THE MODERATING ROLE OF EMPLOYEES’ CHARACTERISTICS BETWEEN HUMAN CAPITAL, AND LEADERSHIP STYLE WITH ACADEMIC JOB PERFORMANCE IN PALESTINIAN UNIVERSITIES

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Abstract
The challenge increasing into the higher education institutions especially in Palestine. However, there had been little studies on the impact of leadership style (transformational leadership style and transactional leadership style) and as well as the moderating role of employees’ characteristics on academic job performance of higher education institutions especially in Gaza strip. Based on the Resource-Based View Theory, this study thereby aimed to determine the significance of the relationship between human capital and leadership style (transformational leadership style and transactional leadership style) in the academic job performance. The study further aimed to determine the moderating role of employees’ characteristics on the relationship between human capital and leadership style (transformational leadership style and transactional leadership style) with academic job performance on the Gaza universities. Data will collect from universities in Gaza strip. These will include those holding different academic ranks including professor, associate professor, assistant professor, lecturer and administrative staff. Results of study will shows significant positive relationships between human capital and leadership style (transformational leadership style and transactional leadership style), with academic job performance.

Keywords: academic job performance, leadership style and human capital, employees' characteristics and public universities in Gaza strip Palestine.

1.1 Introduction of the Study

Universities face a difficult task not only to pursue and pursue technological developments, but to initiate and develop change in accordance with modern developments. So, academic job performance was a priority of the university to maintain its human cadre. The formation of allegiance is a difficult process with different impact and dimensions. There have been many views on the factors that cause allegiance based on the multiplicity of studies and communities in which they are conducted (Sultan, Al Shobaki, Abu-Naser, & El Talla, 2018).

Therefore, universities should provide the appropriate environment capable of creating the academic job performance of the employees, and try to understand the reasons for this, whether it is personal to the culture of the employee and the importance of his work or academic job performance factors is the content of the work and its nature of employees’ characteristics, human capital, and leadership style (transformational and transactional) because this factors important in the construction and establishment of employees’ characteristics as moderating roll this study to improve the academic job performance of the university and to chive successes for the objectives
Higher education plays a critical role in the creation of knowledge, the development of an economy and the fostering of democratic society (Al Shobaki, Abu-Naser, El Talla, & Amuna, 2018; Al Shobaki, M., Abu-Naser, El Talla, & Amuna, 2018). Higher education also serves an indispensable role in supporting global development strategies with the highly skilled manpower and necessary research (Al Shobaki, Abu Naser, Amuna, & Al Hila, 2017; Al Shobaki, Abu-Naser, Amuna, & El Talla, 2018). In addition, by providing more factual and procedural knowledge to students, education promotes the development of the minds of students, the growth of formalizes intelligence and core task academic job performance (Al Shobaki, & Abu Naser, 2016; Abu Amuna, Al Shobaki, Abu Naser, & Badwan, 2017; Abu Naser, & Al Shobaki, 2017; Abu Naser, El Talla, Abu Amuna, & Al Shobaki, 2017). Academics including lecturers play vital role in educating people and developing their affective, cognitive, and behavioral intelligences. Thus, the top management at universities must monitor the Employees’ academic job performance of lecturers and find ways to improve that academic job performance (Arqawi, Al Hila, Abu-Naser, & Al Shobaki, 2018; El Talla, FarajAllah, Abu-Naser & Al Shobaki, 2018; Khalifat, Abdel & Al-Malahmah, 2009; Naser, & Al Shobaki, 2017).

Palestinian universities are facing critical issues on individual employees’ academic job performance. The lack of excellent Employees’ academic job performance can be seen from the low rank of Palestinian universities in ranking scales; even compared to other universities in Arab countries, Palestinian universities lag in their achievement.

The importance of looking into academic job performance is inevitable because employees’ are among the most critical personnel in developing human capital in the education sector. The education sector, but especially universities, are critical to study because they serve a key role for the development and growth of knowledge-intensive sectors (Shehzad, Fareed, Zulfiqar, Shahzad, & Latif, 2014).

Human capital is a critical modern concept, and researchers in the field of administration have started discussing human capital widely. The importance of human capital in building organizations is related to developing operational success. Previous research from (Worlu and Omodero, 2016), showed that intellectual capital had a strong influence on education sector academic job performance, and universities and academic institutions had to
properly manage their intangible knowledge assets to achieve efficiency. Many researchers have considered human
capital as the most important component in intellectual capital (Ajisafe, Orifa, & Balogun, 2015; Mention & Bontis,
2013). Moreover, researchers believe that human capital may have an even larger role in the future due to the
constant increase in knowledge-intensive activities present most work environments (Worlu, & Omoro, 2016;

1.2 Research Questions

Based on the problems identified above, the following research questions would help in arriving at valid solutions
to the problems identified. The research questions are:

1. Is there a significant relationship between human capital and academic job performance?
2. Is there a significant relationship between leadership style (transformational and transactional) and
academic job performance?
3. Does employees’ characteristics moderate the relationship between human capital and academic job
performance?
4. Does employees’ characteristics moderate the relationship between leadership style (transformational and
transactional) and academic job performance?

Literature Review

2.1 Higher Education in Palestine

This study focuses on the Gaza Strip, which is one part of Palestine and the respondents were the senior
management of all higher educational institutions in the Palestine-Gaza Strip. The following table shows the
numbers of enrolled students, academicians, administrative staff, the programs offered and the number of colleges
of each institution of higher education provided in Gaza. Table 2.1 summarizes State of Higher Education in
Palestine.
### Table 2.1 State of Higher Education in Palestine

<table>
<thead>
<tr>
<th>Institution's name</th>
<th>Student</th>
<th>Academician</th>
<th>Administrative</th>
<th>Credit offered courses</th>
<th>Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>The Islamic University</td>
<td>7760</td>
<td>12155</td>
<td>374</td>
<td>39</td>
<td>300</td>
</tr>
<tr>
<td>Al-Azhar University-Gaza</td>
<td>7019</td>
<td>7263</td>
<td>266</td>
<td>25</td>
<td>158</td>
</tr>
<tr>
<td>Al-Aqsa University</td>
<td>7819</td>
<td>17109</td>
<td>349</td>
<td>49</td>
<td>79</td>
</tr>
<tr>
<td>Al-Quds Open University</td>
<td>6576</td>
<td>6473</td>
<td>74</td>
<td>7</td>
<td>43</td>
</tr>
<tr>
<td>University of Palestine</td>
<td>2208</td>
<td>569</td>
<td>76</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>Gaza University</td>
<td>280</td>
<td>320</td>
<td>69</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Al-Umam University</td>
<td>2132</td>
<td>708</td>
<td>10</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>University College of Applied Science</td>
<td>4127</td>
<td>3923</td>
<td>399</td>
<td>171</td>
<td>80</td>
</tr>
<tr>
<td>College of Science &amp; Technology-Khanyounis</td>
<td>1321</td>
<td>1094</td>
<td>84</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Palestine Technical College Deir Al-Balah</td>
<td>565</td>
<td>392</td>
<td>47</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>College for Science &amp; Technology</td>
<td>191</td>
<td>104</td>
<td>59</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>College of Intermediate Studies – Al-Azhar University</td>
<td>1920</td>
<td>546</td>
<td>1</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Management &amp; Policies Academy of Postgraduate Studies</td>
<td>237</td>
<td>40</td>
<td>25</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Total = 13 institutions</td>
<td>42155</td>
<td>50696</td>
<td>1833</td>
<td>370</td>
<td>816</td>
</tr>
</tbody>
</table>

*Source: Palestinian Ministry of Education & Higher Education website, (2017).*

### 3.1 Theoretical Framework and Application of Theories

The research model/theoretical framework that guides this study is rooted in the theory of Resource Based View (RBV) and Motivation-Hygiene Theory as the main theories while the Complementary Asset Theory used to complement and to help explain the role of the moderating variable of employees’ characteristics. A graphical illustration of the design of the study shows the theoretical relationship between the three independent variables comprising human capital, leadership style as against the academic job performance that serves as dependent variable.
The dependent variable is academic job performance that can be evaluated on the basis of individual work achievement or the extent of the contributions to the overall goal of the organization in terms of the effectiveness exhibited by that organization. The three independent variables are potentially based on empirical review above able to contribute to the level of academic job performance among the employees of higher institution. However, a moderating variable of characteristics introduce to the model on the basis of the Complementary Asset Theory that such resources are needed to aid the core assets of leadership style, and human capital. (Figure 2.1 below.)

Figure 1.1. Theoretical Framework of the study.

### 3.2 The relationship between Leadership style and academic job performance

According to McCleskey (2014), substantial evidence exists on the correlation between leadership styles and workplace values including satisfaction, motivation, commitment and other academic job performance variables. Due to extensive acknowledgement that leaders substantially affect the academic job performance of organization (Birnbaum, 1992; Bass, Stogdill, & Bass, 2008; Bass, Avolio, Jung & Berson, 2003), the impact of leadership styles has caught the considerable attention of both scholars and practitioners (Bycio, Hackett, & Allen, 1995; Woods,
In the extant literature of transactional and transformational theories, several critical organizational consequences such as satisfaction, commitment, organizational citizenship behaviour, efficiency, effectiveness, motivation and academic job performance are ascribed to leadership styles (Chaudhari, & Bariya, 2019), and these findings have been validated across several settings and cultures (Amilin, 2016).

Research in academic leadership, management and administration has listed several most valued competencies in academic job performance leaders, namely, integrity, problem-solving, decision-making, leadership, interpersonal, communication, budgeting and fund raising skills (Martin, Ruisill, Hatfield, Russell, & Reeve, 2019). Devised a scale combining five areas of job-specific competencies, namely, managerial, interpersonal, communication, academic, and political skills to measure academic leaders’ academic job performance (Zaman, 2016). Along this line, and modelling Tucker’s work, Abaye, Balota, Bombarely Gomez, Clark, Evanylo, Fox, & Lowman, 2017 then developed and piloted the Leadership Evaluation Instrument for Academic Chairpersons (LEIFAC) as a tool to measure academic leaders’ academic job performance. They recommended LEIFAC as an instrument with sound psychometric properties that was consistent, comprehensive and objective for assessing the job performance of academic leaders in higher education sector institutions. Thus based on the above literature, the following hypothesis is offered:

**H2: There a significant relationship between transactional leadership style in the university and academic job performance**

**H3: There a significant relationship between transformational leadership style in the university and academic job performance**

### 3.3 The Relationship between Human Capital and academic job performance

The concept of human capital has received attention from many researchers. At the forefront of these studies are the management of human capital and the effectiveness of human capital. The first writings on human capital flowed from economists such as, (Akay, 2016; Tilak, 2018) focusing on the economic benefits from investments in general and firm-specific training. Furthermore, the development of human resource accounting as a field shows the high interest in attempting to value the contributions of employees (Cascio, & Boudreau, 2017). Nevertheless, no generally accepted accounting procedures exist for human resources (Ferguson, 2017).
The importance of the concept rests in the fact that human resources comprise people’s energies, knowledge, skills, and talents, which either are or can be potentially can be applied to either producing goods or rendering useful services (Adewole, Ogunyemi, & Akinmulegun, 2019; Okeke, 2016). Many organizations have identified human resources been identified as a major source of competitive advantage in today’s economy (Bassey & Tapang, 2012) and have found that human resources can be a source of a sustained competitive advantage for organizations because they are criteria being valuable, rare, inimitable, and non-substitutable (Tapang, & Bassey, 2017). Therefore, the following hypothesis is posited:

\[ H4: \text{There is a significant relationship between human capital and academic job performance} \]

### 3.4 Research Methodology

<table>
<thead>
<tr>
<th>Research design</th>
<th>Cross-sectional quantitative design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of interest</td>
<td>employees of the public universities in Palestine</td>
</tr>
<tr>
<td>Sampling list</td>
<td>populations of 50696 respectively</td>
</tr>
<tr>
<td>Determination of sample size</td>
<td>according to Krejcie and Morgan (1970):</td>
</tr>
<tr>
<td></td>
<td>Minimum sample needed:395</td>
</tr>
<tr>
<td>Sampling techniques</td>
<td>Simple random sampling</td>
</tr>
<tr>
<td>Data collection tool</td>
<td>researcher-administered questionnaire</td>
</tr>
<tr>
<td>Data analysis tool</td>
<td>SPSS, Smart PLS version 3.0</td>
</tr>
<tr>
<td>Reliability &amp; validity</td>
<td>Tested in pilot study and measurement model</td>
</tr>
<tr>
<td>Hypotheses testing</td>
<td>Assessment of Structural model</td>
</tr>
</tbody>
</table>

Reference


