.	The supervisor solves every problem when it occurs.	7.38	1.69	73.83	13.62	0.000*	6
5.	My supervisor listens to everyone's opinion.	7.51	1.77	75.09	14.22	0.000*	2
6.	My supervisor hands out tasks between the employees equally.	7.36	1.73	73.57	13.09	0.000*	7
7.	My supervisor authorizes some of the work tasks.	7.44	1.77	74.44	13.60	0.000*	4
8.	My supervisor always keeps me updated with work instructions and applications.	7.32	1.80	73.18	12.19	0.000*	9
9.	My supervisor and me have the "one team work spirit".	7.43	1.88	74.26	12.61	0.000*	5
	All items of the field	7.42	1.54	74.24	15.42	0.000*	

* The mean is significantly different from 6

Table (5.10) shows the following results:

The mean of item #1 "I feel good about my supervisor" equals 7.55 (75.45%), Test-value = 15.12, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #8 "My supervisor always keeps me updated with work instructions and applications" equals 7.32 (73.18%), Test-value = 12.19, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

Generally, The mean of the field "Supervision" equals 7.42 (74.24%), Test-value = 15.42, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Supervision". This may be attributed to the existence of Quality and Development Department at universities which is developing the indicators to measure the institutional performance, following-up and evaluating the annual plans of faculties, deanships and departments periodically in the light of the strategic plan, reviewing the annual reports and measuring the percentage of the actual completion, providing the colleges and deanships with the feedback about the annual assessments and the level of progress, preparing the development studies in the light of the results of the annual evaluation.

This agrees with (Abdul-Elah, 2006) tackled the reality of the organizational culture prevailing in Palestinian Universities at Gaza Strip and its impact on the level of organizational development and concluded that 61% of respondents in the Islamic University staff agreed that there is a fairness in distributing the tasks to employees in the same department, while respondents at Al-Azhar University are neutral. Also, it is consistent with (Khalaf, 2010) tackled the relationship between transformational leadership and managerial creativity (descriptive study on academic heads of departments at the Islamic University of Gaza). The results indicated that the direct manager supports the team spirit, where the proportional mean for this paragraph was "85.33%" and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. Furthermore, the results of (Khalaf, 2010) study indicated that the direct managers authorize the staff to achieve the desired goals, where the proportional mean for this paragraph was "84.89%" and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. In addition, the results of (Khalaf, 2010) study indicated that the direct managers encourage solving problems in innovative ways, where the proportional mean for this paragraph was "75.11%" and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$.

ii. Recognition

Table (5.11): Means and Test values for "Recognition"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I'm well informed with the progress I make at work.	7.09	1.81	70.87	10.02	0.000*	7
2.	Seeking recognition makes me more attached to my job.	7.37	1.58	73.72	14.47	0.000*	4
3.	My supervisor praises my commitment.	7.23	1.80	72.35	11.43	0.000*	5
4.	I gain the trust of supervisors and appreciation.	7.44	1.74	74.44	13.77	0.000*	3
5.	Constructive criticism about my work is given to me.	7.19	1.77	71.88	11.20	0.000*	6
6.	Having good colleagues encourages me to perform more efficiently.	7.74	1.55	77.36	18.61	0.000*	1
7.	Being able to be part of the decision-making process makes me feel how appreciated I am.	7.56	1.69	75.63	15.38	0.000*	2
	All items of the field	7.37	1.37	73.75	16.71	0.000*	

* The mean is significantly different from 6

Table (5.11) shows the following results:

The mean of item #6 "Having good colleagues encourages me to perform more efficiently" equals 7.74 (77.36%), Test-value = 18.61, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #1 "I'm well informed with the progress I make at work" equals 7.09 (70.87%), Test-value = 10.02, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

Generally, The mean of the field "Recognition" equals 7.37 (73.75%), Test-value = 16.71, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Recognition". This may be attributed to the awards that are offered by some universities for its employees like the Distinguished Employee Award which offered by the Islam University at the level of all deanships, departments, centers and units. In addition to the ceremonies that the universities hold to honor its researchers.

This agrees with (Khalaf, 2010), concluded that the direct manager expresses his appreciation to the staff when they do good performance at work, where the proportional mean for this paragraph was "84.89%" and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. Also, it agrees with (Hong & Kaur, 2008) tackled the relationship between organizational climate, employee personality and intention to leave, and concluded that giving adequate decision-making authority makes employees feel that they are valued and treated respectfully and hence will continue to serve the organization.

iii. Supervisor Support in General

Table (5.12): Means and Test values for "Supervisor Support"

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
Supervision	7.42	1.54	74.24	15.42	0.000*	1
Recognition	7.37	1.37	73.75	16.71	0.000*	2
All items of Supervisor Support	7.40	1.38	74.03	16.95	0.000*	

*The mean is significantly different from 6

Table (5.12) shows the mean of all items equals 7.40 (74.03%), Test-value =16.95 and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The mean of all items is significantly different from the hypothesized value 6. This means that the respondents agree to all items of Supervisor Support. This refers to the supervisors at universities who depend heavily on the human resources function as an adviser and a source of general assistance in the effort to retain their employees. Supervisors typically resort to their departmental leaders to seek their support in the effort and to approve funding when applicable for budget increases. The human resources department

employees are considered as the experts with the applicable knowledge needed in the employee retention efforts.

This agrees with (Jehanzeb et al., 2013) tackled the organizational commitment and turnover intentions: impact of employee’s training in private sector of Saudi Arabia, and the results strongly indicates that there is a positive relationship between manager support and organizational commitment. Also, it agrees with (Hong & Kaur, 2008) tackled the relationship between organizational climate, employee personality and intention to leave, and approved that there is a significant inverse relationship between supervisor support and employees’ intention to leave.

d. Work Environment Field:

Table (5.13): Means and Test values for "Work Environment"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Work environment is comfortable for me.	7.30	1.88	73.00	11.48	0.000*	3
2.	The work place is provided with all the facilities (A.C, Lighting, Stationary Tools, etc..)	6.70	2.14	66.97	5.42	0.000*	9
3.	Work place doesn’t get overcrowded with visitors.	6.96	1.83	69.60	8.71	0.000*	6
4.	Work place is calm and has convenient circumstances to work and focus.	6.88	1.86	68.84	7.92	0.000*	8
5.	There’s a positive diversity in the tasks that I do.	6.91	1.85	69.10	8.19	0.000*	7
6.	Work colleagues are bonded by good personal relationships and friendships.	7.35	1.69	73.47	13.22	0.000*	1
7.	The relationship between colleagues doesn’t affect work.	7.31	1.72	73.14	12.69	0.000*	2
8.	The administration promotes the team work spirit.	7.07	1.81	70.69	9.78	0.000*	5
9.	Colleagues exchange vital information concerning work tasks.	7.17	1.63	71.70	11.91	0.000*	4
	All items of the field	7.07	1.43	70.72	12.51	0.000*	

* The mean is significantly different from 6

Table (5.13) shows the following results:

The mean of item #6 "Work colleagues are bonded by good personal relationships and friendships" equals 7.35 (73.47%), Test-value = 13.22, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #2 "I The work place is provided with all the facilities (A.C, Lighting, Stationary Tools, etc..)" equals 6.70 (66.97%), Test-value = 5.42, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

Generally, The mean of the field "Work Environment" equals 7.07 (70.72%), Test-value = 12.51, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Work Environment". This factor is considered as a significant factor in the employee retention efforts. The work place will increasingly be an important issue in the efforts to retain an organization's employees, since the employee spend a third of his day at work. So this can be attributed to the existence of General Maintenance Department at universities which concerns with; participating in providing the best equipment necessary for the university through the Technical Committee and the Committee of purchases, maintaining the devices and miscellaneous equipment to ensure its continuing functioning, providing supplies for the university including plumbing, carpentry, metalwork and paint, and following-up the prevention and safety for all university property from fire and damages.

This agrees with (Abdul-Elah, 2006) tackled the reality of the organizational culture prevailing in Palestinian Universities at Gaza Strip and its impact on the level of organizational development and concluded that 83% of respondents in the Islamic University agreed that the university provides the appropriate conditions for the employee to do his job easily, while respondents at Al-Azhar are neutral. Also, it agrees with (Ramlall, 2003) tackled the organizational application managing employee retention as a strategy for increasing organizational competitiveness. The study found that employees seem to increasingly want a flexible work schedule. Flexible work schedule was cited as one of the main reasons for deciding to remain with the company if offered employment with another organization. Furthermore, it agrees with (Hong & Kaur, 2008) tackled the relationship between organizational climate, employee personality and intention to leave, and concluded that organizations could reduce turnover rate by improving the working environment. If employees are working in an environment that they can express themselves and being developed with more interpersonal support and opportunities for career advancement, the employees are more likely to stay in the organizations.

e. Organizational Justice Field:

Table (5.14): Means and Test values for "Organizational Justice"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I am satisfied with the process of assessing performance.	6.74	1.79	67.40	6.88	0.000*	5
2.	The university has a fair mechanism to asses and evaluate performance based on scientific and comprehensive bases.	6.87	1.78	68.66	8.11	0.000*	4
3.	The evaluation process is conducted rightfully.	6.71	1.92	67.15	6.20	0.000*	6
4.	Several tools are used in evaluation.	6.63	2.09	66.32	5.03	0.000*	8
5.	Authorizing tasks helps improving my performance.	7.10	1.63	71.05	11.29	0.000*	1
6.	The evaluation system followed supports the promotions process.	6.68	1.72	66.75	6.54	0.000*	7
7.	The university has a mechanism that allows employees to complain or object about any decision made in his sake.	6.87	1.73	68.70	8.38	0.000*	3
8.	The supervisor treats the employees of the same department equally.	6.92	1.95	69.17	7.82	0.000*	2
9.	The members of the team work receive the same amount of incentives.	6.61	2.04	66.10	4.99	0.000*	9
	All items of the field	6.79	1.50	67.92	8.77	0.000*	

* The mean is significantly different from 6

Table (5.14) shows the following results:

The mean of item #5 "Authorizing tasks helps improving my performance" equals 7.10 (71.05%), Test-value = 11.29, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #9 "The members of the team work receive the same amount of incentives" equals 6.61 (66.10%), Test-value = 4.99, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

Generally, The mean of the field "Organizational Justice" equals 6.79 (67.92%), Test-value = 8.77, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Organizational Justice". This is because the universities in Gaza Strip are subject to the supervision of the Ministry of Education, which has oversight and inspection device that would follow the functioning of the university, in addition to the existence of labor unions, which are always demanding the rights of employees and stand by their side. Moreover, the universities have an appraisal system allows to evaluate the performance on a regular basis, in addition to Quality and Development Department which works on quality assurance at various levels.

This agrees with (Abu-Nada, 2007) which tackled the relationship between some personal variables and leadership types, on the one hand, and the organizational commitment and the feeling of organizational justice, on the other, in some Palestinian Ministries in Gaza Strip and concluded that there is an organizational justice in the Palestinian ministries in Gaza Strip but it is weak and close to average. Also, it agrees with (Hong et al., 2012) tackled the effectiveness of human resource management practices on employee retention in institute of higher learning, and showed that there is significantly positive relationship between independent variable appraisal system and dependent variable retention. Moreover, the study of (Abdul-Elah, 2006), concluded that 71% of respondents in the Islamic University agreed that the performance evaluation is done through specific criteria, while 62% of respondents at Al-Azhar University disagreed with that. In addition, the result of #9 agrees with (Abu-Nada, 2007), concluded that there is no differences between the respondents of the study sample (at 0.05 level) about organizational justice attributable to the salary and incentives.

However, the result of #9 does not agree with (Abdul-Elah, 2006), mentioned that 66% of respondents in Al-Azhar University do not agreed that the incentive system at the university is linked to the completion of the work, while respondents at the Islamic University are neutral. This has been attributed to the dominant culture.

f. Job Security Field:

Table (5.15): Means and Test values for "Job Security"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I have high opportunity to keep my job.	7.53	1.81	75.34	14.10	0.000*	6
2.	Relying on technology affects keeping my job.	7.39	1.91	73.86	12.06	0.000*	8
3.	I have enough motivation to keep my job for years.	7.22	1.92	72.20	10.56	0.000*	9
4.	I care about my job and I love it.	7.69	1.80	76.86	15.56	0.000*	3
5.	I feel proud when I talk about the kind of work that I do.	7.78	1.70	77.83	17.37	0.000*	1
6.	I find it easy to deal with the amount of tasks given to me.	7.62	1.52	76.25	17.83	0.000*	4
7.	I control the work I do myself.	7.62	1.53	76.17	17.57	0.000*	5
8.	My work is my way to future success.	7.51	1.73	75.13	14.52	0.000*	7
9.	I work in a place that I aspired when graduated.	7.16	2.01	71.63	9.60	0.000*	10
10.	I hold on to my job that I never tried to change it.	7.09	2.08	70.90	8.74	0.000*	11
11.	I hold on to my job that I will not think about quitting if I had another convenient job outside the university.	6.92	2.25	69.21	6.80	0.000*	12
12.	Loyalty bounds me with the university I work at.	7.71	2.00	77.14	14.26	0.000*	2
	All items of the field	7.44	1.44	74.36	16.62	0.000*	

* The mean is significantly different from 6

Table (5.15) shows the following results:

The mean of item #5 "I feel proud when I talk about the kind of work that I do" equals 7.78 (77.83%), Test-value = 17.37, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is

significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #11 "I hold on to my job that I will not think about quitting if I had another convenient job outside the university" equals 6.92 (69.21%), Test-value = 6.80, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

Generally, The mean of the field "Job Security" equals 7.44 (74.36%), Test-value = 16.62, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Job Security". This may be attributed to the sense of satisfaction that the employees feel in their jobs, since the situation in Gaza Strip affects the other jobs in the local market, accordingly working at universities is considered a chance for anybody due to the existence of stability compared to the other places of work in the strip.

This agrees with (Abdul-Elah, 2006), concluded that 91% of respondents in the Islamic University and 73% of respondents in Al-Azhar University agreed that there is a motivation for them to continue working at the university. The difference in favor of the Islamic University has been attributed to the existence of job satisfaction among its employees and the stability of their systems, while the differences at Al-Azhar has been attributed to the change in senior management and the lack of the stability sense. Also, it agrees with (Samuel & Chipunza, 2013) tackled the attrition and retention of senior academics at institutions of higher learning in South Africa. The research results provided significant positive relationship between the retention of academic staff and job security.

g. Employee Retention in General:

Table (5.16): Means and Test values for "Employee Retention"

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
Compensation and Rewards	6.49	1.60	64.94	5.16	0.000*	6
Training and Developments	6.58	1.52	65.76	6.29	0.000*	5

Supervisor Support	7.40	1.38	74.03	16.95	0.000*	2
Work Environment	7.07	1.43	70.72	12.51	0.000*	3
Organizational Justice	6.79	1.50	67.92	8.77	0.000*	4
Job Security	7.44	1.44	74.36	16.62	0.000*	1
All items of Employee Retention	7.01	1.22	70.11	13.81	0.000*	

* The mean is significantly different from 6

Table (5.16) shows the mean of all items equals 7.01 (70.11%), Test-value =13.81 and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The mean of all items is significantly different from the hypothesized value 6. This means that the respondents agree to all items of Employee Retention. This may be refers to the practices of human resources department, the personnel affairs, and the administrative affairs in universities which concerned with; providing the university with the required distinct competencies manpower from the various disciplines needed for administrative work, raising the efficiency of administrative staff performance and campus services through training courses and developing the necessary programs, achieving job satisfaction to the staff of the university which strengthens the faith of the university, and finally providing the personnel affairs services easily for the administrators and academic staff.

This agrees with (Ghali, 2015) tackled the servant leadership and its relationship with organizational commitment empirical study on Universities in Gaza Strip, concluded that the organizational commitment level from the standpoint of respondents who are working at the university was high in general, where the employees agreed that they have high intention to stay at their jobs for long time. Also, it agrees with (Hannouna, 2006) which measured the organizational commitment level among Gaza universities staff, and showed that there was a high level of organizational commitment among workers at Palestinian universities in the Gaza Strip with a rate reached 83.4%. Moreover, it agrees with (Hannouna, 2006), showed that there is a high level of desire among workers in the Palestinian universities in the Gaza Strip to continue working in the Palestinian universities in the fields of the paragraphs related to the work progress, job functions and relationship with colleagues, from the other hand there is an average level of desire about lifelong continuity working at the university. Furthermore, it agrees with (Ramlall, 2003) tackled the organizational application managing employee retention as a strategy for increasing organizational competitiveness, and found that organizations should identify their critical employees; understand their needs with regards to career, family, education, and community; and be able to continuously meet the expectations and needs of these employees. It is through proactive efforts that the organization can reduce the likelihood of losing the critical employees.

2. Organizational Competence Dimension:

Table (5.17): Means and Test values for "Organizational Competence"

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Competence standards that affect the university are comprehensive and specific.	7.20	1.70	71.99	11.72	0.000*	13
2.	The university's competence is seen in its goals and vision.	7.51	1.63	75.13	15.40	0.000*	1
3.	The university binds its competence with its followed strategy.	7.42	1.58	74.19	14.92	0.000*	8
4.	The university's strategy includes goals aiming at improving its competence.	7.47	1.64	74.73	14.96	0.000*	5
5.	The university works on its organizational competence and always supporting it.	7.44	1.57	74.37	15.28	0.000*	7
6.	The university if following certain processes to improve and develop its competence.	7.30	1.51	72.96	14.30	0.000*	12
7.	The university works with external consultants on developing its competence.	6.92	1.79	69.21	8.54	0.000*	15
8.	The university evaluates its competence constantly.	7.16	1.76	71.59	10.96	0.000*	14
9.	The university has organizational competence elements that other universities do not have.	7.32	1.69	73.21	12.98	0.000*	11
10.	The university's competences allows competition with other universities.	7.40	1.59	74.01	14.65	0.000*	9
11.	The university supports distinction and innovation within its competence.	7.44	1.50	74.44	16.06	0.000*	6
12.	The university has an explicit framework for its employees.	7.39	1.57	73.90	14.70	0.000*	10
13.	There is a clear and specific structure for the university's employees.	7.49	1.76	74.87	14.05	0.000*	3
14.	Raising the level of competence is one of	7.49	1.67	74.91	14.86	0.000*	2

	the university's main objectives.						
15.	The university cares about the competence of its members as this promotes its overall competence.	7.48	1.73	74.84	14.25	0.000*	4
	All items of the field	7.36	1.34	73.62	16.95	0.000*	

* The mean is significantly different from 6

Table (5.17) shows the following results:

The mean of item #2 "The university's competence is seen in its goals and vision" equals 7.51 (75.13%), Test-value = 15.40, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

The mean of item #7 "The university works with external consultants on developing its competence" equals 6.92 (69.21%), Test-value = 8.54, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. This means that the respondents agreed to this item.

Generally, The mean of the field "Organizational Competence" equals 7.36 (73.62%), Test-value = 16.95, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. This means that the respondents agreed to field of "Organizational Competence". This may be attributed to the existence of Quality and Development Department at universities which is supervising the preparation and processing of the university's strategic plan, and following-up to the implementation, evaluation and updating the strategic plan.

This agrees with (Abdul-Elah, 2006) tackled the reality of the organizational culture prevailing in Palestinian Universities at Gaza Strip and its impact on the level of organizational development and concluded that 96%, 68% of respondents in the Islamic University and Al-Azhar University agreed that the university is paying attention to human resource development. Also, the results of (Abdul-Elah, 2006) showed that 83% of respondents in the Islamic University agreed that the university appoint competent staff, while respondents at Al-Azhar University are neutral. Moreover, it agrees with (Ramlall, 2003) tackled the organizational application managing employee retention as a strategy for increasing organizational competitiveness, and found that the benefits of retaining the critical employees include the ability of the organization to achieve its strategic business objectives and to gain a competitive advantage over its current and potential competitors.

Supervisors were willing to invest to retain their critical employees rather than to risk reducing productivity and profitability given the turnover of a critical employee.

Hypotheses Testing:

- 1. The first hypothesis: There is a statistical significant correlation (at $\alpha = 0.05$ level) between employee retention and organizational competence.**

Table (5.18): Correlation coefficient between employee retention and organizational competence

Item	Pearson Correlation Coefficient	P-Value (Sig.)
Relationship between Compensation and Rewards and organizational competence	.574	0.000*
Relationship between Training and Developments and organizational competence	.583	0.000*
Relationship between Supervisor Support and organizational competence	.573	0.000*
Relationship between Work Environment and organizational competence	.654	0.000*
Relationship between Organizational Justice and organizational competence	.626	0.000*
Relationship between Job Security and organizational competence	.671	0.000*
Relationship between employee retention and organizational competence	.735	0.000*

* Correlation is statistically significant at 0.05 level

Table (5.18) shows that the correlation coefficient between employee retention and organizational competence equals 0.735 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. This means that there is a significant relationship between employee retention and organizational competence. This is because universities describe the required competencies on the basis of the objectives acknowledged within framework of the strategic plan maps, and since the Administrative Affairs realize that employees are considered as the backbone for any organization, so it encourage current employees to remain with the university by putting development plans in order to empower employees to stay longer, where long term service of employee's means they are efficient and effective to their job duties, and this leads to that employee retention always increases organizational performances and competencies.

This agrees with (Katawneh, 2014) tackled the impact of core competencies in improving the organization commitment of employees in Mutah University in Jordan. The results have shown that the principles of competency management (competency of administrative functions, competency of administrative roles, competency of communications skills, competency of self-development) has an impact on improving organizational commitment in Mutah university. Also, it agrees with (ALDamoe et al., 2012) tackled the mediating

effect of HRM outcomes (employee retention) on the relationship between HRM practices and organizational performance, which approved that employee retention has a positive influence on organizational performance.

However, this is inconsistent with (Jehanzeb et al., 2013) tackled the organizational commitment and turnover intentions: impact of employee's training in private sector of Saudi Arabia, and concluded that there is a strong inverse relationship is also confirmed by our research between organizational commitment and turnover intentions of an employee.

2. The second hypothesis: There are statistical significant differences (at $\alpha = 0.05$ level) in the responses of the research sample due to the following demographic variables (gender, age, educational qualifications, years of service, job category, place of work). This hypothesis consists from the following sub-hypotheses:

a. There are significant differences (at the $\alpha 0.05$ level) in the responses of the research sample regarding the relationship between employee retention and organizational competence due to gender.

Table (5.19): Independent Samples T-Test of the fields and their p-values for "Gender"

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Compensation and Rewards	6.59	6.16	1.857	0.064
2.	Training and Developments	6.64	6.35	1.350	0.178
3.	Supervisor Support	7.45	7.23	1.101	0.272
4.	Work Environment	7.22	6.55	3.306	0.001*
5.	Organizational Justice	6.88	6.49	1.820	0.070
6.	Job Security	7.52	7.15	1.797	0.073
	Employee Retention	7.09	6.72	2.137	0.033*
	Organizational Competence	7.44	7.09	1.817	0.070

* The mean difference is significant a 0.05 level

Table (5.19) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields "Work Environment and Employee Retention", then there is significant difference among the respondents toward this fields due to gender. This means that the personal characteristics' gender has an effect on this fields. This can be attributed as follows; females tend to work at calm places with less pressure which fit with their nature. Also, females are more likely to feel uncomfortable in their jobs at university because of

the policy followed by managers that they prefer to hire males due to religious issues, and because males have the ability to work under pressure. Also this policy stemmed from the bad situation that males face after graduation which they spend long time searching for jobs, almost organizations nowadays prefer to hire males in order to reduce the unemployment rate and help males to start they life and secure their future.

For the other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to gender. This means that the personal characteristics' gender has no effect on the other fields.

This is inconsistent with (Muranekh, 2004); which proved that there is a correlation between the following variables (qualification, sex, internal work environment, scope of work, some moral incentives, some laws of the Palestine labor, some external work environment) and the level of satisfaction. Also, it is inconsistent with (Hannouna, 2006) showed that there are statistically significant differences about the desire to continue working at the university due to the variable gender, where the differences were in favor of females, and this may be due to the desire that the females workers in the Palestinian universities have, this desire may be attributed to the nature of work at the university which provides high stability and high position in social terms, in addition to the dearth of career opportunities in other business sector.

b. There are significant differences (at the α 0.05 level) in the responses of the research sample regarding the relationship between employee retention and organizational competence due to age.

Table (5.20): ANOVA test of the fields and their p-values for "Age"

No.	Field	Means				Test Value	Sig.
		Less than 30 years	30 to less than 40	40 to less than 50	50 years or more		
1.	Compensation and Rewards	5.41	6.39	6.94	7.25	14.232	0.000*
2.	Training and Developments	6.10	6.47	6.85	6.95	3.362	0.019*
3.	Supervisor Support	7.26	7.09	7.73	7.89	5.553	0.001*
4.	Work Environment	6.65	6.98	7.20	7.59	3.745	0.012*
5.	Organizational Justice	6.58	6.55	6.93	7.49	4.794	0.003*
6.	Job Security	6.97	7.36	7.62	7.87	3.483	0.016*
	Employee Retention	6.57	6.85	7.27	7.55	6.968	0.000*
	Organizational Competence	7.06	7.19	7.65	7.73	3.662	0.013*

* The mean difference is significant a 0.05 level

Table (5.20) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to age. This means that the personal characteristics' age has an effect on each field.

For each field, The mean for the category "50 years or more" respondents have the highest among the other age, then it means that the category "50 years or more" respondents is agreed much more than the other age category. This is because employees with more than 50 years tend to stay at a secure job away from changing that young people prefer, also perhaps that those in the high ages achieved high social status at their jobs and they got high positions which granted them higher salaries with less risks and dangers. While employees less than 40 years still have the ambition to change their jobs specially after the experience they got which will qualify them to get better jobs elsewhere.

This agrees with the study of (Ghali, 2015) which approved that there were statistically significant differences between organizational commitment level due to the variable age, where the employees with more than 55 years are most likely have the highest intention to stay at their work, and they are the most committed than others. Also, it agrees with (Kumar & Giri, 2009) entitled "The effect of age and experience on job satisfaction and organizational commitment", which found that job satisfaction and organizational commitment among older workers are larger than the younger.

c. There are significant differences (at the α 0.05 level) in the responses of the research sample regarding the relationship between employee retention and organizational competence due to educational qualifications.

Table (5.21): ANOVA test of the fields and their p-values for "Educational Qualifications"

No.	Field	Means				Test Value	Sig.
		Diploma or less	Bachelor	Master	PHD		
1.	Compensation and Rewards	5.64	6.37	6.46	7.41	7.277	0.000*
2.	Training and Developments	5.77	6.67	6.33	7.16	5.057	0.002*
3.	Supervisor Support	6.57	7.41	7.29	8.01	5.703	0.001*
4.	Work Environment	6.24	7.25	6.88	7.29	3.932	0.009*
5.	Organizational Justice	6.24	6.81	6.49	7.60	6.341	0.000*
6.	Job Security	6.62	7.40	7.33	8.17	6.385	0.000*
	Employee Retention	6.22	7.03	6.86	7.66	7.807	0.000*
	Organizational Competence	6.71	7.41	7.24	7.77	3.309	0.021*

* The mean difference is significant a 0.05 level

Table (5.21) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to educational qualifications. This means that the personal characteristics' educational qualifications has an effect on each field.

For each field, The mean for the category "PHD" respondents have the highest among the other educational qualifications, then it means that the category "PHD" respondents is agreed much more than the other educational qualifications category. This is because of the social status, job level and the rate of the high salaries offered by the Palestinian universities lead to higher desire of intention to stay at the university, so that the employees with bachelor degree feel more responsible toward their job due to the opportunity of success that these institutions can offer. In addition to the ongoing competition between colleagues to get higher positions, also because the university always encourage and support them to complete their higher education.

This agrees with (Hannouna, 2006) study and (Abu-Nada, 2007) study which showed that the personal characteristics' educational qualifications has an effect on field of study.

d. There are significant differences (at the α 0.05 level) in the responses of the research sample regarding the relationship between employee retention and organizational competence due to years of service.

Table (5.22): ANOVA test of the fields and their p-values for "Years of Service"

No.	Field	Means				Test Value	Sig.
		Less than 5 years	5 to less than 10	10 to less than 15	15 years or more		
1.	Compensation and Rewards	5.40	6.30	6.38	7.27	15.861	0.000*
2.	Training and Developments	5.96	6.52	6.61	6.88	3.544	0.015*
3.	Supervisor Support	7.09	7.32	7.33	7.68	2.030	0.110
4.	Work Environment	6.43	6.72	7.13	7.58	8.313	0.000*
5.	Organizational Justice	6.43	6.62	6.73	7.16	2.894	0.036*
6.	Job Security	6.83	7.20	7.54	7.79	5.121	0.002*
	Employee Retention	6.43	6.84	7.00	7.42	7.303	0.000*
	Organizational Competence	7.01	7.10	7.20	7.89	7.125	0.000*

* The mean difference is significant a 0.05 level

Table (5.22) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the field "Supervisor Support", then there is insignificant difference among the

respondents toward this field due to years of service. The researcher concluded that the personal characteristics' years of service has no effect on this field.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to years of service. This means that the personal characteristics' years of service has an effect on the other fields.

For the other fields, The mean for the category "15 years or more" respondents have the highest among the other years of service, then it means that the category "15 years or more" respondents is agreed much more than the other years of service category. This is because employees with more than 15 years of service are most likely to achieve the highest progress in their administrative functions, which will be reflected on their intention to stay at the same job and achieve higher and higher positions or to leave for a new job to start over, in addition they have the highest salaries due to their long experience at the university that leads them to adapt to the working conditions.

This agrees with (Ghali, 2015) study which showed that there were statistically significant differences between organizational commitment level due to the variable years of service, where the employees who served more than 15 years at the university are most likely have the highest intention to stay at their work, and they are the most committed than others.

However, it is inconsistent with (Hannouna, 2006) study which indicated that employees whose served less than 5 years have the highest intention to continue working at their jobs, the researcher attributed this to the high ambition that the young people have when starting in a good job, especially when looking at the other jobs available at the local market. Where working at university achieve high social status for employees. Contrary the desire to continue working at university is less for those who served more than 15 years due to the routine of work.

- e. There are significant differences (at the α 0.05 level) in the responses of the research sample regarding the relationship between employee retention and organizational competence due to job category.

Table (5.23): Independent Samples T-test of the fields and their p-values for "Job Category"

No.	Field	Means		Test Value	Sig.
		Administrative	Academic Administrative		
1.	Compensation and Rewards	6.35	7.03	8.708	0.003*
2.	Training and Developments	6.43	7.12	10.035	0.002*
3.	Supervisor Support	7.29	7.81	6.709	0.010*
4.	Work Environment	7.04	7.20	0.567	0.452
5.	Organizational Justice	6.59	7.53	19.005	0.000*
6.	Job Security	7.31	7.92	8.621	0.004*
	Employee Retention	6.88	7.48	11.498	0.001*
	Organizational Competence	7.29	7.64	3.170	0.076

* The mean difference is significant a 0.05 level

Table (5.23) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the fields "Work Environment and Organizational Competence", then there is insignificant difference among the respondents toward these fields due to job category. This means that the personal characteristics' job category has no effect on these fields.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to job category. This means that the personal characteristics' job category has an effect on the other fields. This may be attributed to the heavy tasks assigned to the academic administrative employees, where they have to work under pressure to achieve the goals, they give lectures, attend meetings, help students, and participate in administrative work at office. This all can push this category to feel more responsible and more commitment to stay at the university, where they feel more important, attain high social status, and get high experience and salaries.

This study is inconsistent with (Hannouna, 2006) study which approved that there are no statistically significant differences between employees' category in the Palestinian universities sector regarding the field of the desire to continue working at the university. The researcher attributed this to that Palestinian universities have the most stable salary and social status in Palestinian society when compared to the jobs available in the local markets, as well as the university has a special status in the minds of the Palestinians,

which gives a high degree of confidence of the university staff member, whether academic or administrative.

f. There are significant differences (at the α 0.05 level) in the responses of the research sample regarding the relationship between employee retention and organizational competence due to place of work.

Table (5.24): ANOVA test of the fields and their p-values for "Place of Work"

No.	Field	Means			Test Value	Sig.
		Islamic University	Al-Azhar University	University of Palestine		
1.	Compensation and Rewards	6.82	6.15	5.91	8.367	0.000*
2.	Training and Developments	6.96	5.91	6.34	14.123	0.000*
3.	Supervisor Support	7.76	6.72	7.29	16.456	0.000*
4.	Work Environment	7.64	6.17	6.60	38.304	0.000*
5.	Organizational Justice	7.15	6.17	6.60	12.086	0.000*
6.	Job Security	7.84	6.92	6.89	15.760	0.000*
	Employee Retention	7.41	6.39	6.67	22.876	0.000*
	Organizational Competence	7.78	6.77	6.89	20.323	0.000*

* The mean difference is significant a 0.05 level

Table (5.24) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to place of work. This means that the personal characteristics' place of work has an effect on each field.

For each field, The mean for the category "Islamic University" respondents have the highest among the other place of work, then it means that the category "Islamic University" respondents is agreed much more than the other place of work. This is may be related to the laws and regulations governing the conduct of work, that employees feel more stable and comfortable, where Islamic University is the most disciplined among universities, and this gives employees the sense of commitment.

This agrees with (Ghali, 2015) study in the researcher arranged the universities, according to the results obtained from the study as follows: The Islamic University came at the first place, followed by Al-Azhar University as the second, then the University of Palestine and finally Al-Aqsa University. In other words, this means that the employees at Islamic University have the highest intention to stay at their jobs.

However, this is inconsistent with (Hannouna, 2006) study which approved that the place of work doesn't affect the level of organizational commitment to continue working at the university or to leave it. The researcher attributed the reason to that all the Palestinian universities subject to the same laws of Palestinian higher education especially for salaries, where all universities perform the same services, and it is similar to the functional distributions and functional tasks.

Chapter Six

Conclusions and Recommendations

Introduction

Conclusions

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Suggested Topics for Future Studies

Chapter Six - Conclusions and Recommendations

Introduction:

This chapter lists the conclusions, findings of this research, some recommendations based on these findings, and suggestions for future researches in order to retain the employees and improve the organizational competence in the Palestinian Universities in Gaza Strip.

Conclusions:

The main objective of this research was to identify the factors that influence the employees' decision to stay or to leave the organization and simultaneously to investigate the relationship between these factors "employee retention" and the accomplishment of organizational goals and performance "organizational competence".

The overall conclusion that can be drawn out of this research is that the organizational competence of Palestinian Universities in Gaza Strip is excellently affected by the employee retention factors (compensation and rewards, training and developments, supervisor support, work environment, organizational justice, and job security). This indicates the universities should be aware about the importance of attention to its employees because they influence directly on the whole organizational competence.

The following conclusions are drawn from this research:

1. Conclusions about compensation and reward field:
 - a. The compensation and reward system of any university regardless of its size, comprised on the decision of staying or leaving the present job. Either the compensation packages concerns with their interest and objectives or not, decides whether the employee is committed or not.
 - b. The promotion criteria or practices were not fairly applied. The promotional practices did not meet staff expectations and were not aligned with performance, this comes from the results showed that respondents are moderately agreed that the promotions are based on employee's performance.
 - c. Universities subject to the Unified Cadre System which rules the process of compensating, while the university itself can better compensate its employees if it added some new policies in this regard.
2. Conclusions about training and developments field:
 - a. Training and developments opportunities offered in the university are according to employee's positions and tasks while it should be according to employee's sense of fulfillment. More growth and development opportunities will generate more job satisfaction, hence low rate of leaving job.
 - b. Career Development Program helps when an individual is worried about his/her career. An employee is always keen to know his/her career path in the

- university. Universities can offer various technical certification courses which will help employees in enhancing their knowledge.
- c. Respondents moderately agreed that the university links both the career path with the training path, so it is concluded that employees were not adequately supported to attend training courses since they see that it is far away from their careers.
3. Conclusions about supervisor support field:
 - a. Respondents moderately agreed that their supervisor keeps them updated with work instructions, this indicates that employees were not adequately involvement in the latest developments at work and regular communication was lacking.
 - b. Supervisors or the managers in the university who are directing the employee play a vital role in employee retention. If bosses are supportive, encouraging and let employees to learn from mistakes, more the employees feel sense of pride in their jobs.
 4. Conclusions about work environment field:
 - a. Challenging and meaningful work environment having aspects of sound control and increased level of privacy, drives the employees to feel self-accomplished and committed to their jobs.
 - b. Some facilities at Islamic University are not suitable enough for employees to work in specially after what the last war destroyed in 2014, which affected the overall mood of employees, and this made them to feel uncomfortable and unrelaxed.
 - c. Since the phrase related to providing the facilities at offices took the last rank among other phrases in the same field, which indicates that the work place at universities needs further improvements to be fully equipped with the needed facilities.
 5. Conclusions about organizational justice field:
 - a. Organizational justice at universities subject to many complicated policies and regulations either related to the university itself or to the Ministry of Higher Education, however employees judge the behavior of the university and their resulting attitude and behavior that comes from this will affect their decision whether to stay or to leave.
 - b. Respondents moderately agreed that members of the team work receive the same amount of incentives, which leads to that employees want fair treatment and fair appraisal regarding the HR practices, so the universities need to bring fair policy and communicate it to their employees.
 6. Conclusions about job security field:
 - a. Job security is a source of employees' satisfaction which is later reflected in their potentials of job retention. Since there was a positive result from respondents toward job security, so it is concluded that employees who are

satisfied with their job security are capable of retaining their jobs compared to those who are unsatisfied.

- b. Job security at universities in Gaza Strip is better than any other places of work, however it is not a retention for the new generation of skilled employees. To this category of employees, job security is a positive feedback of their labor market worth and this makes them look for a daily proof that their work matters to the university. This provides employees with a sense of security because, to them, if they are doing a good job, they are secured, if not with their present employers, then with another one.

7. Conclusions about employee retention in general:

- a. The Palestinian Universities almost excellently use the six factors of employee retention (compensation and rewards, training and developments, supervisor support, work environment, organizational justice, job security) in retaining their employees. This indicates the Palestinian Universities' awareness about the importance of retaining employees effectively not only due to the importance of human resources but also for its impact on the performance and the overall competencies, also this shows the significant development occurred in Palestinian Universities.
- b. Employees' needs and expectations are dynamic. So employee retention can be practiced better by the university especially if there was organized mechanisms and practices in this regard.

8. Conclusions about organizational competencies:

- a. Organizational competencies are often thought to be simply employee skills rather than the compelling cross university core competencies that drive to integrated performance execution and management alignment. Human resource professionals, managers, decision makers, deanships, and unites at universities are working in this direction, but their efforts should be more organized and it need more focus. This comes from the positive results that this research got even when there is no clear strategy available at universities to identify or to improve its competencies.
- b. The Palestinian Universities need to identify those benefits which have more influence on its competencies. Furthermore, it needs to revisit their present benefits package to identify those benefits which are not useful in order to replace them.

9. The research concludes that these factors of employee retention has a positive relationship with organizational competence as when these factors are adopted will enhance the organizational competence in achieving its goals and missions.

10. The research implies that there are differences between employee retention and the demographic characteristics, which means employee retention was influenced by (gender, age, educational qualifications, years of service, job category, place of work).

11. The research implies that there are differences between organizational competence and the demographic characteristics in terms of (age, educational qualifications, years of service, place of work) from one hand, and there are no differences between organizational competence and demographic characteristics in terms of (gender and job category) from the other hand, which means that the organizational competence is affected by all demographic characteristics except gender and job category.

Recommendations:

The researcher proposed the following recommendations based on the findings of the research:

1. To enhance the compensation and rewards system of the university:
 - a. The Palestinian Universities should enhance the level of employee retention at the universities by paying interest to incentives and its types and working to direct it correctly so it will be based on competency, variable performance and higher achievement and other positive standards, to reach those who deserved it only, without distinction between employees which also will increase the satisfaction level among employees.
 - b. Gifts at some occasions at the time of one or two festivals to the employees make them feel good and understand that the university is concerned about them.
2. To increase the training and developments process at the university:
 - a. Senior managers should foster the training and development activities and give employees more knowledge and capabilities in the operations of the university, and focus on programs and refine the character of the employees through promoting the spirit of cooperation and brotherhood, innovation and ensure freedom of expression and participation.
 - b. Universities should get their employees strongly recognized with its organizational goals, missions and values through appropriate training.
 - c. The Palestinian Universities should play a more significant role in implementing human resources systems which should emphasize training and career development for the new employees.
 - d. Frequent workshops and training programs on sharpening management avenues viz. organizational development, organizational leadership, management etiquettes, managerial behavior, managerial practices, professional leadership, human resource management, strategic human resource management etc. have to be attended by the management team.
3. To improve the supervisor support at the university:
 - a. The university should pay more attention to employees by investing energies characterizing them, participating in decision-making and communication methods, including the renewal of communications ways between them to

provide them with information, and create a participatory and cooperative relations between the workers in all levels through effective communication channels between all levels.

- b. Managers should exert more support for employees, since social support is an essential source for facilitating the emotional, physical and overall well-being of the employees. Such outcomes demonstrate possible benefits that might be obtain also from the development of a situation in which contribution in training and development events are stimulated by the managers.
 - c. Managers and supervisors are required to encourage their subordinates to motivate them for try to learn new knowledge and skills which is beneficial for the university.
 - d. The Palestinian Universities should promote their employees by improving supervision styles that will lead employees to develop a positive attitude towards supervision and the university or vice versa also providing more avenues for participation in decision making and regular communication will enable the staff to contribute to organizational policies and goals.
 - e. Recognition can be made explicit by providing awards like best employee of the month or punctuality award. Project based recognition also has great significance. The award can be in terms of gifts or money.
4. To develop the work environment at the university:
- a. The Palestinian Universities should improve its work climate and make it more comfortable specially for females. It is apparent that such changes will solve wide problems even before it turns to something big since these strategies aimed at ensuring the development of a working environment that is permissive of high levels of employee satisfaction, and of course this satisfaction will lead to higher intention for employees to stay for longer time at their jobs.
 - b. The workplace environment needs to be made fully suitable for the needs of all employees by ensuring leadership styles that encourage decentralization and delegation of duties, equality in the implementation of employee evaluation and appraisal systems, and provision of sufficient employee benefits, rewards, and structures for recognition.
 - c. Recreation facilities help in keeping employees away from stress factors and enable them for better work life. Various recreational programs should be arranged which include taking employees to trips annually or bi-annually, celebrating anniversaries, sports activities, etc.
5. To increase the organizational justice at the university:
- a. The Palestinian Universities should strengthen its organizational justice systems and follow fairness formula.
 - b. The Palestinian Universities should promote the fairness of the appraisal system as it is essential in any organization to retain valuable employees. It

enables employees to understand their job responsibilities and show them the path towards individual growth. Employee participation in the appraisal process, equity, fairness and justice will give benefits to organizational commitment and competence.

- c. Appraisal system should be transparent in nature, so managers should conduct the process without holding any grudges or any bias against any team member. The process should be well established and straightforward to avoid any kind of doubt. This will make the employees accept feedback on their work with an open mind.
 - d. Avoid the frustration and tardiness of appointment and promotion processes and foster transparency, by ensuring that they are devolved to faculties, and anchored in a representative committee system at every level.
6. To enhance the job security at the university:
- a. The Palestinian Universities should use techniques and policies can enable employees to improve their skills and develop greater levels of self-confidence, which all will lead them to feel more secure at their jobs.
 - b. The decision makers at universities who have the ability of making the difference in terms of recruitment should consider the issue of permanent appointments for employees with short-term contracts. This will significantly improve their job satisfaction and commitment to the university.
7. To enhance the employee retention at the university:
- a. The Palestinian Universities should focus on meeting the needs and requirements of employees and pay attention to female element and improves their skills and appropriate competencies, moreover to provide a suitable environment because of their role in the survival and the continuation of the university and through the provision of all the support operations for education and training and development.
 - b. The Palestinian Universities should make effort to retain their employees. Thus, strategies of retention, which are based on developing human resources management systems and organizational behavior aspects such as improving communication process and networks, internal marketing policy and practicing professional exit interviews, should be implemented in order to avoid high rate of turnover and its negative consequences.
8. To enhance the organizational competence of the university:
- a. The Palestinian Universities should adopt building the competencies that will enable them to provide better services compared to competitive educational universities.
 - b. The Palestinian Universities should provide competency and efficiency in all its activities through the availability of the elements of competency in the

university which takes many forms, from the available technology and management skills and adoption of modern methods in the field of education, will be the critical the crucial and strategic factor that lead to support and enhance their competitive position and improve their organizational competence.

- c. The Palestinian Universities should identify and develop those competencies and capabilities that enable the university to excel clearly so as to meet the challenges that must be taken into account in order to maintain and continue to strengthen the ability of universities to get to improve functionality of all employees.
- d. The Palestinian Universities must devote greater effort to enhance their capabilities, so working with external consultants could be a feasible option in this regard, and it must not be forgotten that the success and competing power of the university depend on committed, highly motivated, satisfied and innovative human resources.

Suggested Topics for Future Studies:

There are some related topics that can be investigated in the future by interested researchers, which are:

1. The impact of employee retention on performance among the academic staff at the Palestinian Universities.
2. Factors influencing organizational competence at the Palestinian Universities.
3. The impact of organizational commitment and turnover intentions in private sector.
4. The reality of strategies used by NGO's sector to retain its critical employees.
5. The role of leadership and leadership style in employee retention.

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Text Books

Journals and Periodicals

Thesis and Dissertations

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Appendices

Appendix (I): List of Referees

Appendix (II): Questionnaire

Appendix (III): Questionnaire in Arabic Language

Appendices:

Appendix (I): List of Referees

No.	Referee	Place of Work
1.	Dr. Wasim Al-Habil	Islamic University of Gaza
2.	Dr. Akram Samour	Islamic University of Gaza
3.	Dr. Yousef Baher	Islamic University of Gaza
4.	Dr. Nafez Barakat	Islamic University of Gaza
5.	Dr. Wael Thabet	Al-Azhar University
6.	Dr. Mohammed Fares	Al-Azhar University
7.	Dr. Wafiq El-Agha	Al-Azhar University
8.	Dr. Jalal Shabat	Al-Quds Open University
9.	Dr. Nabeel Alloh	General Personnel Council - Gaza

Appendix (II): Questionnaire

Islamic University of Gaza
High Studies Deanery
Faculty of Commerce
Business Administration



Questionnaire

Dear Sir/ Madam,

The researcher is conducting a field study entitled **(The Relationship Between Employee Retention and Organizational Competence in Palestinian Universities in Gaza Strip)**. As a partial fulfillment of the requirements for the master degree in business administration from Islamic University of Gaza.

The researcher would be grateful for your generous participation in answering the paragraphs of this questionnaire accurately and objectively. The data are collected of this study will be used for research purposes only.

Thanks for your cooperation

The Researcher

Islam M. Abu Fayed

Group 1: Demographic Data

Tick (X) in the appropriate box:

1. **Gender:** Female Male
2. **Age:** Less than 30 years 30 to less than 40
 40 to less than 50 50 years or more
3. **Educational Qualifications:** Diploma or less Bachelor
 Master Doctorate
4. **Years of Service:** Less than 5 years 5 to less than 10
 10 to less than 15 15 years or more
5. **Job Category:** Administrative Academic Administrative
6. **Place of Work:** Islamic University Al-Azhar University
 University of Palestine

Group 2: Paragraphs of Questionnaire

On a scale of 1 – 10, please rate the following sentences, noting that 10 represents "Strongly Agree", and 1 represents "Strongly Disagree".

A	Compensation and Rewards	1 to 10
1.	The salary commensurate with the tasks and works that I do.	
2.	The salary is considered sufficient for a decent life and a guaranteed future without the need to change my job.	
3.	The salary is paid off on a regular basis.	
4.	The amount of money paid for the extra hours is convenient.	
5.	The raise and bonuses in salary is considered fair and sufficient to make me hold on to my job.	
6.	The benefits of the pension salaries system are good.	
7.	The health insurance system provided by my job assures my treatment and my family's with no extra expenses to pay.	
8.	The employees' promotion system is equitable.	
9.	The promotions are based on the employee's performance.	

10.	My job provides me with opportunities to evolve and improve that I will not think about looking for another one.	
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B	Training and Developments	1 to 10
1.	The university supports the process of training and developing its employees as they promote the university's competence.	
2.	The university provides several training courses to help improve the skills and expertise in general.	
3.	The university holds several training courses for promotions.	
4.	There are certain and comprehensive standards for choosing employees for the training courses.	
5.	Equal opportunities are given for all the employees to join the training courses.	
6.	The university joins both the career path with the training path.	
7.	Training courses offered to employees serve the needs of their jobs.	
8.	The university provides training plans for its employees.	
9.	The university has equipped areas where the training takes place.	
10.	The training courses provided by the university makes me more attached to my job.	
11.	The training courses help me improve my performance.	

C	Supervisor Support	1 to 10
First: Supervision		
1.	I feel good about my supervisor.	
2.	I feel good about the pattern of supervision.	
3.	My supervisor offers me support and help when needed.	
4.	The supervisor solves every problem when it occurs.	
5.	My supervisor listens to everyone's opinion.	
6.	My supervisor hands out tasks between the employees equally.	
7.	My supervisor authorizes some of the work tasks.	

8.	My supervisor always keeps me updated with work instructions and applications.	
9.	My supervisor and me have the “one team work spirit”.	
Second: Recognition		
1.	I’m well informed with the progress I make at work.	
2.	Seeking recognition makes me more attached to my job.	
3.	My supervisor praises my commitment.	
4.	I gain the trust of supervisors and appreciation.	
5.	Constructive criticism about my work is given to me.	
6.	Having good colleagues encourages me to perform more efficiently.	
7.	Involving me in the decision-making process makes me feel how appreciated I am.	

D	Work Environment	1 to 10
1.	Work environment is comfortable for me.	
2.	The work place is provided with all the facilities (Air Conditioner, Lighting, Stationary Tools, etc..)	
3.	Work place doesn’t get overcrowded with visitors.	
4.	Work place is calm and has convenient circumstances to work and focus.	
5.	There is a positive diversity in the tasks that I do.	
6.	Work colleagues are bonded by good personal relationships and friendships.	
7.	The relationship between colleagues doesn’t affect work.	
8.	The administration promotes the team work spirit.	
9.	Colleagues exchange vital information concerning work tasks.	

E	Organizational Justice	1 to 10
1.	I am satisfied with the process of assessing performance.	

2.	The university has a fair mechanism to assess and evaluate performance based on scientific and comprehensive bases.	
3.	The evaluation process is conducted rightfully.	
4.	Several tools are used in evaluation.	
5.	Authorizing tasks helps improving my performance.	
6.	The evaluation system followed supports the promotions process.	
7.	The university has a mechanism that allows employees to complain or object about any decision made in his sake.	
8.	The supervisor treats the employees of the same department equally.	
9.	The members of the team work receive the same amount of incentives.	

F	Job Security	1 to 10
1.	I have high opportunity to keep my job.	
2.	Relying on technology affects keeping my job.	
3.	I have enough motivation to keep my job for years.	
4.	I care about my job and I love it.	
5.	I feel proud when I talk about the kind of work that I do.	
6.	I find it easy to deal with the amount of tasks given to me.	
7.	I control the work I do myself.	
8.	My work is my way to future success.	
9.	I work in a place that I aspired when graduated.	
10.	I hold on to my job that I never tried to change it.	
11.	I hold on to my job that I will not think about quitting if I had another convenient job outside the university.	
12.	Loyalty bounds me with the university I work at.	

G	Organizational Competence	1 to 10
1.	Competence standards that affect the university are comprehensive and specific.	
2.	The university's competence is seen in its goals and vision.	
3.	The university binds its competence with its followed strategy.	
4.	The university's strategy includes goals aiming at improving its competence.	
5.	The university works on its organizational competence and always supporting it.	
6.	The university if following certain processes to improve and develop its competence.	
7.	The university works with external consultants on developing its competence.	
8.	The university evaluates its competence constantly.	
9.	The university has organizational competence elements that other universities do not have.	
10.	The university's competences allows competition with other universities.	
11.	The university supports distinction and innovation within its competence.	
12.	The university has an explicit framework for its employees.	
13.	There is a clear and specific structure for the university's employees.	
14.	Raising the level of competence is one of the university's main objectives.	
15.	The university cares about the competence of its members as this promotes its overall competence.	

Thanks for your cooperation

Appendix (III): Questionnaire in Arabic Language



الجامعة الإسلامية بغزة
عمادة الدراسات العليا
كلية التجارة
قسم إدارة الأعمال

بسم الله الرحمن الرحيم

الأخت/ت الفاضلة/ة السلام عليكم ورحمة الله وبركاته...

الموضوع: تعبئة استبانة لرسالة ماجستير

تقوم الباحثة بإعداد دراسة بعنوان "العلاقة بين الاحتفاظ بالموظفين والكفاءة المؤسسية في الجامعات الفلسطينية في قطاع غزة" دراسة تطبيقية على الجامعة الإسلامية، وجامعة الأزهر، وجامعة فلسطين، وجامعة غزة، وذلك استكمالاً لنيل درجة الماجستير في إدارة الأعمال من الجامعة الإسلامية بغزة .
ولإيماننا العميق بأنكم الأكثر معرفة بالوضع القائم في إدارة الجامعة، كونكم أهل خبرة واختصاص، وأنكم خير مصدر للوصول إلى المعلومات المطلوبة، يسر الباحثة أن تضع بين أيديكم هذه الاستبانة لتعبئتها، وكلها أمل أن تجد التعاون المطلق من قبلكم.
يرجى قراءة فقرات الاستبانة المرفقة واختيار الإجابة التي تعكس الواقع الفعلي، علماً بأن المعلومات التي ستعبأ من قبلكم لن تستخدم إلا لأغراض البحث العلمي.

شاكرين لكم حسن تعاونكم

وتفضلوا بقبول فائق الاحترام والتقدير،،،

الباحثة

إسلام محمود أبو فايد

القسم الأول: البيانات الديموغرافية:

ضع إشارة (X) في المربع المناسب:

١. الجنس: ذكر أنثى
٢. العمر: أقل من 30 سنة 30 إلى أقل من 40
 40 إلى أقل من 50 50 سنة فأكثر
٣. الدرجة العلمية: دبلوم فأقل بكالوريوس
 ماجستير دكتوراه
٤. سنوات الخدمة: أقل من 5 سنوات 5 إلى أقل من 10
 10 إلى أقل من 15 15 سنة فأكثر
٥. الفئة: إداري أكاديمي إداري
٦. مكان العمل: الجامعة الإسلامية جامعة الأزهر
 جامعة فلسطين

القسم الثاني: فقرات الاستبانة:

يرجى تقدير العبارات التالية على مقياس من ١٠ درجات، بحيث ١٠ تعتبر الأعلى موافقة، و ١ يعتبر الأدنى موافقة.

الدرجة من ١ إلى ١٠	المكافآت والتعويضات	أولاً
	يتناسب الراتب بما أقوم به من مهام وأعمال	١.
	يعتبر الراتب كافياً لحياة كريمة تجعلني أضمن مستقبلي وأبقى على نفس عملي	٢.
	يوجد انتظام في دفع الراتب الشهري	٣.
	يعتبر المبلغ المدفوع مقابل ساعات العمل الإضافية مناسباً	٤.
	تعتبر الزيادات والعلاوات في المرتبات عادلة وكافية لجعلي أتمسك بعملي	٥.
	تعتبر فوائد نظام المعاشات والراتب التقاعدي جيدة	٦.
	يعتبر نظام التأمين الصحي الذي يوفره لي عملي كافي لعلاجي وأسرتي دون نفقات إضافية مني	٧.
	يعتبر نظام ترقية الموظفين عادلاً	٨.
	تستند الترقيات على أداء الموظف	٩.
	توفر لي وظيفتي فرص التقدم والرفي بحيث لن أفكر بالبحث عن عمل آخر	١٠.

الدرجة من ١ إلى ١٠	التدريب والتطوير	ثانياً
	تدعم الجامعة عملية تدريب وتطوير الموظفين بصفقتهم أصول يعززون كفاءتها	١.
	تقوم إدارة الجامعة بإعطاء عدد من الدورات التدريبية بهدف تنمية المهارات والخبرات بشكل منتظم	٢.
	تقوم إدارة الجامعة بإعطاء عدد من الدورات التدريبية والتطويرية بهدف الترقية	٣.

٤.	يوجد معايير واضحة لاختيار الموظفين للدورات التدريبية
٥.	يتم إعطاء فرص متناسبة ومتكافئة بين الموظفين لأخذ الدورات التدريبية
٦.	تربط الجامعة المسار الوظيفي بالمسار التدريبي
٧.	يتم تقديم الدورات التدريبية للموظفين بناءً على احتياجات العمل
٨.	يتوفر في الجامعة خطة تدريبية خاصة للموظفين
٩.	يتوفر في الجامعة مكان مجهزة ومخصص للتدريب
١٠.	تزيد الدورات التدريبية التي تقدمها الجامعة من تمسكي بعملية
١١.	تساعدني الدورات التدريبية على تحسين أدائي

الدرجة من ١ إلى ١٠	دعم المشرف	ثالثاً
أولاً/ النمط الإشرافي		
	أشعر بالرضا عن مديري في العمل	١.
	أشعر بالرضا عن النمط الإشرافي المتبع	٢.
	يقدم لي مسؤولي المباشر الدعم، ويساعدني إذا واجهتني مشكلة في العمل	٣.
	يقوم المدير بحل مشاكل العمل المختلفة التي قد تحدث	٤.
	يستمتع مديري لوجهات النظر المختلفة	٥.
	يوزع رئيسي العمل بين الموظفين بطريقة عادلة	٦.
	يقوم المدير بتفويض بعض مهام العمل	٧.
	يبلغني مسؤولي المباشر بكل ما هو جديد من تعليمات وتطبيقات للعمل	٨.
	تربطني بمسؤولي بالعمل علاقة روح الفريق الواحد	٩.
ثانياً/ التقدير والثناء		
	يتم إعلامي بالتقدم الذي أحرزته في العمل	١.
	يدفعني حصولي على التقدير والثناء إلى التمسك بعملية	٢.
	يشيد مديري بانتظامي في عملي	٣.
	أحصل على ثقة الرؤساء وتقديرهم لما أقوم به من أعمال	٤.
	يتم تقديم النقد البناء لي حول عملي	٥.
	تشجعتني معاملة زملائي الحسنة على تقديم أفضل أداء لدي	٦.
	يشعروني إشراكي في اتخاذ القرارات بمدى تقدير مديري لي	٧.

الدرجة من ١ إلى ١٠	بيئة العمل	رابعاً
	أجد بيئة عملي مريحة وغير مزعجة بالنسبة لي	١.
	يتم تزويد مكان العمل بكافة التسهيلات مثل: (التكييف المركزي، التدفئة المركزية، إضاءة، أدوات مكتبية، إلخ ..)	٢.
	مكان العمل لا يعاني من ازدحام المراجعين والزوار	٣.
	يتوفر الهدوء والظروف المناسبة لتأدية العمل بتركيز	٤.
	يوجد تنوع إيجابي في العمل الذي أقوم به	٥.
	تعتبر العلاقة الشخصية والصدقة والدعم المتبادل هي السائدة بين الزملاء	٦.

٧.	العلاقات الاجتماعية بين الزملاء لا تكون على حساب مصلحة العمل
٨.	تعمل الإدارة على تعزيز العمل بروح الفريق
٩.	يتبادل الزملاء المعلومات الهامة حول العمل

الدرجة من ١ إلى ١٠	العدالة المؤسسية	خامساً
		١. يوجد لدي رضا عن عملية تقييم الأداء
		٢. يوجد لدى الجامعة آلية عادلة لقياس وتقييم الأداء مبنية على أسس علمية ومعايير واضحة
		٣. تتم عملية تقييم الأداء بشكل صحيح وذات معنى حقيقي
		٤. يتم استخدام أكثر من أداة في عملية تقييم الأداء
		٥. يساعد تفويض السلطات والصلاحيات على تحسن أدائي الوظيفي
		٦. يعتبر نظام تقييم الأداء المتبع داعماً لعملية الترقيات
		٧. يوجد لدى الجامعة آلية تسمح للموظفين بتقديم أي اعتراض أو شكوى على أي قرار يصدر بحقه
		٨. يعامل المدير جميع موظفي الدائرة الواحدة بنفس القدر من العدالة والاحترام
		٩. يتلقى جميع أفراد الفريق الواحد نفس القدر من الحوافز

الدرجة من ١ إلى ١٠	الأمان الوظيفي	سادساً
		١. يوجد لدي فرص عالية للاحتفاظ بوظيفتي
		٢. الاعتماد على التكنولوجيا لن يؤثر على احتفاظي بوظيفتي
		٣. يوجد لدي التحفيز الكافي لاستمراري في عملي لسنوات طويلة
		٤. أهتم في عملي وأحبه
		٥. أشعر بالفخر عند التحدث عن نوع العمل الذي أقوم به
		٦. أجد أنه من السهل التعامل مع حجم الأعمال الموكلة إلي
		٧. أتحمك في كمية العمل الذي أقوم به بنفسي
		٨. أعتبر أن عملي هو الطريق للنجاح في المستقبل
		٩. أعمل في المكان الذي كنت أطمح به عند تخرجي
		١٠. أتمسك بعملي بحيث أنني لم أحاول تغيير وظيفتي
		١١. أتمسك بعملي بحيث أنني لن أفكر في الاستقالة إذا توفرت لي وظيفة أخرى مناسبة خارج الجامعة
		١٢. أشعر بالولاء تجاه الجامعة التي أعمل بها

الدرجة من ١ إلى ١٠	الكفاءة المؤسسية	سابعاً
		١. تعتبر عناصر الكفاءة التي تؤثر على الجامعة واضحة ومحددة
		٢. تستمد الجامعة كفاءتها المؤسسية من أهدافها ورؤيتها
		٣. تربط الجامعة بين كفاءتها المؤسسية واستراتيجية عملها المتبعة

٤.	تضم استراتيجية الجامعة غايات وأهداف من شأنها أن تعزز كفاءتها المؤسسية
٥.	تهتم الجامعة بكفاءتها المؤسسية وتدعمها باستمرار
٦.	تتبع الجامعة مناهج وطرق متعددة لتطوير كفاءتها
٧.	تستعين الجامعة بمستشارين خارجيين لتطوير كفاءتها المؤسسية
٨.	تقوم الجامعة بتقييم كفاءتها باستمرار
٩.	تتميز الجامعة بأنها تمتلك عناصر كفاءة مؤسسية تختلف عن باقي الجامعات الأخرى
١٠.	تساعد كفاءات الجامعة على التنافس مع الجامعات الأخرى
١١.	تدعم الجامعة التميز والإبداع ضمن كفاءتها من أجل خلق ميزة تنافسية لها بين الجامعات الأخرى
١٢.	يوجد لدى الجامعة إطار عمل واضح لها ولموظفيها
١٣.	يوجد هيكلية واضحة ومحددة لموظفي الجامعة
١٤.	يعتبر رفع مستوى كفاءة الموظفين هدفاً من ضمن أهداف الجامعة
١٥.	تهتم الجامعة بكفاءة أفرادها كون ذلك يعزز كفاءتها المؤسسية ككل

شاكرين ومقدرين حسن تعاونكم