



Arab American University - Palestine

Faculty of Graduate Studies

**The Role of Applying (AMO) Model Ability, Motivation, and Opportunities
through HRM Practices on Promoting Women to Senior Position in the
Palestinian Universities**

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Supervisor

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**This thesis was submitted in partial fulfillment of the requirements for the
master's degree in Human Resource Management**

January 2022

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Declaration

I declare that the work in this study titled "The role of Applying (AMO) Model Ability, Motivation, and Opportunities through HRM Practices on Promoting Women to Senior Position in the Palestinian Universities carried out by me under the supervision of Prof. Fathallah Ghanem, in the department of Human resource management.

In addition, I understand the nature of plagiarism, and I am aware of the University's policy on this.

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

Ruba Mohammad Almasri

Signature:

Date: 23-05-2022

Dedication

This thesis project would have not seen the light without the tremendous support of some people. I'm more than grateful for the endless support of my parents, Mohammad and Ikhlass, who have always offered love and compassion. Many thanks as well to my Supervisor, Professor Fathallah Ghanem, for his insights, hard work, and patience. Also, a sincere 'Thank You' goes to all my family members and friends who believed in me along this journey.

Immense gratitude to you all!

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Prof. Fathallah Ghanem provided me with excellent knowledge in the field of research and considerable time assisting me in completing my thesis; without his guidance, support, and mentorship, I would not have been able to progress to this point.

Finally, I'd like to express my gratitude to my parents for their unwavering support and care throughout my life and academic pursuits.

Abstract

The aim of this study is to identify the role of incorporating the AMO Model (Ability, Motivation, and Opportunities) into HRM Practices in the promotion of women to senior position in Palestinian Universities. To achieve this, the three dimensions of the AMO model (ability, motivation, and opportunity) have been adopted as the independent variables, while the promotion of women to senior positions serves as the dependent variable. Six Palestinian Universities have participated in this study (Al-Istiqlal University, An-Najah National University, Arab American University, Birzeit University, Hebron University, and Palestine Technical University –Kadoorie).

The population of this study consisted of (2475) which included all employees (faculty and staff) regardless of their gender and a sample of (329) employees. Using a quantitative method, a questionnaire has been designed. The data was analyzed and interpreted using the SPSS software. A moderate positive relationship between AMO factors and the promotion of women to senior positions has been found through the data analysis and interpretation. The results of this study confirm that AMO elements have a significant impact on the promotion of women to senior positions when incorporated within HRM practices. An implication of the findings of this study is that Palestinian universities throughout HRM should focus on (ability, motivation, and opportunity) as critical factors in improving practices to achieve improved work experiences that support the promotion of women to various senior positions across different departments.

Keywords: AMO model, Ability, Motivation, Opportunities, HRM practices, Palestinian universities

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Chapter One: Introduction

This chapter introduces the research study. First, it discusses the background and context, followed by the research problem, its importance, and justification, the research aims, objectives, questions, hypotheses, limitations, and terminology, and finally, it concludes with the scope of the study, delimitations, and the structure of the study.

1.1. Background

Human resources or human capital are the most crucial aspect of any organization's ability to achieve its objectives, flourish, and compete. Continual organizational growth and development are associated with adequate human capital. The department of Human Resources (HR) is considered the critical success pillar for any organization; achieving goals and establishing suitable strategies are the primary roles of HR. Human resource management (HRM) is the engine of the organization; based on its role in maximizing the employee's performance through implementing specific activities and practices (Cherif, 2020). Implementing HRM practices aims to promote higher employee commitment and motivation at the workplace, hence, maximizing their performance (Eleyan, 2010). Moreover, HRM is responsible for utilizing the human workforce at the organization by screening, training, and compensating employees (Elrehail et al., 2019).

HRM plays a significant role in developing the workplace by enhancing and applying several vital functions. Primarily, HRM is responsible for staffing and recruitment, which is considered one of the most critical functions and responsibilities of HRM. Recruitment is the process by which an organization always has the correct number of employees possessing the

right skills and qualifications, placed in the right jobs at the right time. Staffing includes job analysis, human resource planning, recruitment, and selection (Al-Bdareen & Khasawneh, 2019). A solid and comprehensive staffing and recruitment policy aims to recruit the highest number of applicants to select the most talented and achieve them according to the job description (Elrehail et al., 2019), which is accomplished by designing a strategy and criteria for each job description.

Furthermore, the importance of HRM in the workplace stems from its role in managing and maintaining the work atmosphere. This is an essential aspect of HRM as employee performance and efficiency are affected and driven by the atmosphere and culture of the workplace and between employees, which is maintained by the HRM department (Parameswari & Yugandhar, 2015).

Moreover, HR plays a mediating role in organizations, it is responsible for managing all aspects of employee relations including resolving conflicts between employees or between the employer and employee and offering solutions to maintain stability and provide employees with a safe and healthy work environment. However, achieving this goal is not easy, as not all incidents and conflicts can be anticipated (Morosan-Danila et al., 2013).

Despite the direction of organizations in the Middle East towards enhancing the role of HRM and Human Resource Development (HRD), in their institutions, developing HRM is slow. Due to the slow economic growth, the Arabic and Islamic cultures dominance, and the traditional practices. Furthermore, the political instability in some countries and socio-economic challenges weaken managerial aspects' effectiveness and risk HRM not being utilized to the fullest (Howe-Walsh et al., 2015; Budhwar et al., 2018).

Management scholars differed on the definition of human resource management and its importance in business organizations, and they did not agree on a single definition. Al-Hiti defined human resources management as the department responsible for enabling the organization to build, maintain and develop its strategic advantages through realistic planning, appropriate recruitment, accurate training of human resources, continuous follow-up, and development of human resources management (Al-Hiti, 2003).

Al-Madhoun defined HRM as the domain concerned with finding skilled and competent staff who are continuously seeking to develop and refine their skills and capabilities to achieve the goals of the institution (Al-Madhoun, 2005). Human resource management represents the main axis in managing and coordinating the relationship between the organization and its employees and aims to achieve its goals and objectives through a set of activities and programs related to recruiting, selecting, and developing people, evaluating their performance, and rewarding and retaining them effectively. (Al-Madhoun, 2005).

The significance of Human Resource Management HRM:

- A. It is concerned with the main resources in the organization- the people
- B. Each institution needs to know to manage its human resources
- C. It develops the skills of the individuals working in the organization
- D. It develops the appropriate plans and strategies for training and development
- E. It studies the problems of the employees and addresses them

HRM as one of the functions of the modern organization is gaining great importance in the twenty-first century. It is the management of the most important and valuable assets of the

organization, as what distinguishes it from the rest of these assets is that it is a thinking asset. This is assuming that management relies on making the best use of its human resources (managers and subordinates), encouraging, and motivating them to strive and innovate and create an environment for growth and development.

Regardless of how concerned the administration is with modernizing equipment, enhancing the financing capacity, and setting ambitious goals for production, marketing, and financing, and others to excel over competitors, all of this will not be possible to achieve without capable, motivated people who possess a great team spirit. It should be noted that over time, the value of material resources such as mines, buildings and machinery equipment decrease, depreciates, and becomes obsolete; However, the value and productivity of human resources continue to increase with the accumulated experience. Consequently, HR represents an asset of increasing value, and it is important to acknowledge that and know how to best utilize it.

Additionally, there is an important integrative relationship between the HR department and other departments or other functions within the organization. The human resources department or function provides the departments of production, marketing, financial affairs, research and development, as well as other departments within the organization with its personnel needs and specializations that are commensurate with the nature, characteristics, and needs of the work and the workload of each department.

Any failure in estimating human resources needs or in the selection, appointment, training or motivation policies and strategies leads to an obstruction in the work of the other departments and the organization. It might also result in failure in achieving the objectives of these departments, and the general objectives of the organization; since the efficiency and

effectiveness, and performance of the HR department contribute to supporting the performance of other departments in the organization and facilitating the achievement of their goals and the general goals and objectives of the organization (Mustafa, 2003).

The importance of human resources in the organization stems from the fact that they are the most important elements of the production process, and it is necessary to have competent employees with adequate skills, capable of achieving outstanding performance and accordingly, contributing to the success and growth of their organizations.

Females in the workplace (gender diversity). The gender equality hierarchy considers the multiple structural barriers that prevent women and other marginalized groups from exercising their social, political and economic rights. This hierarchy recognizes specific and contextual traits that affect individuals and responds to the various ways in which gender inequality overlaps with other characteristics that may lead to discrimination and/or vulnerability, such as age, race, and wealth. This hierarchy will be used in the study of ability, status, and sexual orientation (Card, D., Colella, F., & Lalive, R. 2021).

Managing diversity in the workplace is an intrinsic approach that falls under the auspices of HR. It is also considered one of the main challenges that HR managers face in terms of implementation. Since the application of diversity in the workplace can reflect productivity and work issues, it can also reflect the company's legal and ethical issues, which affect the customer in return (Deshpande, 2018). Similarly, according to Tinti et al. (2017), HRM policies play a fundamental role in achieving competitiveness in the market, which clarifies the ability of HR managers to promote acceptance between employees and allows them to participate in the decision-making process of the company.

Gender diversity is one of the most challenging diversity dimensions in terms of application internationally, particularly in the Arab world. Despite the positive impact that women have had in the workplace in the last decade, the practical and theoretical guidance for gender diversity is still unclear for HRM (Roh & Kim, 2016). Only 56% of senior managers are actively promoting gender diversity at their workplaces, which is a concern attributed to HRM because it is the body responsible for ensuring gender diversity in recruitment, hiring, promotions, and training (Tinti et al., 2017).

According to recent reports on the gender gap, the gender employment gap has only narrowed by 3% in the past ten years, with a global gender gap standing at 40%. This explains why gender empowerment has thus been set to be a goal for 2030 on the international agenda for the United Nations. Furthermore, the mentioned report referred to educational attainment as one of the determining factors that affect women's participation in the workforce, where women now make up a more significant proportion of students at the school and university levels. Accordingly, the more women invest in education, the more they participate in labor. At the same trend, women who decide to be integrated better in the workforce for the long term should attain a higher level of education (Global Gender Gap Report GGGR, 2021).

The Middle East and North Africa (MENA) region is ranked as the second-lowest region in economic participation and opportunity. An important driver for this dimension is women's participation in the labor force, which is only 31% overall for the MENA region; for example, women's participation in the labor market in Yemen 6.3%, Iraq 12%, Syria 15.7%, and Jordan 15.6%. The gender gap in employment also causes a gap in income, wages, and opportunities as well (Global Gender Gap Report 2021).

Palestinian Women's labor force participation had some fluctuations between 1999 and 2017; the reports show that there has been some fluctuation in women's labor force participation rate in the West Bank, despite an overall increasing trend. The lowest female participation rate stood at about 9.9% in 2001, during the peak of the second intifada, where the highest rate was approximately 19.5% in 2014 (Hammoudeh, 2020). According to the Palestinian Central Bureau of Statistics- PCBS (2015), skilled and educated women in the West Bank and Gaza tend to have double the unemployment rate of professional men. Which indicates that skills and education matter less for men in the labor market. It was noted that in 2015 the unemployment rate for skilled females was 47% (61 % in Gaza and 38 % in the West Bank), while the unemployment rate for professional men was at 18 % (28 % in Gaza and 11% in the West Bank) (World Bank Group, 2018).

In this respect, a report published by the United Nations Development Program (UNDP) (2021) referred to many limiting barriers that restrict women from reaching top positions and leadership roles in the business sector. These barriers are: first, social norms, where the values, attitudes, and behaviors followed by a society limit the capabilities and opportunities of women. The second barrier refers to the environment, which relies on the policies that call for equal gender leadership and society's view. Finally, the organizational practices barrier which involve the workplace measures and policies- the HRM's role to promote equal gender representation at senior positions (UNDP, 2021).

The ultimate objective of this study is to reveal the vital role of HRM practices through AMO theory (Ability, Motivation, and Opportunity) in the promotion of women to senior position in the higher-education industry in Palestine (The Palestinian Universities).

The original idea of HRM had a solid theoretical base. "Human resource management appears to rely heavily on theories of commitment, motivation, and other ideas drawn from the field of organizational behavior." Several other theories, especially the resource-based view, have contributed to understanding the purpose and meaning of human resource management. (Guest, D. E., Sanders, K et al., 2021).

Despite the importance of all resources to the success of organizations, most of the management literature concerned with human resources stresses the importance of human resource management practices and their impact on the organization's performance (ALSAFADI, Y., & ALTAHAT, S, 2021).

The 'AMO' formula as defined by (Boxall and Purcell 2003) states that performance is a function of ability + motivation + opportunity to participate. Therefore, HRM practices affect individual performance if they encourage discretionary effort, develop skills, and provide people with the opportunity to perform. The equation provides the basis for developing HR systems that consider the interests of employees, which are the requirements for their skills, motivation, and job quality. The importance also lies in the relationship between HRM practices to motivate employees to perform and thus achieve the set goals. Finally, the AMO model appeared in the United Kingdom, where this model refers to (Ability (A) capabilities), (Motivation (M) (motivation), and (opportunity (O) opportunities to participate. Moreover, HRM practices are represented in strengthening skills through continuous training and supporting motivation by establishing incentive systems that meet the workers' actual needs and empowering workers by delegating powers; this results in job satisfaction and organizational commitment to achieving the organization's goals and strategies and

consequently making efforts to achieve the goals, as it is not enough to attract the most efficient staff to work in the organization, but rather to create a good work environment and strengthen the capabilities of workers in various means, motivate and empower them. (Alqudah, I. H., Carballo-Penela, et al., 2022)

The AMO model summarizes the practices of HRM, which can be identified in refining and developing human resources capabilities and skills through continuous training, supporting motivation through incentive systems that keep pace with the desires and aspirations of employees, and empowering workers by delegating appropriate powers to them and participating in strategic decision-making (Mat, N. H. N., Mohamed, et al., 2021)

1.2. Research Problem

This research aims to investigate the role of the (AMO) model through HRM practices in the promotion of women to senior positions in Palestinian universities. To support this issue, it was published in the Palestinian Central Bureau of Statistics (PCBS, 2018) that females, encountered 49.1% of the Palestinian population in 2017, and the literacy level for males and females is somehow close- 98.3% and 95%, respectively. Despite this rate women's presence in senior and leadership positions is still low in the Middle East in general and in Palestine in particular. To the best of my knowledge, this topic was addressed in several studies in the Middle East, but little and limited in Palestine. Hence, this study will focus on the Palestinian universities. Thus, HRM practices aim to equip the organization with tools that instill the diversity concept and practice among the organization atmosphere to be a threshold pillar to achieve gender equality and provide the opportunity for women to practice their rights to access top management roles in the organization. It is compulsory to reflect how the higher-

education institutions in Palestine support this concept by empowering women and promoting them to higher-level positions in different work areas.

An apparent first step would be to find out how HRM practices are positioned to promote this issue and empower women to reach these positions; ability, motivation, and opportunities are the key factors to measure the effectiveness of the HRM practices in Palestinian universities.

1.3 Significance of Study

The thesis is based on the relationship between the application of the AMO model through HRM practices and the promotion of women to senior-level positions in Palestinian universities; this study is considered significant because of its importance in exploring how HRM practices lead to a better understanding and analysis of the current situation. Investigations about how HRM practices could (through applying the AMO model) contribute to the promotion of women senior-level positions. Hence, this research will add a new value, and identify the main obstacles that affect the capacity of women to reach senior-level positions. Clear industry indicators for education institutes in Palestine will be revealed. These indicators will be helpful for other industries in the market, as well as future research.

The importance of this research work is that most HRM practices have been tested in many sectors, telecommunication, banking, education, healthcare, and hospitality industries. This work will highlight the importance of building suitable HRM practices to enable women to practice their rights to reach senior-level positions in the higher-education sector and specifically in universities.

1.4. Research objectives

The main objective of this thesis is to explore the role of the AMO model through HRM Practices in the promotion of women to senior-level positions in the Palestinian universities.

This objective is divided into the following sub-objective:

- To identify the relationship between AMO Model factors through HRM practices and promoting women to senior positions in the Palestinian universities.
- To determine the level of applying AMO on promoting women to senior positions in Palestinian universities.
- To explore the challenges facing women in reaching senior positions in Palestinian universities.
- To investigate the current practices demonstrated by women that impede their advancement into leadership positions and to find solutions to overcome the challenges that hinder women from reaching senior positions in Palestinian universities.
- To test the role of AMO on promoting women to senior positions in Palestinian Universities.

1.5. Research Questions

This section consists of one main question and five sub-questions. These questions have been constructed to be answered in this research work in line with the research objectives.

Main Question

What is the role of applying the (AMO) Model through HRM practices in the promotion of women to senior-level positions in Palestinian universities?

Sub-Questions:

1. In what way does ability through HRM practices contribute to the promotion of women to senior positions in Palestinian universities?
2. In what way does motivation through HRM practices e to the promotion of women to senior positions in Palestinian Universities?
3. In what way does opportunities through HRM practices e to the promotion of women to senior positions in Palestinian Universities?
4. What is the relationship between the different AMO factors through HRM practices and the promotion of women to senior positions in Palestinian Universities?
5. What are the challenges facing women in reaching senior positions in Palestinian universities?
6. How can women overcome these challenges to reach senior positions in Palestinian universities?

1.6. Research Hypotheses

In this section the researcher formulated three main hypotheses. These are:

Ha-1: Ability through HRM practices has a positive impact on the promotion of women to senior-level positions in Palestinian universities.

Ha-2: Motivation through HRM practices has a positive impact on the promotion of women to senior-level positions in Palestinian universities.

Ha-3: Opportunities through HRM practices have a positive impact on the promotion of women to senior-level positions in Palestinian universities.

1.7. Limitations of the Study

The Researcher has faced some obstacles seeking all possible findings because the data may be affected by the perceptions and attitudes of respondents. Moreover, some universities refused to participate in this research. Furthermore, some universities have not participated in this study in an exemplary manner, resulting in the retrieval of a fewer number of questionnaires than originally anticipated. There were also some logistical difficulties; as the researcher spent too much time and effort to reach each participated university in person during the distribution process and/or collection of data, although a cover letter from the President of AAUP was attached to the questionnaire and followed up with a letter from his vice-president for academic affairs.

1.8. Scope of the Study

This research study is focused on the higher-education industry in Palestine. Therefore, the researcher targeted female and male employees in the private and public universities in Palestine. The interest and motivation to conduct this research stem from my current involvement and full-time work at the Arab American University-Palestine, which is considered the biggest and the first private university in Palestine.; My position and involvement with AAUP gave me the necessary knowledge of this industry and the mechanisms needed to reach the targeted segment to achieve the objectives of the study.

1.9. Conceptual Framework

The overall objective of this thesis is to find the role of applying the (AMO) Model: Ability, Motivation and Opportunities through HRM Practices on the promotion of women to senior-level positions in Palestinian universities. Additionally, I wanted to examine the AMO model in predicting the organizations' practices toward promoting currently employed women to top management positions in these organizations. The conceptual framework used in this study has been constructed using relevant information from previous studies. (Alqudah et al., 2022; ALSAFADI & ALTAHAT, 2021; Guest et al., 2021).

The researcher adopted three independent variables based on the AMO Model's dimensions- Ability, Motivation, and Opportunity, with the promotion of women to senior-level positions as the dependent variable.

Figure 1 shows the conceptual model according to the study variables.

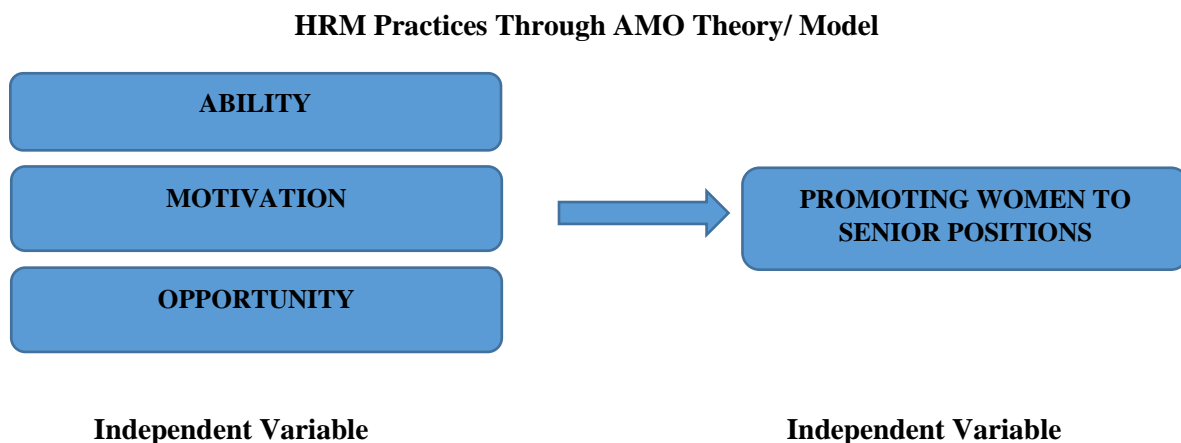


FIGURE 1.1: STUDY CONCEPTUAL MODEL

Source: Own Researcher work based on Literature

1.10 Delimitations of the Study

Geographical: The study has included responses from employees working in the following Palestinian universities: Al-Istiqlal University, An-Najah National University, Arab American University, Birzeit University, Hebron University, and Palestine Technical University – Kadoorie, located in the cities of Ramallah, Nablus, Jenin, Tulkarem, Hebron, and Jericho).

Population and sample: Six Palestinian universities were included in the study's population and sample. The researcher collected 250 questionnaires from the participants; with 204 questionnaires were completed thoroughly, and 46 were completed partially. The sample size was designed to provide enough information on reliability while also reaching some level of validity.

Knowledge: The study focused on the impact of the (AMO) Model Ability, Motivation, and Opportunities through HRM practices on the promotion of women to leadership positions. Therefore, helping Palestinian universities gain knowledge of the AMO Model and importance of applying it in their organizations.

Approach and Instrument: The researcher employed a quantitative data collection method through the use of questionnaires to accomplish the goal of the study. The primary purpose of the questionnaire is to achieve the research objectives, answer the study questions, and lastly collect data for the results, suggestions, and discussion.

Time: The questionnaires were distributed to employees in the targeted universities in December 2021 and collected four weeks post the distribution date.

1.11. Research Structure

This thesis consists of the following five main sections: Introduction, Literature Review, Methodology, Data Analysis and Discussion, Conclusion and Recommendations. I started by providing an overview of the topic (the AMO theory model in HRM practices and the promotion of women to senior-level positions), to highlight the importance of the topic. The current practices that organizations support in accessing top management positions for women. The literature review section is the second part of this thesis; it provides a detailed overview of the concepts, theories relevant to the topic, conceptual framework, and empirical findings for previous studies. The research methodology section discusses the design of the study instrument, population, sample size, data analysis structure, etc. The data analysis and discussion section provides and discusses the findings of the study questions and hypotheses, interpretation of the data, along with a discussion. The conclusion and recommendations section is the last chapter of this thesis, and it provides an overall summary of the study with conclusions about each objective, as well as recommendations for future research and practice.

Chapter Two: Literature and Theoretical Review

2.1. Introduction

Human resource management (HRM), as a critical business function, creates a distinct management style based on the premise that employees are the main competitive advantage. This premise' direction positions man at the center of some aspects of organizational success. Searle and Skinner (2011, p.4) posit that HRM is concerned with structuring human interactions within an organizational context so as to maximize performance

In modern times, managing human resources has become an urgent necessity. The HR department is responsible for the planning and application of recruitment and selection, training and development, retention, and motivation strategies and practices; additionally, it is responsible for the assessment, prediction and planning of human resources' needs to maximize employee deployment. Hence, the importance of the role played by HR is on the rise. HRM plays a crucial role in planning, organizing, controlling, and directing the human element in order to achieve the goals of the organization and the society at large.

The importance of HR lies in its role and ability in creating the appropriate environment that motivates employees to maximize their performance. Programs and policies are created to motivate and retain employees as a source of competitive advantage. (Ristow, Pearse, Ristow, & Amos, 2008).

2.1.1. HRM Definition

HRM is “a function in organizations designed to maximize employees’ performance as a way to achieve the employer objectives” (Johnason, 2009). Additionally, (HRM) is the heart of the organization due to its role in maximizing the performance of employees by implementing certain practices and activities (Cherif, 2020). It involves “management decisions related to policies and practices that together shape the employment relationship and are aimed at achieving certain goals, these goals concern performance goals which have been defined and measured in multiple ways” (Boselie, 2014). Using the Harvard model of HRM, Beer et al. (2015) "group these goals into a multidimensional performance construct. Performance is not only regarded as organizational effectiveness (that reflects financial performance indicators and productivity measures, for instance) but also as creating employee well-being (reflected in satisfied and healthy employees) and societal well-being (e.g., an organization's impact on society)". Hayre, (2015) defined HRM as “a proactive tool at the workplace that uses specific means and facilities recruiting and improving workers as "human resources" to achieve business goals."

2.1.2. HRM Functions

HRM plays a crucial role in developing the workplace by conducting several vital functions. Primarily, HRM is responsible for staffing and recruitment; that is one of the major responsibilities of the HRM. Recruitment is the process by which an organization ensures that

it always has the correct number of employees enjoying the right skills and qualifications in the right jobs at the right time. At the same time, staffing includes job analysis, human resource planning, recruitment, and selection (Al-Bdareen & Khasawneh, 2019). This policy aims to recruit the highest number of applicants to select the most talented and achieved them with correspondence to the job description (Elrehail et al., 2019), which is accomplished through designing a strategy and criteria for each job description.

HRM plays a significant role in Human Resource Development (HRD), which includes training and development and focuses on individual career planning, developmental activities, organizational development, and performance evaluation (Richman, 2015). The process of employee development should maintain the diversity and inclusiveness of different social groups. In addition, conducting training in collaboration with HRM helps develop employees' leadership skills and potentials from different social groups (Cherif, 2020). Additionally, one of the essential factors that influence how and why people choose to work in one organization over another is compensation, here lies the effectiveness of the HRM function. Therefore, employers with the coordination of HRM must reasonably offer several types of compensation to hire, retain, and reward individuals in their organization. Noting that, compensation and bonus philosophy should be based on rewarding employees for the "right" performance and qualifications (Eleyan, 2010).

Furthermore, the importance of HRM in the workplace relies on its role in maintaining the work atmosphere. This is an essential aspect as employees' performance, and efficiency is affected and driven by the atmosphere and culture of the workplace between employees, which is maintained by the HRM department (Parameswari & Yugandhar, 2015). Besides the

above, HRM is responsible for solving conflicts between employees or between employers and employees, through acting as a mediator and offering solutions to keep things under control by providing employees with safe and healthy work environments. However, achieving this goal is not easy, as not all incidents and conflicts can be anticipated (Morosan-Danila et al., 2013).

HR is a unique department, HRM influences the company's performance by adopting the best practices of HRM into the business strategy and plans and noting that HRM policies' impact on the company performance has been examined by highlighting the difference between the policy and the practice. HRM proposes many policies such as the development of the workplace, but not all are realistic or applicable. Hence, Rasool suggested that HRM should propose policies in line with the organizations' strategy and scope (Rasool et al., 2019). It was also pointed out that many HRM departments suffer from a gap between rhetoric and reality, which has led to the ineffectiveness of the policies of HR. This includes multiculturalism that is not being applied in many countries, including the Middle East (Budhwar et al., 2018).

Moreover, a study was conducted to determine the factors that affect the performance of the HRM in Palestinian organizations by Al-Jabari (2013). The study assessed the HRM practices in public, private, and NGO sectors, and one of the main differences and challenges faced by the HRM in Palestine depended on the sector, where the NGO showed the greatest implementation of the HRM tasks and policies. Similarly, the more prominent organizations showed a better application and functioning by the HRM departments, unlike smaller organizations which are more common in Palestine. Moreover, the study attributed the dysfunction of HRM in most Palestinian organizations to economic growth. However, this

faces many challenges, including tight closure policies imposed by the Israeli occupation, barriers, and limited governmental authority, leading to instability in business.

2.2 Diversity in the Workplace

Diversity refers to the act or trait of including or involving people from a variety of social and ethnic origins, as well as genders, sexual orientations, and other characteristics (Volkman, R.2012). Diversity is an essential quality that should be fostered in every workplace. It is known as the "otherness or those human qualities that are different from our own and outside the groups to which we belong, yet present in other individuals and groups." (Deshpande, 2018). There are different dimensions of diversity, including age, ethnicity, race, religion, education, gender, and more (Deshpande, 2018). Fostering Diversity in the workplace adds many benefits to the workplace, for example, it promotes innovation; having individuals outside the norm allows innovative thinking and diverse perspectives to reach new and creative decisions.

Additionally, diversity plays a role in advancing localization, as it provides a better understanding of the demographics of the marketplace. It also encourages adaptability, where it allows a company to cope with the competitive market (UNDP, 2021). According to a report published by McKinsey & Company (2020), diversity in the workplace leads to a stronger financial outperformance, mainly when diversity is fostered in executive positions. Additionally, they highlight the importance of inclusion, which enables companies to realize the benefits of a business and the extent of welcoming and accepting every employee.

Managing diversity in the workplace is one of the intrinsic approaches that falls under the scope of HRM. It is also considered to be one of the main challenges that HR managers face in terms of implementation between the employees. Since the application of diversity in the workplace can reflect productivity and work issues, but it can also reflect the legal and ethical issues of a company, which affect the customer in return (Deshpande, 2018). Similarly, according to Tintiet al. (2017), HRM policies play a fundamental role in achieving competitiveness in the market, which clarifies the ability of HR managers to promote acceptance between employees and allows them to participate in the decision-making process of the company.

Gender diversity is one of the most challenging diversity dimensions in terms of application internationally and particularly in the Arab world. Despite the positive impact that women have added to the workplace in the last decade, the empirical and theoretical guidance for gender diversity is still unclear for HRM (Roh& Kim, 2016). Only 56% of senior managers are actively promoting gender diversity at their workplaces, which is a concern attributed to HRM because it is the body responsible for ensuring the application of gender diversity in recruitment, hiring, promotions, and training (Tinti et al., 2017).

2.2.1 The Role of the HRM in Promoting Gender Equality

The HR Department plays a vital role in promoting equal gender representation at all levels, by its ability to create and enable an organizational culture that fosters a respectful and inclusive environment where every employee has the opportunity to learn, grow and contribute to the organization's success (Díaz-García et al., 2013). Furthermore, equal gender representation in any workplace provides the company with a competitive advantage that

leads to higher performance and more efficiency (Ali, 2016). Therefore, the HR Department should follow a comprehensive and unified strategy that includes diversity as a required and core competence and employs a variety of tools and techniques in recruitment, selection and employment, to achieve integration and consistency between recruitment, retention, career development, rewards, occupational health, and safety within the organization. Thus, good practices in strategic human resource planning should be implemented by linking and integrating universally accepted human resource policies and practices equally (Kossek & Buzzanell, 2018).

Some scholars like Sarvaiya & Eweje (2016) have connected HRM's role in promoting gender equality and diversity with corporate social responsibility. Kilgour (2013) reveals that implementing equal gender representation and opportunities is a social responsibility that addresses the UN global compact. Others have connected gender equality in the workplace and the company performance; for instance, Hryniewicz & Vianna (2018) studied Brazilian women and found that women could achieve many workplace accomplishments, indicating the importance of equal gender representation at senior positions in increasing institutions' productivity. A previous study conducted in New Zealand examined the application of gender equality by HRM in the workplace. The study revealed that HRM faces two main gender equality challenges: the inequality in pay or compensation between men and women employed in the same position at the workplace. The second challenge is the underrepresentation of women in leadership and senior positions (Sarvaiya & Eweje 2016).

However, despite the increasing attention to the importance of gender equality in the workplace and senior managerial positions, the progression is very slow in western countries,

Kossek & Buzzanell (2018) and Rincón et al. (2017) found that gender imbalance in senior positions is mainly attributed to the negative stereotypes of females in both the United States and Europe, respectively. While in developing countries, there is less attention towards gender issues, hence much slower progress in increasing the representation of women in senior positions (Najd, 2015). Based on a study conducted in the Brazilian public and private sectors, the underrepresentation of women was attributed to a wide range of external and internal barriers, including motherhood, family commitments, and the distrust in women's capability to manage and lead. It is primarily due to the stereotypical mental image associated with women as a follower and emotional person, not as a leader (Hryniewicz & Vianna 2018).

In a recent study, Al-Jedaiah (2020) reveals that females in the Jordanian banking industry are suffering from inequality practices, mainly in the training and development area due to biases in the performance evaluation process which underestimates their rights for advancements and promotions; the study related this inequality to the Jordanian masculine culture that underestimates females' merits. These results were found to be consistent with the results of a study conducted by Newman et al. (2017), it was found that females in health organizations in Uganda and Zambia are also suffering from biases in evaluation, which hinders their chances of reaching leadership positions, such suffering is also related to the African masculine culture. Likewise, women in the health sector face gender inequalities in the planning, development, and management of healthcare systems. Despite the increasing number of women working in the health field, the inequality between the occupation and opportunities between genders persist. There is also a lack of attention to and research on this persisting issue (El Arnaout et al., 2019).

Aside from the cultural and social factors, HRM was found to play a significant role in ensuring equal gender participation in senior positions through recruitment, promotion, training, and equal wages (Badal, 2014). Correspondingly, Biswas et al. (2020), showed the significance of HRM in supporting women in the workplace, mainly in leadership positions in Bangladesh; by including the data of over 182 HR managers who filled out surveys, results show that HR managers can follow an unbiased promotion for leadership roles by promoting the most accomplished and qualified employees despite their gender.

Therefore, and since HR is responsible for taking measures towards gender inclusive presence, HR can and should play an active role in capitalizing on gender equality and women's qualifications to promote women to senior positions (Makori et al. 2016)

2.3 The Representation of Women in the Workplace

2.3.1 Women Participation in the Labor Force at the Global Level

According to the Global Gender Gap Report GGGR (2021), the gender employment gap has only narrowed by 3% in the past ten years, with a global gender gap standing at 40%., which explains the reason why gender empowerment has thus been set to be a goal for 2030 on the global agenda for the United Nations. Furthermore, the mentioned report referred to educational attainment as one of the determining factors that affect women's participation in the workforce, where women now make up a larger proportion of students at the school and university levels. Accordingly, the more women invest in education, the more they participate in the labor force. Correspondingly, women who choose to be better integrated in the workforce in the long term, ought to attain a higher level of education.

The only exception to this strong relationship between education and the participation of women is observed in the Middle East and North Africa, where the increase in the rate of women's education did not reflect on their participation rate. Similarly, according to the World Bank (2018), 37% of unemployed Egyptian women are university graduates. Despite the awareness of gender inequality, its presence, and its consequences on the economy of a country, the progress towards solving such an issue is stalled in many countries, including the United States, which has been ranked 45th in the world according to the world economic forum of 2016, even though, it used to be one of the leading countries in promoting gender equality in the labor force. In the late 90s, women's labor force participation increased by 60% in the US, but since then, it has been decreasing. In 2019, 54.7% of women aged above 16 participated in the labor force in comparison with 69.2% of men (Kosseck, & Buzzanell, 2018).

While female participation in Europe has increased from a rate of 55% in the mid-90s to reach 67% in 2018, leading to a significant decrease in the gender employment gap. Nonetheless, there is still a 12% gap between the employment rate of women and that of men within the same age range (Cipollone, 2014). Similarly, in Latin America and the Caribbean, there is an increase in women's participation in the labor force witnessed in 2017, but they are a 20% gap between women's and men's participation. Moreover, it is indicated that the employment to population ratio in Latin America for women compared to men in 2018 was 45% to 69%, which has been relatively the same since 2012. Furthermore, the unemployment rate for women in Latin America and the Caribbean in 2018 was 10% and 7% for men (Novta & Wong, 2017).

The differences in women's participation across countries stem from non-economic factors, where religion is a primary factor that plays a significant role in some countries. Despite the countries' religions there is a patriarchal dominance, and thus the participation of women tends to be lower (Winkler, 2017). Moreover, the political ideology of a country is one of the factors that affect women's participation; this was seen in countries of the former Soviet Union, where the employment of women was high. Similarly, Khitarishvili (2018) has shown that female participation during the Soviet Union was essential for the economic growth of the Soviets. Additionally, as part of their constitution, equal rights of participation and payment between men and women were accorded as one of their equal gender legislations (Khitarishvili, 2018).

Another common factor that differs between countries is the cultural view and gender expectations of the roles of women and men in society. For example, in a study on Chinese women, Qing (2020) reports that gender role attitudes in China impact women's educational achievement, labor force involvement, occupational status, and working hours in the labor marketplace. In addition, the development and stability of a country's economy also influence women's participation. Kyrgyzstan is a prime example, when it was part of the Soviet Union, it was influenced by the Soviet philosophy regarding isolating women from the labor market, but after Kyrgyzstan gained its independence, and its economy witnessed growth caused by high adapting technology into production, using new methods in the organization, management, it started to support women's participation in the marketplace (Akbulaev et al., 2020).

2.3.2 Women’s Labor Force Participation in the Middle East and Palestine

Over the past decades, working Arab females in the Middle East have faced many issues compared to men in their labor force participation. This includes a gender gap in wages, promotions, recruitment, and the types of positions and opportunities that are available for women (Kooli & Muftah, 2020). According to GGGR (2021), the largest gender gap with 40% was ranked for the Middle East and North Africa (MENA) region (Table1). It was also found to be the area with the slowest progress, so it is predicted that it will take 142.4 years to be able to close the gender gap in the labor market in the Middle East.

TABLE 2.1: REGIONAL PERFORMANCE BY SUBINDEX 2021. THE PERCENTAGES LISTED REFER TO THE GENDER GAP THAT HAS BEEN CLOSED FOR EACH DIMENSION.

	Overall Index	Subindexes			
		Economic Participation and Opportunity	Educational Attainment	Health and Survival	Political Empowerment
Western Europe	77.6%	70.0%	99.8%	96.7%	43.8%
North America	76.4%	75.3%	100.0%	96.9%	33.4%
Latin America and the Caribbean	72.1%	64.2%	99.7%	97.6%	27.1%
Eastern Europe and Central Asia	71.2%	73.5%	99.7%	97.7%	14.2%
East Asia and the Pacific	68.9%	69.6%	97.6%	94.9%	13.5%
Sub-Saharan Africa	67.2%	66.1%	84.5%	97.3%	20.8%
South Asia	62.3%	33.8%	93.3%	94.2%	28.1%
Middle East and North Africa	60.9%	40.9%	94.2%	96.5%	12.1%
Global average	67.7%	58.3%	95.0%	97.5%	21.8%

0 ————— 1

Source: World Economic Forum, Global Gender Gap Index, 2021.

Note: Population-weighted averages for the 156 economies featured in the Global Gender Gap Index 2021.

As indicated in Table 2.1, the progress in closing the gender gap in the MENA region is slower than in other regions when looking at the four dimensions of the gender gap index for 2021. The MENA region is ranked as the second-lowest region in economic participation and opportunity. An important driver for this dimension is women's participation in the labor force, which is only 31% overall for the MENA region; for example, women's participation in

the labor market in Yemen 6.3%, Iraq 12%, Syria 15.7%, and Jordan 15.6%. The gender gap in employment causes a gap in income, wages, and opportunities as well. Moreover, the political empowerment dimension is the lowest for the MENA region, which is due to the political instability present in most of the MENA region countries. The large gap in political empowerment also reflects the lack of women's presence in positions of power. Lastly, both the Educational Attainment and the Health and Survival dimensions show an advanced progression in closing the gender gap (Global Gender Gap Report 2021).

Likewise, Pimkina& De La Flor (2020), indicate in their study that the lowest labor force participation in 2019 was recorded in the MENA region with a gender gap of around 52%, where women there make up only 20% of the labor force. According to the World Bank (2020), MENA has the lowest rate of 20% compared to other regions (as seen in Figure 2.1).

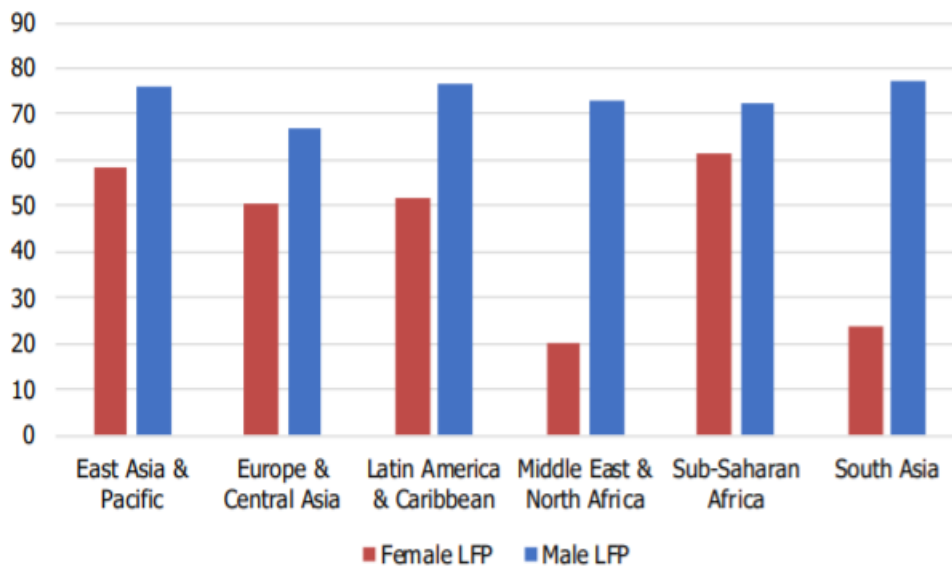
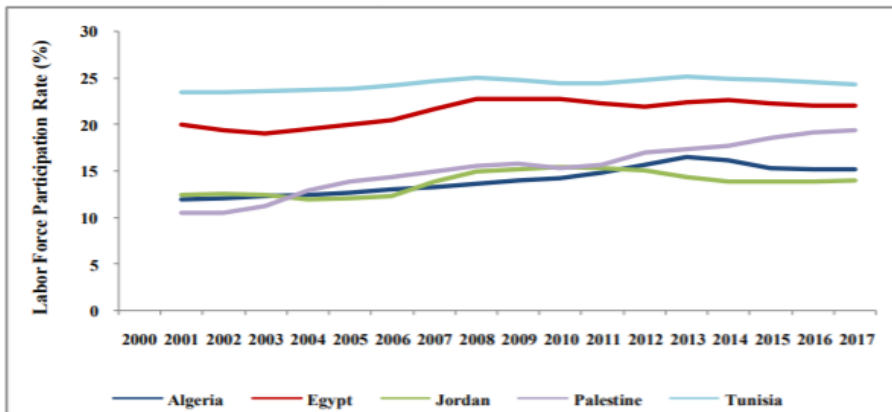


FIGURE 2.1: LABOR FORCE PARTICIPATION BY GENDER AND REGION

At the same region, Lassassi & Tansel (2020) reported that Jordan and Algeria have the lowest female participation rates in the labor market of 12.6% and 16.6%, respectively, but the rates are higher in Tunisia and Egypt (24.4% & 22.4% respectively), as seen in figure 2.2 below.



Source: Computed by the authors based on data from World Bank.

Figure 2.2: Trends in Female Participation Rates, 2000-2017 by Country (Lassassi & Tansel, 2020).

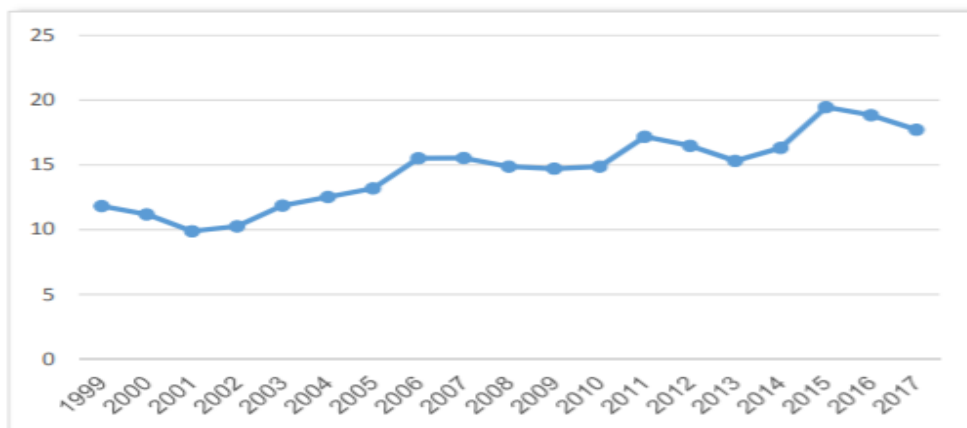
There are many reasons why there is a significant gender gap in the Middle East in general and the neighboring Arab countries. Women in the Middle East are still struggling with traditional socioeconomic obstacles that affect their rights of acquiring equal job opportunities and equal wages between both genders (Momani, 2016). However, it has been argued that the main reason behind gender inequality is the spread of conservative ideas and practices against women's rights which are passed from one generation to another culturally, but are mistakenly thought to stem from Islam, (Glas et al., 2018). Even though religious socialization in some Arab countries is multifaceted and gendered, and certain men and women are inclined and equipped to deviate from dominant patriarchal religious interpretations (Glas et al., 2017); nevertheless, the rest of the Arab countries are facing women's unemployment, related to

social, political, economic, and religious context of the country or the region (Kooli & Al Muftah, 2020). Accordingly, the participation of women in the labor force in the Arab countries has been the lowest for decades; with a low male labor participation when compared to other countries. Even with the low male labor participation, there is still a very high discrepancy between males' and females' participation (Kooli & Muftah, 2020).

According to Sidani (2016), there are other types of work pressures that are associated with working women in the Arab world, such as the pressure from the family and the responsibility of a woman towards her family, that discourages her from participating in the workforce. In addition to the fact that certain positions and types of jobs are not suitable for women culturally, which limits the scope of opportunities that are open for women and discourages them from seeking higher positions. Moreover, the stage of economic development of a country and the macroeconomic crises also influences the female labor force participation (Lassassi & Tansel, 2020). Women's time is divided between bearing children, childcare, eldercare, and home chores and responsibilities are also discouraging her from participating in the labor force (Pimkina & De La Flor, 2020).

The situation in the Middle East applies to Palestine, due to similarities in the cultural and social factors. The political factor caused by the Israeli occupation has affected Palestine significantly, where it created a dependent Palestinian economy and hindered the Palestinian private sector's ability to expand as it is supposed to (ILO, 2016). This has led to an increase in unemployment, economic instability, and limitations in economic growth due to the political structural challenges. Such challenges have negatively influenced the Palestinian labor market and accordingly affected women's participation in the labor force. (Momani,

2016) note that in 1999, there has been an improvement in the number of women seeking employment (figure 3), but the participation has not been significant, specifically in comparison to men as the gap remained large (PCBS, 2018). Ramallah is considered the hub of Palestine; people need to reside in Ramallah to assume leadership or senior positions, as the issue of commuting and transportation is neither easy nor safe, due to Israel's roadblocks and the constant harassment of Palestinian civilians by the Israeli army and settlers, which restrains people from moving freely across the country.



Source: PCBS Labor Force Participation data 1999-2017

Figure 2.3: Women's Labor Force Participation Rate in the West bank 1999-2017.

Palestinian Women's labor force participation, as indicated in figure 2.3, had some fluctuations between 1999 and 2017; figure 3 shows there has been some fluctuation in women's labor force participation rate in the West Bank, despite an overall increasing trend. The lowest female participation rate stood at about 9.9% in 2001, during the peak of the second intifada, where the highest rate was about 19.5% in 2014 (Hammoudeh, 2020). According to the PCBS (2015), skilled and educated women in the West Bank and Gaza tend to have double the unemployment rate of skilled men. Which indicates that skills and

education matter less for men in the labor market. Noting that in 2015 unemployment rate for skilled females was 47% (61 % in Gaza and 38 % in the West Bank), while the unemployment rate for skilled men was at 18 % (28 % in Gaza and 11% in the West Bank) (World Bank Group, 2018).

2.4 Women Representation in Senior Management Positions.

When it comes to the challenges and barriers that confront females' rights of work and promotion, it is worth referring to the Tokenism theory (1977), where "tokens" are a minority group that makes up 15% of the total, that tend to face challenges and discrimination in the workplace. Similarly, women experience tokenism because of their minor presence in the workplace, primarily in senior management positions, where skilled women feel estranged to pursue their dreams and reach higher positions because they do not feel that they belong in decision-making positions because they are mostly dominated by men (Zimmer, 1998).

Hence, maintaining equal gender representation in senior management positions has been a struggle for decades in many countries. Where senior management positions are referred to as the top positions in an organization in which the person in charge should carry a great load of responsibility, leadership capacity, and be able to make decisions (Kossek & Buzzanell, 2018). According to Catalyst's poll (2018), women form 44.7% of the employees in the Standard & Poor's; they form 36.9% of the first level of managers, and 26.5% of senior-level managers, 21.2% of board directors, and only 5.2% of chief executive officers (CEOs). Rincón et al. (2017) reported earlier that there is a scarce presence of women in senior positions, particularly in American and European companies, and that the path to reach an equal gender representation in senior positions in the business sector is far too long.

In this respect, UNDP (2021) referred to many limiting barriers that restrict women from reaching top positions and leadership roles in the business sector. Figure 2.4 below summarizes the three main barriers women face in three domains. The first domain is the social norms, where the values, attitudes, and behaviors followed by a society limit the capabilities and opportunities of women. The second domain refers to the environment, which relies on both the policies that call for equal gender leadership and the society's views. Finally, the third domain is the organizational practices, which involve the measures and policies applied by the workplace- the role of the HRM- to promote equal gender representation in senior positions. Along with creating a culture and an environment that should welcome the inclusiveness of women and provide equal access to opportunities for all (UNDP, 2021).

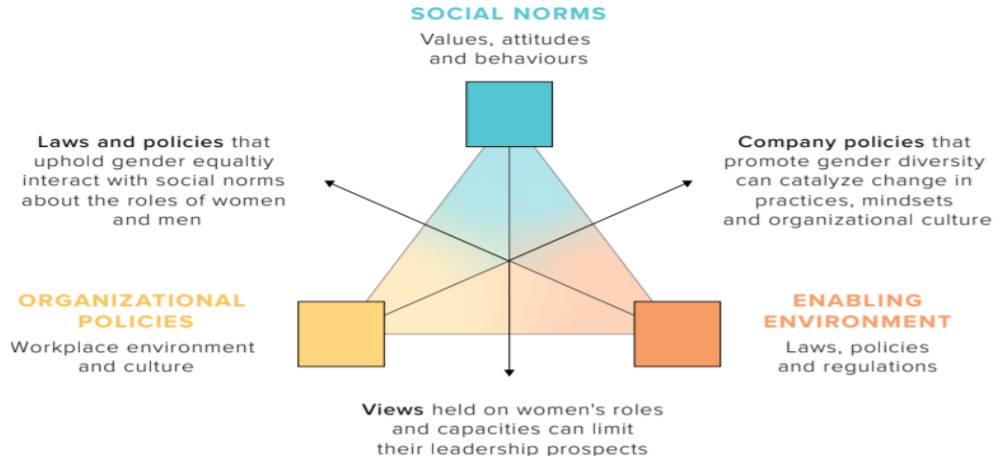


Figure 2.4: The three domains for achieving gender diversity at the workplace (UNDP, 2021).

For the MENA region, the International Labor Organization's (ILO) report (2019) provides an analysis of 83 countries, women in paid work earn on average between 10 - 30 % less than

men. Gaps are particularly critical in the MENA region but also persist in high-income OECD countries. Moreover, based on the World Bank (2018), women's employment in managerial positions reflects the economic empowerment of women. It is found that women tend to be underrepresented in both the highest and lowest administrative positions. According to an enterprise survey conducted in Egypt, only 4.9% of females occupy top positions in Egyptian firms. While 5.4 % of women occupy top management positions in the MENA region and lower-middle-income countries, women in senior positions represent 19.3% only. Furthermore, there tends to be a gender gap even in the type of contract, where there is a difference in full-time contracts and permanent positions between women and men.

According to GGGR (2021), on average, less than 18% of managers in the MENA region are women, while in some countries of the region, women represent even less than 10%. For instance, women managers represent only 8.9% in Syria, 8.4% in Algeria, 7.4% in Egypt, 6.8% in Saudi Arabia, and the lowest rate of 4.1% is in Yemen. While it is indicated that there are almost as many women managers as men in Jordan, there is no index on the situation in Palestine. Moreover, the gap in political empowerment was attributed to the low rate of women in managerial and leadership positions. The United Arab Emirates is the exception to this, where the number of women and men parliamentarians is equal; while Saudi Arabia and Yemen are ranked as the lowest in women parliamentarians, as there are few to no women as ministers or holding seats in the Parliament.

Rincón et al. (2017) reported that there are three primary gender barriers to reach senior management positions. The first level is the social barrier, which mainly includes the gender stereotypes, which are generalized views that categorize the capabilities and roles of men and

women. This barrier is set by the society and may differ from a community to another depending on the religion and culture, which similarly play a role in classifying the role of men and women. The second level is the organizational barrier, which highlights the gender differences that occur during the selection and promotion process, where the qualification determines the decision and the gender in many organizations. Lastly, the third barrier is the governmental barrier, which depends on the lack of legal monitoring on institutional strategies, which leads to an imbalance in gender representation at executive positions.

Several studies, such as Catalyst (2018), reveal that women in senior management positions and executive positions persist on being occupied majorly by men in the Middle East. As illustrated in figure 2.5, the Middle East has the lowest rate of women in boards and decision-making positions with only 0.9%, according to a report published by the Corporate Women Directors International in 2018. The report emphasizes that women in the Middle East suffer from all gender barriers and struggles on their way to senior positions.

Additionally, this significant difference compared to other countries stems from the low participation of women in the labor force in general, which leaves the chance of promotion to a management position for women to be very low. At the same time, Northern Europe has the highest rate of women managers with 36.3%. However, it is generally noticeable that even the highest rates of women presence in senior positions are less than 50%. This indicates that there is still a gender gap and an underrepresentation of women in senior management positions even in these countries.

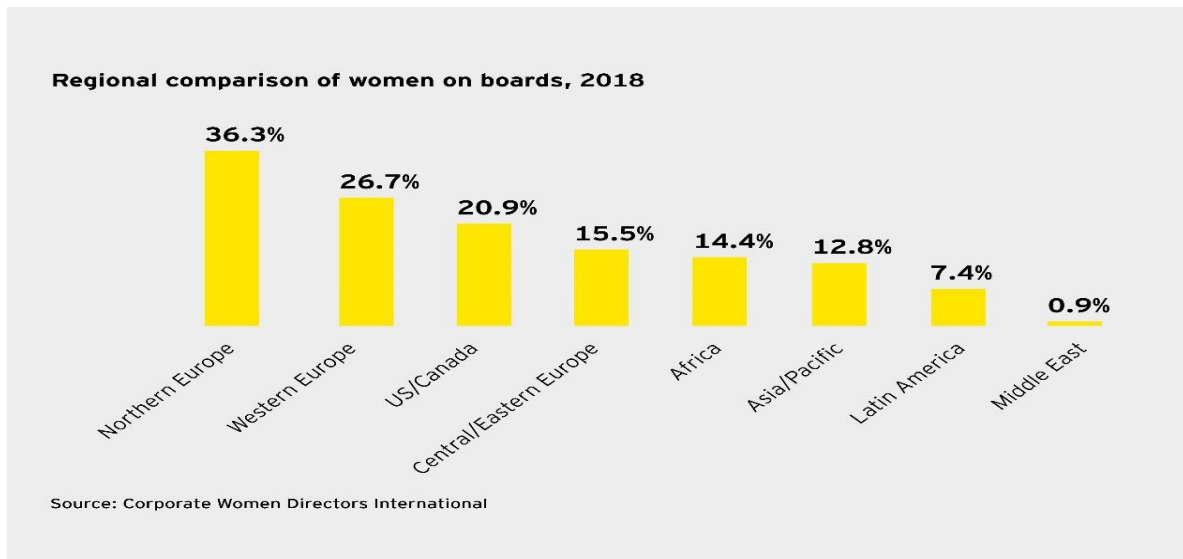


Figure 2.5: The percentage of Women in Senior Management Positions by region in 2018, according to the Corporate Women Directors International.

In her study, Najd (2015) showed the underrepresentation of Lebanese women managers and explained how women and men have different management and leadership positions. Men are more preferred to be managers than women, and that accepted women in senior positions tend to show men characteristics. They also show that women are favored by their management behavior, as they are more thoughtful and careful, they also exhibit emotional intelligence, honesty, and are more collaborative. In contrast, men exhibit more external competitiveness, take charge, and they endure more physically demanding workload. However, both men and women show similar internal competitiveness.

Despite the overall significant increase in the Arab female education rates, the increase in their employment rate in senior management positions in the private sector was not complemented in the Middle East (Momani, 2016). Similarly, this was observed in Spain, where the increase in education did not lead to an evident change in the proportion of women in senior positions (European Commission, 2016). Recently, some women are more able to reach senior positions, but they still

face many challenges and obstacles on their way that men do not encounter when reaching the same senior positions (Hryniewicz & Vianna, 2018). Women who reach senior management positions may feel disgruntled due to the organizational culture, poor recognition, and biased promotion, but mostly, they get less paid than men in senior managing positions (Najd, 2015).

A study by Adel & Alqatan (2019) on the discrimination in gender employment in Kuwait's banking sector sheds light on the differences in opportunities between men and women in the workforce. They have examined the case in Islamic banks, where they were gender-segregated, and where female employees deal only with female clients and male employees deal with male clients. According to this study, there was no wage gap or differences in training and recruitment. The only indicated gender difference in the Islamic banking sector was seen in the promotion, where women were significantly less promoted to senior or leadership positions. Even though both were trained for the same positions similarly, but due to maternity leaves and household responsibilities that are associated with the image of being a woman in an Arab Muslim country, they are not allowed to be in decision-making positions.

An examination by Amin & Islam (2014) on the presence of women in top managerial positions showed that women tend to be given a chance to lead only in small private firms. Similarly, they showed that gender disparity of women's presence in the workplace is also a result of their disparity in education. However, contrasting with common traditional disbelieves in women's capabilities to hold senior positions, this examination showed that women could be even more talented and productive in decision-making positions than men.

The prevailing patriarchal society that is dominant in the Middle East led to the low rate of women managers in Palestine, where men are given an advantage over women, and thus they have priority

in senior positions employment opportunities. (Bethlehem Chamber of Commerce and Industry BCCI, 2014). Based on the aforementioned three gender barriers that women face to reach senior positions: the social, organizational, and governmental barriers, women in Palestine suffer from each barrier, as gender stereotypes are very dominant in the Palestinian culture.

The international community is considered a group of independent political units that do not constitute a mere arrangement or system among them, but rather, through dialogue and mutual agreement, they have reached common rules and institutions to manage their relationship, and these units are conscious of mutual interest and the preservation of those rules and institutions. (Al-Hraf, Taima, 1962)

The existence of the interest of the international community is what justifies the compatibility and acknowledgment of states in applying the requirements of international law, and the collective and comprehensive recognition of this interest is a collective acceptance of the idea of the existence of international law that governs the behavior of states in the field of daily dealings and a waiver of the self-interest of the state's parties (Alaa, 2004).

The urgency of the presence of women leaders confirmed by the Director of the Women and Gender Division for Human Rights in order to respond to today's challenges. Women, in all their diversity, represent a tremendous force for change. "Women enjoy full human rights and respect regardless of their choices nationality, social class, and origin" Veronca Berga, 2020. Today, their leadership has become very much in order to reach a more just and sustainable society. The consequences for women's access to leadership positions are numerous including harmful stereotypes about their roles and capabilities. Women have the ability to communicate with

colleagues more effectively and this gives the woman the power in her leadership because she can act in critical situations. (Vasavada,2012).

2.4.1 The Importance of Women Representation in Senior Positions

In a study published by Glass & Cook (2017), they examined the role and importance of women's representation in senior positions in the workplace; in terms of education, women leaders tend to have a higher level of education than men leaders. Similarly, in terms of social and community work, women are found to have more experience. They also show strong networking skills, where they can benefit organizations by providing informational and diversified input and ideas from their experience, education, and network. Moreover, it is argued that women shed light on new priorities by focusing on novelty, as they ensure equity in the workplace more than men leaders, causing an increase in value diversity. Women also enjoy more innovative and creative approaches, unlike men that tend to stick to traditional approaches.

One of the suggested perspectives towards the success of women in management positions according to a report published by the International Labor Organization ILO (2020), titled “Women at Work in G20 countries: Progress and policy action since 2019”, is that women need fellow women leaders in the same organization, where they can gain confidence and authority, to be able to make a significant change in the workplace. It also encourages women managers to collaborate to challenge gender stereotypes. Additionally, equal gender representation in senior management and decision-making positions in companies leads to an increase in organizational outcomes. Diversity and equal gender representation in senior positions are found to increase creativity, mainly creativity in solving issues and problems (Kossek & Buzzanell, 2018).

Different scholars have suggested ways to overcome weak women's participation in senior managerial positions. For instance, Badal (2014) suggested an application of fair systems in recruitment, promotion, and employment, which are the responsibility of the HR department in every workplace. Whereas Awad (2018) recommended that policymakers should improve laws and regulations that promote equality in opportunities and protect women workers' rights. Conversely, Aburaida (2020) considers that achieving sustainable economic growth requires decision-makers to facilitate national workforce diversity, including equal gender representation in senior management positions to allow for their senior engagement in the labor market.

Therefore, having women in senior management positions equally as men, will not only foster and advance women, but it will also lead to a societal impact on changing the workplace and HRM policies towards an inclusive environment and culture (Badal, 2014).

2.5 Gender Diversity Theories

There are several theories that refer to gender diversity; the following section will refer to some of them accordingly.

- Tokenism Theory, despite the overwhelming number of females in organizations, still their existence is almost numerically rare in top positions where the numerical distribution has traditionally favored men, which left women occupying token status and have alone or almost alone in male peer-groups, and this is referred as tokenism. Kanter (1977) was one of the pioneers in showing this dilemma when he revealed that people of different social, gender types differ qualitatively in dynamics and process when they are located in places that they are not usually found. According to Kanter, a woman in such positions is usually afraid to be an

opponent of men and is afraid to make an outstanding performance because all eyes are on her; and in case women choose to work differently from men or what is expected of her, not showing her full loyalty to men, she will face the public humiliation; which explains why women accept assigned roles of men even if they are minor roles with limited influences or authority and minor performance, and that is what women in the boardroom suffer from.

Consistent with this, King et al. (2009) examined the role of psychological climate on gender inequality and tokenism and suggested that a negative psychological environment leads to gender inequality in job commitment and satisfaction. Hence, the perception of unequal gender climate in the workplace rises from the representation of women in management positions as a whole and the experience of tokenism, which supported the study of Collica-Cox & Schulz (2020) when they documented that women are more subjected to stereotypical expectations and constraints. Therefore, the appointment of one or two females in top positions and mainly in the boardroom does not necessarily mean that she will partake in the firm's performance by her own capabilities because she is not fully trusted or supported by men (Elstad&Ladger, 2012; Kirsch, 2018).

- Resource-Based View (RBV), the concept of RBV was introduced by Jay Barney in 1991, who addressed the importance of competitive advantage in the workplace environment. He classifies the firm's resources into three main categories, physical capital resources, human capital resources, and organizational capital resources. It was noted that the importance of competitive advantage relies on the mobility and homogeneity of resources. Thus, McMillan-Capehart (2003) argued in his study that through the RBV theory the homogeneity of gender and racial diversity could lead to competitive advantage in management and senior positions of

a firm. This was similarly illustrated by an inverted U-shaped curve that showed a positive prediction that with more gender diversity; there is a better performance. Contrastingly, RBV suggests that when there is a gender minority (token), there is an increase in intergroup interaction, due to the low number of women, they tend to interact with men more, where they can achieve more creativity and innovation in the workplace (Ali et al., 2009).

- Resource Dependency Theory (RDT), Pfeffer and Salancik (1978) introduced RDT by explaining the behavior of organizations and the dependence of their actions on the need for resources. RDT suggests that firms should rely on interactions with other organizations to secure resources; these interactions can be advantageous, while others may not be. This theory is based on the idea that firms may need certain resources, but such exchanges between firms create differences in power and access to resources. To avoid such differences and advantageous relationships between firms, they rely on some strategies, including increasing production, political action, and diversification. In addition, they tend to use diversity as a tool to access their scarce resources, where female representation enhances practices between the companies that are exchanging resources (Nienhüser, 2017).
- Critical Mass Theory (CMT), According to CMT, having social and cultural diversity within a group makes it critical to shape and process the dynamics for this group. Thus, Kanter (1977) suggests that the presence of women in top positions may not lead to significant changes in management and corporate governance because they represent the minority group and are unable to face tokenism. However, when a gender balance is implemented, Kanter suggests that gender differences may be eliminated, but the effect of the subgroup will not be led to impactful group interaction. However, once the number of females exceeds one, their influence will be sensed. Konrad and Kramer (2006) showed that the presence of three women

or more in top positions is efficient to cause a change in the workplace. Subsequently, Passaribu et al. (2017) study that examined non-financial listed companies in the Indonesian stock exchange, found that companies who appointed more than one woman in the boardroom may bring positive effects on the company's performance, because generally directors and decision-makers are male-dominated there, hence a female director hardly contributes to the overall company performance. Such a result is supported by Egerová and Nosková (2019), where they reveal that when women reach a critical mass level, meaning they reach their threshold, their influence would grow in senior positions.

2.6 HRM Policies and Women in Senior Positions

Women's participation in top managerial positions depends on many aspects, such as the nature of the sector, the country's regulations, and the cultural context, among others. Therefore, this section is going to shed light on the role of HRM policies regarding fair and equal gender diversity in the workplace.

A study conducted by Koskinen Sandberg (2017) on the impact of recruitment and selection on sustaining gender equality in the workplace documented that during the selection process, the assessment is affected by gender stereotypes and is not evaluated solely on the competence of the candidates. Rivera (2017) clarified that the organizational class of hierarchies that exists in most institutions is a result of assigning jobs with specific tasks to a particular wage; these jobs are not assigned according to competence and qualification of the employees only, but are heavily dependent on gender and race. The traditional ranking of such positions assigns women to the lowest level of the hierarchical system with more required tasks and lower wages.

In addition, Rivera indicated that through the hiring and promotion process, not only the gender of the candidate matters but also the gender of the employer or the recruiter matters too. The hiring decision and the perception of an applicant's competence are favored by the same race or gender of the employer, noting that this reflects the importance of having an equal representative body for each gender and race in senior positions. Because the domination of men in senior management positions further restricts the possibility of hiring women in such positions. Another aspect of HR policies intervention in gender selection is the parental issue of the applicant; Gustafsson (2018), found that parental status affects the selection decision, which in return causes unequal gender representation at all levels in a workplace.

HRM is the key to solve such long-term challenges and inequality in promoting women to senior management positions (Al-Bdareen&Khasawneh, 2019). Similarly, Onley (2016), shows in her article that although culture and traditions are the causing roots of gender inequality, HR is the agent responsible for achieving the change and implementing gender diversity at the workplace. "So, if HR is not committed to gender diversity and is not championing it, the needle will not move. Moreover, it was noted that in addition to the HRM policies, leaders in executive positions in companies and institutions, similarly, play a pivotal role in promoting equal gender representation in senior management positions (Onley, 2016).

Misic (2013) explored in his study three main HRM policies that aim to boost the promotion and development of women in the workplace. The first proposed policy is offering equal opportunities for men and women, which should be administered by the government. For instance, many companies in Canada worry about failing to apply equal gender opportunities due to the legal obligation on them. This ultimately led to having more women in senior and leadership positions.

The second procedure is career development, which is directly linked with the chance of advancing both men and women to senior management positions. Career development empowers an employee's personal growth and skills through training and mentorship. Since mentorship and training are part of the HRM functions, it is essential to give equal access to training, mentors, and professional networks. Additionally, Mistic (2013) suggested that with the formalization of the HRM system, decision-making in recruitment, selection, and promotion for women would be formalized and equal.

In light of the improvements and advancements in HRM policies application in the Middle East (Budhwar et al., 2018), and with respect to the Central Statistical Bureau (2015) for Kuwait, there was an increase in women participation. Furthermore, with the increase in oil prices, which led to a change in the economic state of Kuwait, the value and importance of HRM policies started to increase and became an essential function of any company. Therefore, Abidi et al., (2017) followed Meena & Vanka's (2017) approach and examined the seven diversity-oriented HRM practices, e.g., fairness-oriented selection practices, fairness-oriented performance evaluation practices, and others. Some of which were found in Kuwait's organizations, but inequality is still apparent, and the application of all seven fairness practices should be applied.

Moreover, a study was conducted on the role of the HRM policies on women's representation in the Jordanian banking sector. It was shown that there is gender diversity and high female participation at the low and entry-level positions in the banking sector. While there was a small percentage of females in senior positions, leading to inequality in representation by gender in decision-making positions. It was shown that the HRM department underestimates the application of some of their

policies, but the least applied HR policy was the promotion process of employees, which led to the greatest gender inequality in representation at the senior level (Al-Jedaiah, 2020).

2.6.1 Women's Empowerment Standards:

Empowerment of women includes economic, social, and political criteria that must be applied to reach the status of women's empowerment and their equal participation in the world

Economic criteria: Women's economic empowerment is considered an "essential" element in advancing community development. Economic empowerment is measured by the relative share of both men and women in administrative and organizational jobs, the relative distribution of income earned by the economically active population of both genders, and the relative wages of females compared with males.

The economic activity rate is the ratio of the labor force to the total population. It can be said that women are subjected to a process of permanent underestimation of their wealth, which allows the man to exploit her sometimes. She is exposed to the underestimation of her capabilities, which always pushes her to secondary production sites, far from creativity. Women are exposed to the obliteration of potentials and energies by depriving them of opportunities for training and participation in political decision-making in a balanced manner with men. (Hegazy, 2003).

Strategic dimensions of the role of human resource management: The strategic role of human resource management is one of its most important roles, if not the most important of them all. This department is the largest contributor to the success of the organization in various sectors and levels of government. In order for HR to be considered a strategic business partner, it should include the following necessary elements:

- A. Enrichment of organizational performance
- B. Participation in strategic planning
- C. Decision making about mergers, acquisitions, and downsizing
- D. Redesign of organizations and work processes
- E. Insurance of accountability for human resource results. (Beaumont, 1998, p16)

The strategic dimensions of the roles and tasks of human resource management are as follows:

- 1) Securing appropriate and qualified human resources or that the organization needs, through a clear and specific strategy that integrates and aligns with the general strategy of the organization, meaning effective participation in the organization's realization of its mission, vision, goals, objectives and means. The Human Resources Department will be able to provide this element or human resource and turn it into a solid , effective and useful workforce that demonstrates affiliation and loyalty toward the organization, and strives to raise the status of the organization through a long-term strategic plan, which includes a clear vision, and a specific message, realistic and practically applicable goals, policies, programs and procedures.
- 2) The HR department, while preparing its strategy and determining its role within the organization, must keep this strategy in line with the modern and developed trends that have spread or are expected.
- 3) The organization should provide qualified, specialized, and professional human elements to work in the HR department so that this department can carry out its tasks, and the work entrusted to it.

- 4) The HR department should update programs and policies related to human resources and make it compatible with modern trends. Modern technology will increase productivity, effectiveness, and quality, which leads to the success and prosperity of the organization.
- 5) The HR department should work through integration, coordination and cooperation with other departments.

2.6.2 Females in Leadership Roles in Palestine

The participation of women in the political life constitutes one of the mechanisms of democratic change in society that contributes to the restructuring of society and its political system based on the actual interests and needs of its citizens. A review and analysis of all the circumstances surrounding women and the reasons that led to the decline of their representation or their deliberate absence from the political scene, something that was confirmed by official and private political practices towards women, which was expressed by a set of percentages and numbers. Although these percentages and numbers carry quantitative implications, they also carry an implicit confirmation of the extent of women's participation, especially within the decision-making centers.

The recent percentages expressed by the results of the 2018 National Council session and the subsequent placement of the Central Council and even the Executive Committee showed shocking percentages. The results did not reflect what women sought to improve the percentage of their representation at the various levels of the organization, based on the principle of equality approved by the Declaration of Independence. The Palestinian Basic Law first, the CEDAW agreement to which Palestine acceded and the Palestinian leadership committed itself to eliminating all forms of discrimination against women at all levels secondly, and finally the decision of the Central Council

at its (27) session in 2015 in the ninth article, which stipulated “the necessity of achieving equality full participation of women and enhancing their participation in all fields.(Al-Danaf, Heba, 2019).

The history of the Palestinian people’s struggle and their revolution against the British colonization of Palestine followed by the Israeli occupation, enabled Palestinian woman to participate in the resistance movement alongside with men, he was a husband, father or brother, so she sold her jewelry to secure the gun, and secured equipment, weapons, food, and information. Prior to 1948 a female activist who shot a British captain in the center of Jenin and killed him was sentenced to years in prison; rural women were sentenced to high prison terms ranging from seven to ten years, along with the “Qassam sisters” in the old Haifa who fought a fierce resistance alongside the men.

(Jad, 2000) states there were women who succeeded in establishing feminist organizations. Sister Maymana, daughter of the fighter Izz al-Din al-Qassam, participated in the “Women of the East” conference in Cairo in 2015. AD 1938 organized by Huda Shaarawy to support the Palestinian cause and affected the 1948 Nakba, which imposed emergency and harsh conditions on Palestinian women due to the conditions of asylum, displacement and alienation after the collapse of the economic and social base of the entire Palestinian society; moreover, Palestinian women had a decisive role after the Nakba in preserving the Palestinian identity and the right of return. The activity of Palestinian women had a tangible role on a daily basis in resisting the occupation through the Intifada. (Al-Sawani, 2019)

Obstacles to women’s political participation are the occupation and its dependencies, divisions, and social heritage. Civil society is still not receiving enough attention as it pertains to the issue of women; as women’s organizations are scattered, and political parties have not given special importance in the recent period to this title, despite the discrepancy between factions. From

participating in dialogue and interest committees, political committees, etc., and in the electoral lists, no party was distinguished by the arrangement of the law and its lists. The president signed all the international laws that prohibit discrimination against women (Cedau Convention - Resolution 1325), but these laws were not harmonized to protect women, and therefore, they were not translated into actual policies. The existence of social obstacles, including weak political and civic cultures, customs, traditions, discrimination, and the multiplicity of women's roles inside and outside the home, the spread of poverty, illiteracy and weak self-awareness have all contributed to her alienation and deterioration in her status in the political and social arenas.(Al-Danaf, Heba, 2019).

2.7 AMO Model:

The original idea of HRM had a solid theoretical base. "Human resource management appears to rely heavily on theories of commitment, motivation, and other ideas drawn from the field of organizational behavior." Several other theories, especially the resource-based view, have contributed to understanding the purpose and meaning of human resource management. (Guest, D. E., Sanders, K et al., 2021).

Despite the importance of all resources to the success of organizations, most of the management literature concerned with human resources stress the importance of human resource management practices and their impact on the organization's performance (ALSAFADI, Y., & ALTAHAT, S, 2021).

The AMO model first appeared in the United Kingdom, where this model refers to (Ability(A) capabilities), (Motivation(M) opportunity to participate(O) (opportunities to participate). The

'AMO' formula as defined by (Boxall and Purcell 2003) states that performance is a function of ability + participation + opportunity to participate. Therefore, HRM practices affect individual performance if they encourage discretionary effort, develop skills, and provide people with the opportunity to perform. The equation provides the basis for developing HR systems that consider the interests of employees-which are the requirements for their skills, motivation, and job quality.

Moreover, the human resource management practices are represented in strengthening skills through continuous training and supporting motivation by establishing incentive systems that meet the workers' actual needs and empowering workers by delegating powers. This results in job satisfaction and organizational commitment to achieving the organization's goals and strategies and consequently making efforts to achieve the goals, as it is not enough to attract the most efficient elements to work in the organization, but rather to create a good work environment and strengthen the capabilities of workers in various means, motivate and empower them. (Alqudah, I. H., Carballo-Penela, et al., 2022)

The AMO model summarizes the practices of HRM, which can be identified in refining and developing human resources capabilities and skills through continuous training, supporting motivation through incentive systems that keep pace with the desires and aspirations of employees, and empowering workers by delegating appropriate powers to them and allowing participation in strategic decision-making (Mat, N. H. N., Mohamed, et al., 2021)

2.7.1. Ability

HRD helps organizations and companies develop an adequately qualified workforce through training, education, and learning opportunities to provide them with the necessary knowledge and

skills. The necessary functional skills are transferred to employees to perform their roles and tasks required of them to the fullest (Bos-Nehles et al., 2013)

HRD works on developing the career life of all the people working in the organization, as individuals are provided with different training and performance development opportunities according to their needs and requirements, which help them expand their skills, abilities, and beliefs from time to time according to the changing needs and requirements (Yu, W., Chavez, et al., 2020).

The development of human resources contributes to effectively increasing the productivity of the organization by transferring knowledge to employees and providing them with the necessary expertise, capabilities, and skills; This will improve the productivity of individuals in addition to the quality of the outputs provided by individuals to the organization, as all workers must be appropriately qualified to perform well (Beltrán-Martín, I., & Bou-Llusar, J. C., 2018)

2.7.2. Motivation:

Motivation is the factor that influences people and leads them to do something or give them a reason to act in a certain way. It can be defined as the fulfillment of people's needs by the organization in which they work by encouraging them to work in an appropriate manner that ensures the achievement of the organization's goals. Acknowledging people's individual wants and needs can be the best way to choose the motivation theory that meets their needs. In this regard, there are many different motivation theories, such as needs (content) theory, Herzberg's two-factor model, and cognitive theory (Kellner, A., Cafferkey, K., & Townsend, K., 2019); and each organization has a separate and unique strategy in implementing these theories.

However, everyone has unique needs, and HR managers must identify these needs in order to motivate employees and thus increase performance. In addition, the expectation theory proposed by Herzberg shows that the relationship between performance and the effort that a person who works within an organization devotes, affects the person himself and his performance. Accordingly, people should be aware of the relationship between what they do and what they expect to achieve from it.

After the shift in work performance methods from ones based on individual work to ones based on teamwork, the old methods of motivation are no longer acceptable, as this method requires the HR department to design and prepare a new motivation policy based on collective motivation. It is aligned with the contemporary modern trend, which views employees as partners in the organization. Accordingly, the HR department engages in preparing programs for employees to own shares in the organization, adjusting profit-sharing rates and developing new motivation methods that are commensurate with the workforce collectively. These motivational methods are consistent with contemporary trends and methods in human motivation in general (Cai, W., Khapova, S., et al., 2020).

2.7.3. Opportunity:

The availability of appropriate opportunities for employees to develop professionally and personally is regarded as critical for optimizing employee and organizational performance. The relevance of the current HR systems regarding the tasks and projects at hand is increasing for managers and the HR staff equally.

The idea or concept of incorporating women in top positions has sparked a lot of interest among researchers and significant public reporting over the last two decades (Boxall & Macky, 2009).

While there is growing interest in promoting women to high positions, there is no agreed-upon definition or conceptualization. However, for the purposes of this study, the concept of promoting women to senior positions was defined using the AMO model developed by Appelbaum et al. (2000), which defined the concept as a collection of distinct, but interconnected HRM practices designed to structure the HRM system, enhance employee performance by stimulating creativity, and firm performance (Appelbaum, 2000; Hefferman & Dundon 2016; Sun, Aryee, & Law, 2007). A study by Tomazevic, Seljak, and Aristovnik (2015), which supported Arthur and Huselids' statements, found that AMO, when used in HR, might improve employee well-being, keep people engaged, provide a competitive advantage, and boost organizational performance. What AMO and HR appear to have in common is that they are all good in nature and attempt to benefit others.

This idea can thus be employed by organizations when preparing for succession planning, according to (Ali, M. A, et al, 2019). This is because companies may identify people with the necessary abilities, skills, and motivation, and groom them to fill open higher-level roles as they occur. However, according to Bailey (1993), ensuring discretionary effort requires three components: a) employees must have the essential abilities, they must be appropriately motivated, and employers must provide them with the opportunity to engage (Appelbaum, Bailey, & Berg, 2000). b) Cross-departmental training, on the other hand, leads to professional growth and allows employees to set goals Yen et al. (2016). Employees who have been cross-trained increase their exposure to tasks and improve their capacity to perform better. Cross training, according to Obeidat et al. (2016), enhances the transfer of skills and abilities. Cross-departmental training is not only a good practice in the organization, but it is also required in today's business world due to the economic challenges and competitive work environment. C) Internal mobility entails 'promotion from within' and 'open career trajectories,' in which employees can move horizontally or vertically between divisions. As a

result, such HPWPs indicate a company's intention to form a long-term exchange relationship with its employees as indicated by Sun et al. (2007). According to these researchers, achieving employees' goals improves their views of a helpful and engaging work environment. Furthermore, empowerment refers to "the flexibility, opportunity, and ability to make decisions and commitments" as another important sign of AMO (Forrester, 2000:67). According to Guchait et al. (2012), empowerment allows employees to make innovative decisions, fulfill their responsibilities, and respond quickly and fairly to client requests. Karatepe, (2014), however, stated that there is a link between training and empowerment in light of the aforementioned practice. He claims that putting these techniques together in a logical way will result in the desired results for any company (Karatepe, 2014).

On the other hand, there is mounting evidence that excellent performance practices are linked to AMO theory, which leads to high performance. There have been a variety of sample characteristics, methods, models, research designs, practices examined, and organizational performance measures used, resulting in a wide range of findings in the existing literature (Zhang & Morris, 2014). In addition, despite its robust theoretical and empirical presence, the underlying mechanism through which the AMO model elements are linked to employee outcomes is still sporadic, as research has shown that there is no consensus relating to the mechanism underlying the relationship between AMO and performance outcomes (Do 2016; Karatepe & Vatankhah, 2015; Pereira & Gomes, 2012). One striking similarity in the majority of the literature on the relationship between AMO and employee wellbeing is the use of a quantitative method of analysis, which may have left room for ambiguity (Stephen, Daniels, and Ogbonnaya, 2018); Karatepe and Vatankhah, (2015) Mahmood et al., Mahmood et al., Mahmood et al., Mahmood et al., Mahm (2019). By virtue of this ambiguity,

additional qualitative research is needed to acquire a better understanding of employees' and managers' perspectives on the relationship between AMO and employee well-being.

Chapter Three: Research Methodology

3.1. Overview

This chapter covers the research design, population, sample size, data collection, questionnaire design and content, instrument validity, pilot study, and methods of data processing and analysis.

3.2. Research Strategy

The research strategy presented a general plan for what and how data must be collected and how the results would be analyzed. The selected research plan affects the type and the quality of collected data (Ghauri and Grønhaug, 2010). To answer the research questions and test hypotheses about the effect of using AMO model on promoting women to senior positions in Palestinian universities, a quantitative survey approach has been used.

3.3. Research Timeframe

The study commenced in April 2021. The literature review was completed at the end of July 2021. Testing of validity, pilot study questionnaire administration and data collection were completed at the beginning of December 2021. The data analysis, discussion, conclusions, and recommendations were completed at the end of January 2022.

3.4. Framework of the Research Methodology

Research can be conducted very professionally when it is well organized and planned (Olivier, 2004). In order for a research study to be successful and fulfil its purpose, it is important to obtain all the necessary information and data and ensure that it is reliable. As Johnson and Clark (2006)

maintained: “As business and management researchers, we need to be aware of the philosophical commitments we make through our choice of research strategy since this has a significant impact not only on what we do but we understand what it is we are investigating”. Therefore, it is essential to craft a thorough research strategy. It is necessary to collect information from different primary and secondary sources and use effective observation techniques in order to have impeccable and reliable answers to the research questions.

Saunders et al (2008) classified research into six layers and labeled the model which presented them as the ‘Research Onion Model’. This model includes the philosophies, approaches, strategies, choices, time horizons, techniques, and procedures.

The main idea of this ‘Research Onion Model’ is to present a clear outline for the most suitable methods and strategies when starting a research process. It provokes knowledge and gives ideas to find an answer to a research question. For every research question, the principles of the ‘Research Onion Model’ will be used in a general way.

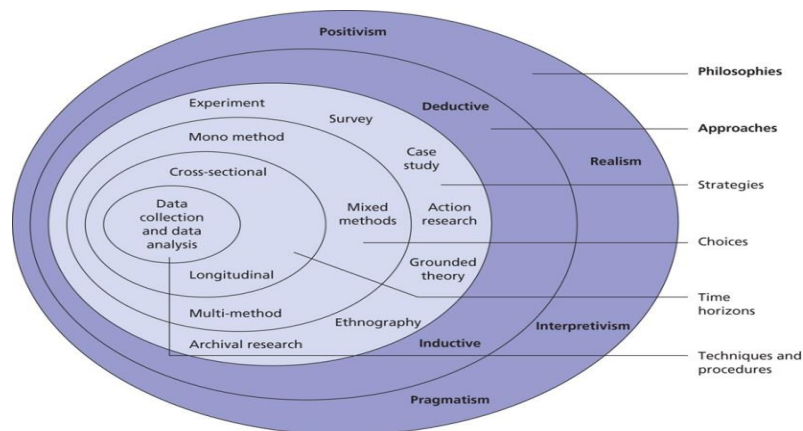


FIGURE 3.1: RESEARCH ONION MODEL

SOURCE: SAUDERS ET AL (2008).

A comprehensive methodology, with development of questionnaires, validation of survey instruments, and collection of data, has been designed for this study.

3.5. Design of the Study

This research was carried out by using mixed method quantitative and qualitative approach. Data collection techniques and analysis procedures were used in this research design. This implies that, by using this approach, quantitative data of the study are analyzed quantitatively while qualitative data are analyzed qualitatively (Sauders, Lewis & Thornhill, 2009, p.153).

The quantitative method is where inferential statistics are used to analyze and determine the relationship between the independent and dependent variables. Through qualitative methodology, the researcher will have a deeper and a better understanding of how things happen and of those variables in the study (Rusli & Hasbee, 2011, p.127)

3.6. Research Location

The research was carried out in the following six Palestinian universities in the West Bank:

1. Al-Istiqlal University
2. An-Najah National University
3. Arab American University-AAUP
4. Birzeit University
5. Hebron University
6. Palestine Technical University –Kadoorie

A group of employees both males and females, working in the above-mentioned universities were randomly chosen to participate in this study.

3.7. Research Population, Sample and Sampling Procedure

A sample is a portion of a population that has been chosen to be representative of the entire population. Because we cannot investigate the entire population, we must take a sample. 'Probability' and 'non-probability' samples are used in sampling processes. Probability sampling allows a researcher to extrapolate findings from a sample to the entire population. All types of probability sampling are simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, and so on (Acharya et al., 2013).

The population in this research is comprised of employees working in Palestinian universities in the west bank. *As shown in table 3.1*

University Name	Administrative Staff	Sample	Faculty Members	Sample	Total Population	Total Sample
Al-Istiqlal University	25	3	326	43	351	47
An-Najah National University	37	5	430	57	467	62
Arab American University-AAUP	100	13	311	41	411	55
Birzeit University	179	24	55	7	234	31
Hebron University	20	3	135	18	155	21
Palestine Technical University-Kadoorie	48	6	809	108	857	113
Total	409	54	2066	275	2475	329

The samples for the quantitative approach were chosen from the population using a simple random sampling procedure. Simple random sampling is a type of probability sampling that allows the researcher to randomly choose a subset of participants from the sampling frame.

Simple random sampling (SRS) is a primary type of sampling commonly used as a sampling methodology in and of itself or as a foundation for more complex sampling methods. SRS is commonly cited without a clear definition in the literature. According to the SRS principle, every potential sample has the same chance of being chosen; however, the idea of a "possible sample" varies across various sampling procedures (Meng, 2013). "A stratified random sample is one generated by dividing the population elements into mutually exclusive, non-overlapping sets of sample units called strata, then picking a simple random sample from within each stratum" (stratum is singular for strata). Every potential sample unit must be assigned to only one stratum and no units can be excluded" (Chapter 4: Stratified Random Sampling, n.d.) Therefore, the stratified random sampling method is considered in this study.

Herbert Arkin provided a reasonable formula for obtaining an accurate number of samples using the basic random approach (1974). It is used to compute and get the smallest sample size. However, in order to obtain a desired and a correct sample size with reliable results, the researcher has distributed 329 questionnaires, based on the below equation:

According to Herbert Arkin (1974), the ideal sample size for a population of 2000 to 2500 people is between 327 and 329 people; thus, the sample size will be limited to 329 Palestinian universities personnel.

Herbert equation to compute the sample size:

$$n = P(1-P) / (E/Z)^2 + [P(1-P)/N]$$

n = required sample size.

Z = Confidence coefficient used to determine the precision interval, represents the number of standard errors along the horizontal axis about the mean under the normal distribution (1.96)

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

E = the degree of accuracy expressed as a proportion (.05).

3.8. Instruments of the Study

This study's instruments were based on quantitative research techniques. A questionnaire based on the study's goals

3.8.1 Questionnaire Design

The first draft of the questionnaire was meant to be modified in light of the pilot results. The questionnaire structure was updated and modified by the supervisor and five reviewers. The questionnaire was accompanied by a cover letter that outlined the study's goal, confidentiality of the data-in order to encourage a high response rate, and lastly guidelines for answering the questions.

The variety of questions aimed at fulfilling the research objectives, they encompassed the essential components of the investigation, allowing the researcher to collect the data needed to support the study findings, discussion, conclusions, and recommendations.

The reviewers for the questionnaire were:

1. Professor Fathallah Ghanem (Arab American University)- Thesis Supervisor
2. Dr. Ahmad Herzallah (Al-Quds University)
3. Dr. Arwa Al-Twal (Birzeit University)
4. Dr. Raed Iriqat (Arab American University)
5. Professor Mohammad Omran (Arab American University)

The questionnaire was divided into four sections: Section A, B, C, D, and E.

Section A: Demographic Information

Section A was primarily concerned with the demographic characteristics of the participants, background information. This section had six items: gender, age group, qualifications, workplace, years of experience, and current work position.

Section B: Ability

This section included ten subsections. A five-point Likert Scale was used to determine the participants' preferences or levels of agreement with a set of statements in the questionnaire. This also gave the participants a wider selection of responses to choose from. When a participant is unclear of the statement that is constructed in the questionnaire, the neutral option may appear to be a simple option to choose.

- The first subsection consisted of three statements that assessed recruitment practices in Palestinian universities.
- The second subsection consisted of seven statements, which assessed learning and development practices in the Palestinian Universities.

Section C: Motivation

- The first subsection consisted of nine statements that assessed the incentives practices in Palestinian universities.

Section D: Opportunity

- The first subsection consisted of three statements, which assessed the different evaluation practices in Palestinian universities.
- The second subsection consisted of four statements, which assessed the different performance management practices in Palestinian universities.

Section E: Challenges Facing Women

The first subsection consisted of thirteen statements, which measured the challenges facing women.

Section F: Open-ended Question (optional)

The use of the open-ended questions listed below was meant to encourage participants to provide thorough and evolving responses.

1. In your opinion, what are the most important obstacles that you might face if the manager or the official is a woman? Please describe

2. From your point of view, what are the most important solutions that you would propose to such obstacles? Please describe
3. Please write any additional comments below.

Table 3.2: Sample of Likert Scale used in the questionnaire

Score	Score Responses
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

This type of questionnaire has the following advantages:

1. Comparing the research results or outcomes between employees from different departments.
2. The respondents will be unaffected by the researcher.
3. The use of a statistical software for analyzing data and running statistical tests such as the Statistical Package for the Social Sciences (SPSS), which has many advantages including manipulating and deciphering the data and generating tabulated reports and trends.
4. The survey covers every area of the subject.
5. The questionnaire yields valuable and actionable information.

Pilot Study

A pilot study can be defined as a small experiment designed to gather information prior to a larger study, and to test logistics in order to develop the latter's quality and efficiency (Altman et al., 2006; Woken, 2002).

For the quantitative data, the purpose of conducting a pilot study is to ensure that the expectations of the researcher, in terms of the information that will be obtained from the questionnaire, are met (Aaker & Day, 1995, as cited in Rusli & Hasbee, 2011, p.141). Additionally, piloting a questionnaire helps the researcher identify the reliability of the measurement scale used in the study before doing the actual study, and measure the validity of the data or scores. According to Foster and Cone (2006), the validity of scores is the extent to which scores on a measure are related to scores on other measures.

In this research, a pilot study was conducted after the survey questionnaire had been approved by the supervisor and referees. The questionnaire in this study was verified in terms of the language or statements used, their appropriateness and suitability. In other words, the statements should be formulated in a polite and soft language (Ghauri et al., 1995, as cited in Rusli & Hasbee, 2011, p 137). Moreover, the questionnaire had two versions: Arabic and English. It is believed that translation can iron out errors and distortions (Rusli & Hasbee, 2011, p.141).

In order to conduct the pilot study, the researcher administered the questionnaire to 30 participants in Palestinian universities in the West Bank, which means that 30 employees have been involved in determining the reliability of the study questionnaire, however, those employees/respondents were not included in the final sample size.

The reliability and validity of the questionnaire were analyzed using the Cronbach Alpha and SPSS Version 21. According to Yu (1979) and Santos (1999), Cronbach Alpha is a measure of the squared correlation between observed scores and true scores. Cronbach's Alpha is also a measure of internal consistency, and it is well known that a reliability alpha coefficient of 0.70 or higher is considered acceptable in most social science research situations (Santos, 1999). The purpose was to ensure the items in the questionnaires were consistent and were measuring the variables of the study (Sekaran, 2000).

Based on the Cronbach's Alpha values, as Table 3.1 below shows, it can be said that all subsections in the questionnaire had exceeded the value of 0.7. This indicates that these subsections had met the standard of reliability and all the statements constructed within these subsections were reliable.

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

TABLE 3.3: CRONBACH'S ALPHA VALUE

Sections	Cronbach's Alpha Values
Ability	0.940
Motivation	0.871
Opportunities	0.850
AMO Model	0.962
Promoting Women to Senior Positions in Palestinian Universities	0.897
All items	0.901

3.9. Data Analysis Technique

In order to test the research hypotheses, the researcher used inferential statistics. The researcher also used the Pearson Correlation test to find out whether there was a significant relationship between the two variables (Coakes & Steed, 2007, p.58). In identifying whether the research hypotheses tested using this technique, were significant or not, the primary concern was the significance level represented in the “correlation” column output. If the significant “Sig.” value was equal to $p = 0.00$ or less than 0.05 ($p < 0.05$), then it could be concluded that the alternative research hypotheses were accepted or failed to be rejected.

Accordingly, to identify the strength of the relationship between the variables, the Pearson Correlation Coefficient was used. When using Pearson Correlation in analyzing the data, the strength of the relationship was identified by looking at the value of “r” as shown in the Pearson Correlation table. Normally, the sign of the correlation coefficient indicates the strength of the relationship or the degree of association between two variables. However, if there is no relationship, the correlation coefficient will show a value of zero.

Table 3.2: Adapted from Muchinsky (1993), this table shows the strength of the relationship between the independent and dependent variables.

TABLE 3.4: PEARSON CORRELATION VALUE

Value of “r”	Strength of Relationship Between Variables
0.00-0.20	Very low or no relationship
0.21-0.40	Low relationship
0.41-0.60	Moderate relationship
0.61-0.80	High relationship
0.81-1.00	Very high relationship

(Source: Muchinsky, 1993)

Chapter Four: Data Analysis and Discussion

4.1 Introduction

To adequately fulfill the aims and objectives and conclude this study, the data collected must be analyzed in order to test the hypothesis and answer the research questions. As previously stated in the preceding chapter, data is analyzed, using SPSS V.21 including descriptive and inferential statistical tools. This chapter comprises the data analysis, testing of questions and hypotheses, presentation, interpretation, and discussion of the study findings. The analysis and interpretation of data is accomplished in two phases. The first part, which is based on the results of the questionnaire, deals with a quantitative analysis of data. The second, which is based on the results of the open-ended questions, is a qualitative interpretation.

4.2. Demographic Characteristics of Participants

The questionnaire of the study was administered to 280 employees working in Palestinian universities in the West Bank. 250 questionnaires were collected, of which 204 were completed thoroughly.

TABLE 4.1: OVERALL FREQUENCIES FOR DEMOGRAPHIC VARIABLES OF PARTICIPANTS

Items	Valid	Missing
Gender	204	0
Age	204	0
Level of Education	204	0
Work Experience	204	0
Workplace	204	0
Position	204	0

All the demographic variables were valid with no missing values.

Table 4.2 shows the demographic characteristics of participants.

Table 4.2: FREQUENCIES, PERCENTAGES OF DEMOGRAPHIC VARIABLES OF PARTICIPANTS

Demographic Data	Frequency	Percentage
Gender		
Male	123	60.3%
Female	81	39.7%
Total	204	100.0%
Age		
Less 30	29	14.2%
30-49	132	64.7%
50 and above	43	21.1%
Total	204	100.0%
Level of Education		
Bachelor's degree	46	22.5%
Master's degree	65	31.9%
Doctorate	89	43.6%
Others	4	2.0%
Total	204	100.0%
Years of Work Experience		
Less than 5	39	19.1%
5-15	102	50.0%
Above15	63	30.9%
Total	204	100.0%
Workplace		
Al-Istiqlal University	22	10.8%
An-Najah National University	38	18.6%
Arab American University	54	26.5%
Birzeit University	24	11.8%
Hebron University	18	8.8%
Palestine Technical University- Kadoorie	48	23.5%
Total	204	100.0%
Position		
Employee	54	26.5%
Department Head	30	14.7%
Department Manager	8	3.9%
Faculty Member	112	54.9%
Total	204	100.0%

Table 4.2 provides a summary of the demographic characteristics of the participants. It contains six variables. The first variable is gender; male employees represented 60.3% of the participants. Around 65% of them were between the ages of 30 and 50. This table also displays that 43.6% of the participants hold a PhD. Half the participants (50%) have five to fifteen years of work experience. The Arab American University had the highest rate of participation- (26.6%); around (55%) of the participants were faculty members. It is presumed that this high level of participation among AAUP faculty and staff members is due to the fact that the researcher is a graduate student in the Human Resource Management program at the university, as well as an employee at the Registration's Department at the university.

4.3. Non-parametric Test

The non-parametric methods are commonly used for studying populations that take on a ranked order. The use of non-parametric methods may be essential when data are measured on an ordinal scale or when data have a ranking without clear numeric clarification. Non-parametric methods make fewer assumptions; their applicability is much wider than the corresponding parametric methods. (Hoeffding,1948). In particular, they may be practical in situations where little is known about the application in question. Also, due to the dependence on fewer assumptions, non-parametric methods are more successful. Another reason for the use of non-parametric methods is simplicity; lastly, when the data was analyzed, it was non-normally distributed, therefore, a non-parametric test was adapted in this study.

4.3.1. Sign Test

This test was used to determine if the mean of a statement was significantly different from a hypothesized value 3 (Middle value of Likert scale). If the P-value (Sig.) were smaller than or equal to the level of significance, $\alpha = 0.05$ then the mean of the statement would be significantly different from a hypothesized value 3. The sign of the Test value indicates whether the mean is significantly greater or smaller than a hypothesized value 3. However, if the P-value (Sig.) were greater than the level of significance, $\alpha = 0.05$, then the mean of the statement would be insignificantly different from a hypothesized value 3. However, in this study, the level of significance was less than 0.05 which indicates that all statements were significantly different from a hypothesized value 3. (Dixon et al.,1946)

4.3.2. Mann-Whitney Test

This test was used to examine if there was a statistically significant difference between two means among the participants (Mann & Whitney, 1947; Wilcoxon, 1945), pertaining to their ability, motivation, opportunities and the promotion of women to senior positions in Palestinian universities, which could be attributed to the gender variable

4.3.3. Kruskal-Wallis Test

According to (Kruskal & Wallis, 1952) this test is used to find out if there was a statistically significant difference between several means among the participants, pertaining to their ability, motivation, opportunities, and the promotion of women to senior positions in Palestinian universities, which could be attributed to age, level of education, experience, position and workplace variables.

TABLE 4.3: ABILITY IN USING HRM PRACTICES ACCORDING TO DEMOGRAPHIC DATA

Ability in Using HRM Practices	M	S.D
Gender		
Male	3.58	0.84
Female	3.41	0.71
Age		
Less 30	3.46	0.68
30-49	3.51	0.84
50 and above	3.56	0.75
Level of Education		
Bachelor's Degree	3.46	0.80
Master's Degree	3.49	0.82
Doctorate	3.54	0.80
others	3.63	0.50
Years of Work Experience		
Less than 5	3.37	0.95
5-15	3.60	0.72
Above15	3.45	0.80
Workplace		
Al-Istiqlal University	3.58	0.75
An-Najah National University	3.58	0.60
Arab American University	3.23	0.96
Birzeit University	3.66	0.39
Hebron University	3.72	0.80
Palestine Technical University- Kadoorie	3.58	0.80
Work Position		
Employee	3.41	0.81
Department Head	3.60	0.53
Department Manager	4.21	0.27
Faculty Member	3.48	0.85

Table 4.3 shows the Universities' abilities in using HRM practices based on gender, age, educational level, experience, workplace, and position. The 'mean value' column was used to determine which category really had a high level of abilities in using HRM practices.

It was noticed that male employees had a high mean ($M=3.58$), which indicates that they perceive their universities to have higher abilities in using HRM practices while female employees perceive their universities' abilities in using HRM practices as normal.

However, it is evident from the results that employees above the age of 30 perceive their universities to have high levels of abilities in using HRM practices; pertaining to the educational level, it was found that the perceptions of employees with doctorate degrees of their universities' abilities in using HRM practices were higher than those with other degrees. It was also revealed that employees with 5-15 years of work experience perceive their universities to have high abilities in using HRM practices. Moreover, it was revealed through this research that Hebron and Birzeit Universities had the highest levels of abilities in using HRM practices. Pertaining to position, managers believe that their universities had high levels of abilities in using HRM practice.

TABLE 4.4: EMPLOYEE MOTIVATION ACCORDING TO DEMOGRAPHICS DATA:

Employees Motivation	<i>M</i>	<i>S.D</i>
Gender		
Male	3.31	0.71
Female	3.20	0.68
Age		
Less 30	3.22	0.80
30-49	3.29	0.67
50 and above	3.21	0.75
Level of Education		
Bachelor's Degree	3.24	0.71
Master's Degree	3.28	0.76
Doctorate	3.28	0.65
others	2.97	0.99
Years of Work Experience		
Less than 5	3.20	0.71
5-15	3.36	0.77

Above 15	3.16	0.70
Workplace		
Al-Istiqlal University	3.29	0.54
Al-Najah National University	3.18	0.74
Arab American University	3.16	0.87
Birzeit University	3.52	0.49
Hebron University	3.46	0.60
Palestine technical University –Kadoorie	3.23	0.65
Work Position		
Employee	3.14	0.76
Department Head	3.25	0.51
Department Manager	3.64	0.59
Faculty Member	3.30	0.72

Table 4.4 illustrates employee motivation based on gender, age, educational level, experience, workplace, and position. The ‘mean value’ column was used to determine which category had a high level of motivation.

It was noticed that male and female employees had a moderate mean ($M=3.31$, $M=3.20$) which indicates that they provided neutral opinions about their universities’ use of motivation. Moreover, it is evident from the results that all employees regardless of their age had neutral opinions about their universities’ use of motivation. Pertaining to the educational level, it was found that all employees regardless of their educational level had neutral opinions about their universities use of motivation; it was also found that all employees regardless of their years of work experience had neutral opinions about their universities use of motivation. Hebron and Birzeit Universities were found to be the highest amongst the rest of the universities in terms of having high levels of using motivation amongst their employees. pertaining to position, managers believe that their universities have high levels of using motivation.

TABLE 4.5: OPPORTUNITIES OF USING HRM PRACTICES ACCORDING TO DEMOGRAPHIC DATA:

Opportunities of Using HRM Practices	M	S.D
Gender		
Male	3.59	0.69
Female	3.53	0.69
Age		
Less 30	3.60	0.67
30-49	3.60	0.67
50 and above	3.46	0.78
Level of Education		
Bachelor's Degree	3.66	0.62
Master's Degree	3.50	0.79
Doctorate	3.57	0.64
others	3.39	0.99
Years of Experience		
Less than 5	3.62	0.72
5-15	3.63	0.59
15 and above	3.42	0.81
Workplace		
Al-Istiqlal University	3.62	0.48
An-Najah National University	3.53	0.71
Arab American University	3.45	0.79
Birzeit University	3.63	0.61
Hebron University	3.74	0.75
Palestinian Technical University –Kadoorie	3.60	0.68
Work Position		
Employee	3.55	0.69
Department Head	3.47	0.65
Department Manager	3.93	0.93
Faculty Member	3.57	0.69

Table 4.5 shows the universities' opportunities of using HRM practices based on gender, age, educational level, experience, workplace, and position. The 'mean value' column was used to determine the category that had a high level of opportunities of using HRM practices. It was noticed that both male and female employees in Palestinian universities had a high mean (M=3.59, M=3.53) which indicates that they perceive their universities to have high opportunities of using HRM practices. However, we can see that the employees of age less

than 50 years old perceive their universities to have high opportunities of using HRM practices

Pertaining to the educational level, it was found that the employees holding a bachelor's degree perceive the university's opportunity of using HRM practice to be higher than other employees. It was also found that employees with less than 15 years of experience perceive their universities to have high opportunities of using HRM practices. Hebron University had highest level of opportunity of using HRM practices when compared with the rest of the participating universities. Pertaining to position, managers believe that their university had a high level of opportunity of using HRM practice.

TABLE 4.6: PROMOTING WOMEN TO SENIOR POSITIONS IN PALESTINIAN UNIVERSITIES ACCORDING TO DEMOGRAPHIC DATA:

Promoting Women to Senior Positions	M	S.D
Gender		
Male	3.66	0.66
Female	3.87	0.54
Age		
Less 30	3.76	0.54
30-49	3.70	0.65
50 and above	3.82	0.59
Level of Education		
Bachelor's Degree	3.76	0.65
Master's Degree	3.78	0.65
Doctorate	3.75	0.58
others	3.10	0.82
Years of Experience		
Less than 5	3.69	0.66
5-15	3.79	0.59
Above 15	3.71	0.66
Workplace		
Al-Istiqlal University	3.74	0.31
An-Najah National University	3.73	0.68
Arab American University	3.74	0.73
Birzeit University	3.90	0.58

Hebron University	3.87	0.64
Palestinian Technical University –Kadoorie	3.65	0.57
Position		
Employee	3.72	0.67
Department Head	3.69	0.60
Department Manager	4.10	0.49
Faculty Member	3.75	0.61

Table 4.6 displays promoting women to senior positions in Palestinian universities based on gender, age, educational level, experience, workplace, and position. The ‘mean value’ column was used to determine which category had a high level of promoting women to senior positions.

It was observed that female employees in Palestinian universities had a high mean ($M=3.87$) which indicates that they believe that their universities had high levels of promoting women to senior positions. However, we can see that, employees of age 50 and above believe that their universities had high levels of promoting women to senior position.

Pertaining to the educational level, it was found that the employees’ holding bachelor’s, master’s, and doctorate degrees, perceive their universities to have high levels of promoting women to senior position.

It was also found that employees with 5-15 years of experience perceive their universities to have high levels of promoting women to senior position.

Birzeit and Hebron Universities had the highest levels of promoting women to senior positions. Pertaining to position, managers believe that their universities had high levels of promoting women to senior position.

TABLE 4.7: AMO MODEL ACCORDING TO DEMOGRAPHIC DATA:

AMO	M	S.D
Gender		
Male	3.49	0.68
Female	3.37	0.64
Age		
Less 30	3.43	0.66
30-49	3.46	0.67
50 and above	3.41	0.69
Level of Education		
Bachelor's Degree	3.45	0.63
Master's Degree	3.46	0.74
Doctorate	3.47	0.64
Others	3.33	0.86
Years of Experience		
Less than 5	3.40	0.73
5-15	3.53	0.61
Above 15	3.35	0.72
Workplace		
Al-Istiqlal University	3.49	0.51
An-Najah National University	3.43	0.69
Arab American University	3.28	0.82
Birzeit University	3.60	0.44
Hebron University	3.64	0.64
Palestine Technical University- Kadoorie	3.47	0.63
Position		
Employee	3.37	0.68
Department Head	3.44	0.49
Department Manager	3.93	0.56
Faculty Member	3.46	0.71

Table 4.7 displays the use of AMO model in Palestinian universities based on gender, age, educational level, experience, workplace, and position. The 'mean value' column was used to determine which category had a high level of using AMO Model in Palestinian universities.

It was noticed that male employees in Palestinian universities had a high mean ($M=3.49$) which indicates that male employees believe that their universities had high levels of using AMO Model in Palestinian Universities.

However, it was noticed that the employees of age less than 50 believe that their universities had high levels of using AMO Model. Pertaining to the educational level, it was found that employees holding a bachelor's, master's, and doctorate degrees perceive their universities to have high levels of using AMO model.

It was also revealed that employees with 5-15 years of experience perceive their universities to have high levels of using AMO Model, However, Hebron and Birzeit universities were found to have the highest levels of using AMO Model amongst the universities surveyed. Pertaining to position, managers believe that their university had a high level of using AMO Model.

4.4. Validity of the Study Questionnaire

Statistical validity of the questionnaire indicates the degree to which an instrument measures what it is assumed to be measuring (Poilt, 1985). Validity has several aspects and assessment approaches.

To check the validity of the questionnaire, two statistical tests were used:

1. The first test was the Criterion-related Validity Test. This test measured the correlation coefficient between each statement in one field and the whole field, this type of validity was used to measure the concrete outcome it was designed to measure.

2. The second test was the Structure Validity Test (**Pearson** test). This was used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measured the correlation coefficient between one field and all the fields of the questionnaire that had the same level. (Obilor, E. I., &Amadi, E. C. (2018)).

4.4.1. Criterion- related Validity

Internal consistency of the questionnaire was measured by a scouting sample, which consisted of 30 copies of the questionnaires. It measured the correlation coefficients between each statement in one domain and the rest of the domains. The tables in **Appendix A** illustrate the correlation coefficient for each statement in each domain and the total domains. The p-values (Sig.) were found to be less than 0.05, so the correlation coefficients of this domain were significant at $\alpha = 0.05$. Therefore, the statement or item of each domain was consistent and valid to measure what it was set for.

4.4.2. Structure Validity of the Study Questionnaire

Structure validity was the second statistical test used to test the validity of the questionnaire's structure; the validity of each domain and the validity of the whole questionnaire were tested. It measured the correlation coefficient between one domain and all the domains of the questionnaire that had the same level on the Likert scale. Table (4.8) shows the correlation coefficient for each domain and the whole questionnaire. The p-values (Sig.) were found to be less than 0.05. Therefore, the correlation coefficients of all the domains were significant at $\alpha = 0.05$. Accordingly, the domains were valid to measure what they were set measure.

TABLE 4.8: CORRELATION COEFFICIENT OF EACH DOMAIN AND THE WHOLE QUESTIONNAIRE

Item	Correlation	P-Value
Ability	1	.000
Motivation	0.787**	.000
Opportunities	0.702**	.000
AMO Model	0.913**	.000
Promoting Women to Senior Positions	0.428**	.000

4.5. Reliability Analysis

Reliability aims at examining the quality of measurement. It is the "consistency" or "repeatability" of the analysis. The primary goal is the accuracy of the measures of the dependent variable. In a correlation study both the dependent and independent variables should be examined. Reducing sources of measurement error is the key to enhance the reliability of the data.

The reliability of an instrument is the degree of consistency that measures the attributes it was supposed to measure (Poilt, 1985). The less variation an instrument generates in repeated measurements of an attribute, the higher its reliability.

Reliability can be equated with the consistency, stability, or dependability of a measuring tool. The test is administered twice to the same sample on two different occasions and then the scores obtained are compared by computing a reliability coefficient (Poilt, 1985).

This method was used to measure the reliability of the questionnaire between each domain and the mean of the whole domains of the questionnaire. The normal range of Cronbach's coefficient alpha value is between 0.0 and + 1.0 (Richard and Anita, 2008), and the higher

values reflect a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each domain of the questionnaire.

Table (4.9) shows the values of Cronbach's Alpha for each domain of the questionnaire and the entire questionnaire. For the domains, values of Cronbach's Alpha were in the range of 0.826 and 0.950. This range is considered high; the results ensured the reliability of each domain of the questionnaire. Cronbach's Alpha equaled 0.886 for the entire questionnaire. This indicates excellent reliability of the entire questionnaire.

TABLE 4.9: CRONBACH'S ALPHA VALUE

Sections	Cronbach's Alpha
Ability	0.935
Motivation	0.849
Opportunity	0.826
AMO Model	0.950
Promoting Women to Senior Positions	0.883
All items	0.886

4.6. Analysis of the Research Questions:

The research questions have been set to study the relations between the use of AMO model variables (ability, motivation, and opportunities) and the promotion of women to senior positions in Palestinian universities.

The descriptive statistics, i.e., Means(M), Standard Deviations (SD) and finally Degree of Agreement (DOA) were established and presented in the research questions.

As the table below illustrates, the range of Likert scale was used to describe the agreement on each item in the questionnaire.

TABLE 4.10: SCORING RANGE OF LIKERT SCALE

Range	Description of Range
1.00-1.80	Strongly Disagree
1.81-2.60	Disagree
2.61-3.40	Neither Disagree/Nor Agree
3.41-4.20	Agree
4.21-5.00	Strongly Agree

(Al-Khadash, 2015)

Q1: In what ways does ability through HRM practices contribute to the promotion of women to senior positions in Palestinian universities?

To answer this question, ten statements were developed to assess the use of ability through HRM practices on the promotion of women to senior positions; these statements were subjected to the views of the participants. Results of the analysis are shown in table 4.11.

It was found that the overall mean of ability of using HRM practices was ($M=3.51$, $S.D=0.93$); which indicates that employees had **agreed that their university had ability of using HRM practices**. It was also found that the majority of participants agreed with statements 1,2, and 3, which indicates that the majority of employees agreed that (the university adopts modern tools for selection purposes, recruits highly skilled and innovative employees Furthermore, the responses to statements 4, 5, 6 and 7 were neutral; which indicates that employees neither agree nor disagree with (the ability of the university to direct

their employees' attitudes toward proactivity, promote employees' skills toward innovation and equip employees with idea generation methods).

TABLE 4.11: DESCRIPTIVE STATISTICS OF ABILITY OF USING HRM PRACTICES

	STATEMENT	M	SD	DOA
1	The university adopts modern tools for selection purposes	3.74	.99	Agree
2	The university recruits highly skilled individuals	3.87	.54	Agree
3	The university recruits highly innovative employees	3.51	.96	Agree
4	The university directs employees' attitudes toward proactivity	3.36	.99	Neutral
5	The university promotes employees' skills towards innovation	3.40	.97	Neutral
6	The university equips employees with idea generation methods	3.35	.96	Neutral
7	The university directs employees' attitudes toward proactivity	3.53	.99	Agree
8	The university enhances employees' abilities in problem solving.	3.36	.98	Neutral
9	Employees have ability to manage change	3.38	.99	Neutral
10	The university seeks to meet employees' needs and expectations	3.63	.93	Agree
	Overall Average	3.51	.93	Agree

Q2: In what way does motivation through HRM practices promote women to senior positions in Palestinian Universities?

To answer this question, nine statements were developed to assess the impact of employee motivation on the promotion of women to senior positions, these statements were subjected to the views of the participants. Results of the analysis are displayed in **Table 4.12**. reveal that the overall mean of the impact of employees' motivation was ($M=3.26$, $S.D=0.96$); which means that employees **neither agreed nor disagreed with the impact of motivation on the promotion of women to senior positions**; it was also found that the majority of participants agreed with statements 7 and 8, which indicates that the majority of employees

agreed that (achievement of goals is sequenced with no delays, employees receive recognition from their supervisors upon completion of work). Furthermore, the participants held neutral opinions with statements 1, 2, 3, 4 and 5; which indicates that they neither agree nor disagree with (provides the right incentives to encourage behaviors for managing knowledge, university gives rewards to employees with an emphasis on their performance, employees are motivated to accept extra responsibility, university provides proactivity -based compensation).

TABLE 4.12: DESCRIPTIVE STATISTICS OF EMPLOYEES' MOTIVATION

	STATEMENT	M	SD	DOA
1	The university provides the right incentives to encourage behaviors for managing knowledge	3.39	.99	Neutral
2	The university rewards employees with an emphasis on their performance	3.03	.98	Neutral
3	Employees are motivated to accept extra responsibilities	3.31	.96	Neutral
4	The university provides proactive-based compensation	2.98	.95	Neutral
5	The university supports promotion opportunities without discrimination	3.34	.97	Neutral
6	Employees carry out their responsibilities without intervention	3.40	.96	Neutral
7	Achievement of goals are sequenced with no delays	3.75	.87	Agree
8	I receive morale appreciation from my supervisor upon work completion	3.78	.98	Agree
9	I receive financial rewards when my performance is distinguished	2.40	.99	Disagree
	Overall Average	3.26	.96	Neutral

Q3: In what way does an opportunity through HRM practices contribute to the promotion of women to senior positions in Palestinian Universities?

To answer this question, seven statements were developed to assess opportunities through HRM practices on the promotion of women to senior positions, these statements were subjected to the views of the participants. Results of the analysis are displayed in **Table 4.13**.

It was found that the overall mean of opportunities of HRM practices was ($M=3.57$, $S.D =0.92$); which indicates that employees **agree that their universities had opportunities of using HRM practices**. It was also found that the majority of participants agreed with statements 1, 4, 5 and 7, which indicates that the majority of employees agree that (the university carries out regular evaluation of employee performance, employees are allowed to decide on the method of doing their job, employees are able to modify what their job objectives are, and they can easily exchange information with others)

Furthermore, they held neutral opinions with statements 2, 3 and 6, which indicates that they neither agree nor disagree with (the university carries out functional employee performance based on work effectiveness, the university carries out employee performance based on development-oriented performance appraisal, the university supports employees' participation in decision making)

TABLE 4.13: DESCRIPTIVE STATISTICS OF EMPLOYEES' OPPORTUNITIES

	STATEMENT	M	SD	DOA
1	The university carries out regular evaluations of employee performance	3.91	.88	Agree
2	The university carries out functional employee's performance based on work effectiveness	3.30	.98	Neutral
3	The university carries out employee performance based on development-oriented performance appraisal	3.22	.96	Neutral
4	I am allowed to decide how to go about getting my job done (the methods I use)	3.78	.97	Agree
5	I am able to modify what my job objectives are (what I am supposed to accomplish)	3.68	.87	Agree
6	The university supports employees' participation in decision making	3.20	.96	Neutral
7	I can easily exchange information with others	3.87	.82	Agree
	Overall Average	3.57	.92	Agree

Q4: What is the relationship between the different AMO factors through HRM practices and the promotion of women to senior positions in Palestinian Universities?

To answer this question, ten statements were developed to assess the impact of AMO factors through HRM practices on the promotion of women to senior positions in Palestinian universities, these statements were subjected to the views of the participants. Results of the analysis are displayed in **Table 4.14**.

It was found that the overall mean of opportunities of HRM practices was ($M=3.75$, $S.D = 0.88$); which indicates that employees **agree that the Universities had a high level of promoting women to senior position**. It was also found that the majority of participants agreed with all the statements; which indicates that the majority of employees agree that (women have the capacity to offer different leadership values, women can maintain

knowledge communication networks, women leaders are better at directing and guiding employees, men's acceptance of women in leadership and senior positions, university leaders are convinced that women have decision making abilities, the university's administration encourages more work authorities for women).

TABLE 4.14: DESCRIPTIVE STATISTICS OF PROMOTING WOMEN TO SENIOR POSITIONS IN PALESTINIAN UNIVERSITIES

	STATEMENT	M	SD	DOA
1	Women have the capacity to offer different leadership values	3.98	.83	Agree
2	Women can maintain knowledge communication networks	3.98	.77	Agree
3	Women leaders are better at directing and guiding employees	3.78	.90	Agree
4	Women have the abilities to solve problems at work	3.83	.87	Agree
5	The culture of the university promotes women's access to leadership positions	3.89	.76	Agree
6	Men accept women in leadership and senior positions	3.58	.97	Agree
7	University leaders are convinced that women have decision making abilities	3.62	.92	Agree
8	The administration of the university is convinced that women have adequate administrative firmness to obtain leadership position	3.52	.92	Agree
9	Supervision of women's work is objective	3.54	.99	Agree
10	The administration of the university encourages more work authorities for women	3.73	.89	Agree
	Overall Average	3.75	.88	Agree

Q5: What are the challenges facing women in reaching senior positions in Palestinian Universities?

To answer this question, thirteen statements were developed to assess the challenges facing women in reaching senior positions in Palestinian universities, these statements were subjected to the views of the participants. Results of the analysis are shown in **Table 4.15**.

It was found that the overall mean of challenges that may face women to reach to senior position was ($M=2.60$, $S. D=0.90$); which indicates that employees **disagree that women face challenges in reaching senior positions in Palestinian universities**. It was also found that the majority of participants disagree with statements 7, 8, 9, 10, and 11, which indicates that the majority of employees disagree that (women had lower levels of ambition, women are emotional rather than rational at work, women lack confidence in decision making, women fear of failure in accepting leadership positions, absence of women's leadership in higher positions at the university and unequal opportunities between men and women in the university); furthermore, the participants neither agree nor disagree with about (The pressure of psychological and physical effects related to pregnancy and childbirth in achieving woman's goals, norms and culture limit the opportunities of women leadership in higher positions, lack of acceptance of women's travel for work purposes (from the family point of view-cultural)).

TABLE 4.15: DESCRIPTIVE STATISTICS OF CHALLENGES

	STATEMENT	M	SD	DOA
1	The pressure of psychological and physical effects related to pregnancy and childbirth in achieving woman's goals	3.13	.83	Neutral
2	Low level of acknowledgment of women's leadership at the higher administrative level	2.80	.78	Neutral
3	Norms and culture limit the opportunities of women leadership in higher positions	2.94	.91	Neutral
4	Weaknesses of leadership roles and family front	2.70	.87	Neutral
5	Lack of acceptance of women's travel for work purposes (from the family point of view)	2.97	.67	Neutral
6	Lack of resources needed to achieve the goals of women at work	2.59	.97	Neutral
7	Women have low levels of ambition	2.03	.84	Disagree
8	Reliance of women on emotions rather than rational thinking while dealing with work issues	2.52	.92	Disagree
9	Lack of women's confidence in their decision-making abilities	2.29	.99	Disagree
10	Fear of failure in accepting leadership positions	2.42	.99	Disagree
11	Absence of women's leadership in higher positions at university	2.33	.96	Disagree
12	Women development opportunities are limited compared with the volume of their work	2.58	1.00	Neutral
13	Unequal opportunities between men and women in the university	2.44	1.00	Disagree
	Overall Average	2.60	.90	Disagree

4.7. Testing of Research Hypotheses

Hypotheses have been formulated to study relationships between variables; four hypotheses have been tested, using the Pearson correlation coefficient. The Pearson's Correlation coefficient was used to measure the strength and direction of the relationship (linear correlation) between two quantitative variables, where the value ($r = 1$) means a perfect positive correlation and the value ($r = -1$) means a perfect negative correlation. Each hypothesis was tested separately.

Ha1: Ability through HRM practices has a positive impact on promoting women to senior positions in Palestinian universities

TABLE 4.16: RELATIONSHIP BETWEEN THE ABILITY OF USING HRM PRACTICES AND PROMPTING WOMEN TO SENIOR POSITIONS

Variables	
Ability	$r = .428^{**}$
Promoting Women to Senior Positions	$p = .000$

The result of the Pearson Correlation between the ability of using HRM practices and the promotion of women to senior position revealed that the test was **significant**, where the correlation value, $r = 0.428$ and significant value, $p = 0.000$ or $p < 0.05$. Thus, the first hypothesis (Ha1) was accepted assuming that there was a significant relationship between the ability of using HRM practices and prompting women to senior position.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. In accordance with that, it was found that the relationship between the ability of using HRM practices and the promotion of women to senior position was **(moderate) positive** because $r = 0.428$. This result suggests that when one variable increases in value, the second variable also increases in value. In other words, increasing the ability of using HRM practices would mean an increase in the promotion of women to senior positions.

From the foregoing discussion, it was concluded that human resource development aids organizations and businesses in developing a properly trained staff by offering training, education, and information, thus enhancing employees' abilities to develop their career path. These results and the conclusion are in line with the results of (Yu, W., Chavez, et al., 2020), as Individuals are provided with different training and performance development opportunities according to their requirements, which helps them to learn their skills, abilities,

and beliefs from time to time according to changing requirements. Human resource development works on developing the career life of all people working in the organization.

Ha2: Motivation through HRM practices has a positive impact on promoting women to senior positions in Palestinian universities

TABLE 4.17: RELATIONSHIP BETWEEN THE MOTIVATION THROUGH HRM PRACTICES AND PROMPTING WOMEN TO SENIOR POSITION

Variables	
Motivation	$r = .443^{**}$
Promoting Women to Senior Positions	$p = .000$

The results of the Pearson Correlation between employee motivation and the promotion of women to senior position denote that the test was **significant**, where the correlation value, $r = 0.443$ and significant value, $p = 0.000$ or $p < 0.05$. Thus, the second hypothesis (Ha2) was accepted assuming that there was a significant relationship between employee motivation and the promotion of women to senior position.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. Accordingly, it was found that the relationship between employee motivation and the promotion of women to senior position was **moderate positive** because $r = 0.443$, which suggests that when one variable increases in value, the second variable also increases in value. Namely, enhancing employee motivation would mean a rise in the promotion of women to senior position.

Factoring in the results of this test, and the notes from the unstructured interviews that were conducted during the distribution and collection of the questionnaires, we can conclude that everyone has different needs and demands, and HR staff must identify and address these needs in order to encourage employees and boost productivity. Furthermore, the relationship between performance and the effort that employees devote at work influence them and their performance. Thereby, people should be aware of the connection between what they do and the results they expect. This result matches the findings of (Kellner, A., et al., 2019) in fulfilling people's needs by the organization in which they work by encouraging them to work in an appropriate manner that ensures the achievement of the organization's goals.

Ha3: Opportunities through HRM practices has a positive impact on promoting women to senior positions in Palestinian universities.

TABLE 4.18: RELATIONSHIP BETWEEN OPPORTUNITIES THROUGH HRM PRACTICES AND PROMPTING WOMEN TO SENIOR POSITION

Variables	
Opportunities	$r = .491^{**}$
Promoting Women to Senior Positions	$p = .000$

The result of the Pearson Correlation between opportunities through HRM practices and the promotion of women to senior position confirm that the test was **significant**, where the correlation value, $r = 0.491$ and significant value, $p = 0.000$ or $p < 0.05$. Thus, the third hypothesis (Ha3) was accepted assuming that there was a significant relationship between opportunities through HRM practices and the promotion of women to senior position.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. Based on that, it was revealed that the relationship between

opportunities through HRM practices and the promotion of women to senior positions, was **moderate positive** because $r = 0.491$, which indicates that when one variable increases in value, the second variable also increases in value. Simply put, increasing the opportunities through HRM practices would mean an increase in the promotion of women to senior position.

To create cohesive and ambitious HR policies, it is necessary to support, maintain, and generate a strong culture of social entrepreneurship, thereby, establishing a group identity and social HR culture consistent with the organizational value, working within the group, carrying out meaningful tasks and having a tangible social impact, and taking advantage of opportunities as they present themselves. The goal is to achieve overall quality and consistency in the various actions conducted with equal opportunities to all employees including women without any form of discrimination. This result and conclusion are consistent with the findings of (Edgar, F., Blaker, et al., 2020) in linking gender and job performance to high-performance work system with the ability–motivation–opportunity framework.

Ha4: AMO Model through HRM practices has a positive impact on promoting women to senior positions in Palestinian universities

TABLE 4.19: RELATIONSHIP BETWEEN THE AMO MODEL THROUGH HRM PRACTICES AND PROMPTING WOMEN TO SENIOR POSITION

Variables	
AMO Model	$r = .493^{**}$
Promoting Women to Senior Positions	$p = .000$

The result of the Pearson Correlation between AMO model and the promotion of women to senior position confirm that the test was **significant**; where the correlation value, $r = 0.493$ and significant value, $p = 0.000$ or $p < 0.05$. Thus, the fourth hypothesis (Ha4) was accepted assuming that there was a significant relationship between the AMO model and the promotion of women to senior position.

The closer (r) is to +1, the stronger the positive correlation, while the closer (r) is to -1, the stronger the negative correlation. In accordance with that, it was found that the relationship between the AMO model and the promotion of women to senior positions was **a moderate positive** because $r = 0.493$, This result conveys that when one variable increases in value, the second variable also increases in value. To clarify, the effective incorporation of the AMO model within HR practices would denote a rise in the promotion of women to senior positions.

Revisiting the original research question and hypotheses- AMO Model through HRM practices has a positive impact on promoting women to senior positions in Palestinian universities; it was concluded that employees can improve their professional skills and, as a result, be able to handle more complicated duties at work by enhancing their abilities. This finding came in line with (White and Bryson, 2013) that, employees are given additional options for professional development and progress, which boosts their motivation. However, when the AMO model with its justice and equality attributes is incorporated within HR practices, it will lead opportunities not only to male employees, but to female employees equivalently, thus, opening the door to female employees to be promoted to higher positions.

TABLE 4.20: SUMMARY OF HYPOTHESES TESTING

Research Hypothesis	Measures	Significance
1. Ability through HRM practices has a positive impact on the promotion of women to senior positions in Palestinian universities	Pearson Correlation (r = 0.428)	p<0.05(Accepted, where p = 0.000)
2. Motivation through HRM practices has a positive impact on the promotion of women to senior positions in Palestinian universities	Pearson Correlation (r = 0.443)	p<0.05 (Accepted, where p = 0.000)
3. Opportunities through HRM practices has a positive impact on the promotion of women to senior positions in Palestinian universities	Pearson Correlation (r = 0.491)	p<0.05 (Accepted, where p = 0.000)
4. AMO Model through HRM practices has a positive impact on the promotion of women to senior positions in Palestinian universities	Pearson Correlation (r = 0.493)	p<0.05 (Accepted, where p = 0.000)

Hypothesis Related to Participants' Profiles (Analysis of responses)

Ha5: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample according to the demographic profile (Gender, Age, Educational level, Experience, Workplace and Position).

This hypothesis predicted differences in the opinions of the participants toward the AMO model (ability, motivation, opportunity) through HRM practices and the promotion of women to senior positions according to the demographic variable.

The Mann-Whitney test and the Kruskal-Wallis' tests are nonparametric methods used to detect whether two or more samples come from the same distribution or to test whether medians

between comparison groups are different, under the assumption that the shapes of the underlying distributions are the same.

Ha5.1: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to gender.

TABLE 4.21: KRUSKAL WALLIS TEST GROUPING BY GENDER

Constructs	Sig
Ability	0.018
Motivation	0.335
Opportunity	0.724
AMO Model	0.205
Promoting Women to Senior Positions	0.016

Table 4.21 displays that the p-value (Sig.) was smaller than the level of significance $\alpha = 0.05$ for the domain: **Ability, Promoting women to senior positions**. There was also a significant difference among the participants in this domain due to gender. It was concluded that gender had an effect on these domains. Pertaining to the other domains, the p-value (Sig.) was greater than the level of significance $\alpha = 0.05$. No significant difference was found among the participants in this domain due to gender. Therefore, we can conclude that the gender had no effect on the other domains.

Ha5.2: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to Age.

TABLE 4.22: KRUSKAL WALLIS TEST GROUPING BY AGE

Constructs	Sig
Ability	0.813
Motivation	0.867
Opportunity	0.541
AMO Model	0.868
Promoting Women to Senior Positions	0.962

Table 4.22 showcases all domains (AMO model-ability, motivation, opportunity, and promoting women to senior positions); in the table shown above that the p-value (Sig.) was greater than the level of significance $\alpha = 0.05$. No significant difference was found among the participants of all domains in this study due to age. Accordingly, we can conclude that age had no effect on all domains in this study (ability, motivation, opportunity, AMO model and the promotion of women to senior positions).

Ha5.3: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to educational level.

TABLE 4.23: KRUSKAL WALLIS TEST GROUPING BY EDUCATIONAL LEVEL

Constructs	Significance
Ability	0.817
Motivation	0.817
Opportunity	0.667
AMO Model	0.973
Promoting Women to Senior Positions	0.243

Table 4.23 showcases that, all domains (AMO model-ability, motivation, opportunity, and promoting women to senior positions) in the table shown above that the p-value (Sig.) was greater than the level of significance $\alpha = 0.05$. No significant difference was found among the

participants in all domains in this study due to educational level. Therefore, we can conclude that the educational level had no effect on all domains in this study (ability, motivation, opportunity, AMO model and promoting women to senior positions).

Ha5.4: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to experience.

TABLE 4.24: KRUSKAL WALLIS TEST GROUPING BY EXPERIENCE

Constructs	Sig
Ability	0.665
Motivation	0.215
Opportunity	0.243
AMO Model	0.355
Promoting Women to Senior Positions	0.501

Table 4.24 unveils that all domains (AMO model- ability, motivation, opportunity, AMO model and promoting women to senior positions) in the table shown above that the p-value (Sig.) was greater than the level of significance $\alpha = 0.05$. No significant difference was found among the participants in all domains in this study due to experience. It is concluded that work experience had no effect on all domains in this study (ability, motivation, opportunity, AMO model and promoting women to senior positions).

Ha5.5: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to workplace.

TABLE 4.25: KRUSKAL WALLIS TEST GROUPING BY WORKPLACE

Constructs	Sig
Ability	0.171
Motivation	0.088
Opportunity	0.677
AMO Model	0.289
Promoting Women to Senior Positions	0.209

Table 4.25 unveils that all domains (AMO model- ability, motivation, opportunity, AMO model and promoting women to senior positions) in the table shown above that the p-value (Sig.) was greater than the level of significance $\alpha = 0.05$. No significant difference was found among the participants all domains in this study due to workplace. We conclude that the workplace had no effect on all domains in this study (ability, motivation, opportunity, AMO model and promoting women to senior positions).

Ha5.6: There are statistically significant differences at $\alpha \leq 0.05$ in the responses of the research sample due to position.

TABLE 4.26: KRUSKAL WALLIS TEST GROUPING BY POSITION

Constructs	Sig
Ability	0.008
Motivation	0.128
Opportunity	0.450
AMO Model	0.155
Promoting Women to Senior Positions	0.538

Table 4.26 unveils that the p-value (Sig.) was smaller than the level of significance $\alpha = 0.05$ for the domain: **Ability**. There was also no significant difference among the participants in domain due to position. The researcher concluded that the position had an effect on this domain. Pertaining to the other domains, the p-value (Sig.) was greater than the level of

significance $\alpha = 0.05$. No significant difference was found among the participants in this domain due to positions. It is concluded that the positions had no effect on the other domains.

H6: Ability, motivation, opportunities will positively explain the variation in promoting women to senior positions in Palestinian Universities

TABLE 4.27: MULTIPLE REGRESSIONS ANALYSIS

Constructs	Beta	T	Sig	R ²
Ability	.143	1.416	.158	
Motivation	.048	0.403	.687	0.545
Opportunities	.352	3.374	.001	

Predictors : (Constant=2.086), Ability, Motivation, Opportunities

Multiple Regressions have been conducted to test the variance in the dependent variable whether promoting women to senior positions, could be explained by three the independent variables. The results reveal that 54.5 % of the variance (R-Square) in prompting women to senior positions could be significantly explained by three independent variables. By looking at Beta value, the highest number in the beta was 0.352 for Opportunities, which is significant at the 0.001 level, which suggests that opportunities have a direct influence on the variance-prompting women to senior positions. In contrast, ability and motivation have no influence on prompting women to senior positions, since its significant value was greater than the significant level.

This result implies that the independent variable (opportunities) positively explained the variance in the dependent variable :(prompting women to senior positions); which supports hypothesis 6. In contrast, ability of using HRM practices and employee motivation did not positively explain the variance in prompting women to senior positions; which does not support hypothesis 6.

Chapter 5: Conclusion and Recommendations

5.1. Introduction

The main objective of this study was to examine the potential relationship between AMO model through HRM practices and promoting women to senior positions in Palestinian Universities. This chapter is devoted to the study's results, conclusions, and suggestions.

I recommend that HR considers incorporating the AMO model into its strategy, policies, and practices, in an effort to advance the status of women and minorities in organizations and optimize the promotion of women to senior positions in organizations, which would ultimately contribute to higher levels of employee engagement, and enhanced employee and organizational performance.

The chapter concludes with an overview, discussion, evaluation of the extent to which the objectives of the study were met, and implications for practice and future research.

5.2. Summary of the Study

This study has investigated the role of applying (AMO) model through HRM practices on the promotion of women to senior position in Palestinian universities.

To fulfill the goals and objectives of the study, a review of the relevant literature was conducted in addition to a collection of primary data through a constructed questionnaire. The purpose was also to obtain a better understanding of HRM practices incorporating the AMO model and identify the main factors that influence the promotion of women to senior positions in Palestinian universities.

The quantitative results of the administered questionnaire were analyzed and presented using descriptive and inferential statistical method for quantitative data analysis.

5.3. Conclusions of the Study Objectives

To fulfill the aim of the study, five key objectives were identified through the analysis of the data. These objectives have been linked to the research questions and hypotheses posed to broaden one's understanding and familiarity with the subject.

5.3.1 Findings Related to the First Objective

The first objective was to identify the relationship between AMO model factors through HRM practices and the promotion of women to senior positions in the Palestinian universities. The main aim of this study was to reveal if there are significant relationships between AMO factors through HRM practices with this variable (promoting women to senior positions in the Palestinian universities).

It was revealed through the analysis of the data that there is a link we between the three dimensions of AMO model and the dependent variable of the study- the promotion of women to senior positions. The results indicate that the correlation coefficient R for the three dimensions was between (4.29-4.91); which demonstrates that there is a moderate positive relationship between AMO factors and the promotion of women to senior positions. These results confirm that AMO elements have a significant impact on the promotion of women to senior positions, when embedded within the HR practices.

Hence, universities and organizations should focus on these factors (ability, motivation, and opportunity) as a best practice to develop employees' capabilities and skills leading to the promotion of women to senior positions across departments.

5.3.2 Findings Related to the Second Objective

The second objective is to investigate the level of applying AMO on the promotion of women to senior positions in Palestinian universities- how each factor of the AMO model could support the promotion of women to senior positions.

Ability

The analysis of the ability element pertaining to the second objective revealed that the mean of ability in promoting women to senior positions scored 3.51, which signifies that the majority of employees agreed that the university has the ability to promote women to senior positions. This finding confirms that universities can increase the abilities of women to promote them to senior positions through different roles in the university.

Motivation

The analysis of the motivation element pertaining to the second objective revealed that the mean score is 3.26, which indicates that the majority of employees **neither agreed nor disagreed** with **the impact of motivation on the promotion of women to senior positions**. It suggests that employees have lack of trust in the role played by the universities through their HRM practices on the promotion of women to senior positions through motivation, which signals a lack of experience

either deliberately or the universities don't focus on this practice to motivate women to access senior positions, to put simply, they do not have motivational strategies.

Opportunity

The analysis of the opportunity element pertaining to the second objective revealed that the mean has a score of 3.57, which indicates that the majority of the employees agreed **that their universities had opportunities of using HRM practices**. According to these findings, we can conclude that the universities have practices that help women access senior positions through providing opportunities that assist women and lead them to obtain senior positions.

5.3.3 Findings Related to the Third Objective

The third objective pertaining to the major challenges facing women in reaching senior positions in the Palestinian universities. The main challenges are the obstacles that impair the women's abilities and exclude them from accessing senior positions in the Palestinian universities were analyzed.

The results of the study showed an overall mean score of 2.6 for this dimension (Challenges facing women in accessing senior positions); a striking result to emerge from this data is that the majority of the study respondents have **disagreed that women face challenges in reaching senior positions in Palestinian universities**. The results indicated that pressure of psychological and physical effects related to pregnancy and childbirth in achieving woman's goals has the most significant impact that could be a challenge for a woman to reach a senior position. Furthermore, the lack of acceptance of women travelling for work purposes (family and cultural challenges) comes in the second place as a major challenge that prevent women from accessing senior positions.

These findings suggest that the challenges have no significant impact on predicting women's abilities in accessing senior positions. Self-motivation, experience, practice, and family motivation could be the requisites that motivate women to reach senior positions.

5.3.4 Findings Related to the Fourth Objective

Pertaining to the fourth objective investigating the current practices that impede women's advancement into leadership positions and to overcome that challenges that hinder women from reaching senior positions in Palestinian universities.; evidence from this study suggests that some of the most common practices to overcome the work challenges that have a negative impact on their ability to reach senior positions.

Some of these practices include fair HRM systems and applications in recruitment, promotions, and employment, which are the responsibility of the HR department in every workplace. Moreover, the country policymakers could improve special laws and regulations that promote equality in opportunities and protect women workers' rights. Gender equality is a key pillar in this regard to ensure women's representation and presence in senior management positions to allow women to practice their rights to reach senior engagement positions in the labor market.

5.3.5 Findings Related to the Fifth Objective

The fifth objective aimed to test the role of AMO on the promotion of women to senior positions in Palestinian Universities. The results indicate that the three elements of the AMO model (Ability, Motivation and Opportunity) have moderate and significant impacts on the promotion of women to senior positions.

Opportunity was the highest among the other elements f. Based on multiple regression analysis, the most influencing AMO element with the highest impact and role on the promotion of women to senior positions, was investigated. The results revealed that opportunity is the only significant element that could predict the variance in the promotion of women to senior positions. The overall AMO model could predict 54.5% of the overall variance in the dependent variable which is the promotion of women to senior positions.

This study found that opportunity is the main pillar in HRM practices that could contribute to the success and promotion of women to senior positions.

5.3.6. Finding and result to open questions:

The study uncovered some of the obstacles faced by employees when the manager is a woman; these obstacles have been divided into four categories:

Psychological:

- Reliance of women on emotions rather than rational thinking while dealing with work issues
- Mood swings in decision making
- Reluctancy in making decisions or reversing a decision that has been made.
- Bureaucracy in the decision-making process
- Centralization of decision-making and lack of clarity around decisions
- Difficulty accepting any opinions, suggestions, or decisions at work because women believe that any decision or suggestion that comes from another person is evidence of her weakness
- Fear of failure in accepting leadership positions.

Social and Cultural:

- Customs and traditions that resist women reaching senior position.
- Norms and culture limit the opportunities of women in reaching leadership and senior positions.
- Women can't stay outside the house for long periods of time.
- Disapproval of women's travel for work purposes.

Personal:

- The multiplicity of her personal (marriage, pregnancy and childbirth) and practical responsibilities, which may cause women additional pressure, stress, apprehension, in addition to feeling underappreciated.

Motivational:

- Unequal opportunities between men and women in the universities.
- Lack of training especially for women.
- Lack of motivation factors such as, financial incentives and recognition.

5.3.7. Suggested Solution by the Respondents:

- Motivating employees regardless of their gender by providing financial incentives and appreciation will contribute to the promotion of employees to senior position.
- Equal distribution of work amongst employees will lead to equal opportunities in promotions
- Appointments of men to assist women in senior position

- Training courses for women to increase their capacity building
- De-centralization of work.
- Selection of leaders based on their accomplishments, not their gender.
- Revision of gender related HRM policies and practices
- A shift in the cultural views of women
- Implementation of social activities to enhance the relationships amongst employees
- Strengthening women's self- esteem and confidence in women, in addition to providing moral support to help women make the right decisions

5.4 Recommendations

This study explored the role of the current HRM practices at Palestinian universities through the incorporation of the AMO model in the promotion of women to senior positions; research questions and hypotheses were examined to meet the objectives of the study. The findings of this study have several important implications for future practice as well as research:

5.4.1 Recommendations for Future Practice:

- Integrating gender equality in the recruitment, selection, and promotion processes and practices.
- Strengthening women's confidence in their, competence, capabilities, insights, intelligence, relationships, characters, passion for work, abilities to participate in decision making, and abilities to secure opportunities for leadership and senior positions.

- Creating a shift in organizational cultures, which would compel organizations to examine their current cultures and identify factors that impede women from advancing in leadership positions.
- Assessing the root causes of the discriminatory practices and measures that have led to the marginalization of females in senior positions and their exclusion from decision-making positions.
- Conducting a thorough analysis and assessment of the current HR policies, practices, and functions, and revising each element to ensure that gender equality and balance are imbedded within.
- Creating a clear road map for attaining gender diversity at all levels.
- Developing, sponsoring, and implementing policies and procedures that promote diversity and inclusion and ensure that female as well as other minorities within the organization have equal opportunities.
- Granting the Department of Human Resources, the opportunity to fulfill its mission and take the lead in creating strategies indented to reduce gender-inequality and combat all forms of discrimination in the workplace.

5.4.2 Recommendations for Future Research:

- Future research in this field might benefit from exploring and investigating different models imbedded within HR practices which would be provide a great opportunity in predicting the role of HR practices in helping women access senior positions.
- This study could be replicated in different cultural contexts which might potentially yield different results.

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Appendix A: List of Academic and Professional Referees

Serial	Referee	
2	Dr. Ahmad Herzallah	Al-Quds University
3	Prof. Mohammad Omran	Arab American University
4	Dr. Raed Iriqat	Arab American University
5	Dr. Grace Khoury	Birzeit University
6	Dr. Arwa Altwal	American University of Madaba'

Appendix B: Questionnaire-Arabic

Arab American University

Faculty of Graduate Studies - Ramallah



الجامعة العربية الأمريكية

كلية الدراسات العليا - رام الله

الموظفون الأعزاء

أسعدتكم أوقاتاً، وبعد،

الموضوع: استبانة لرسالة علمية

تقوم الباحثة بإجراء دراسة بعنوان " علاقة تطبيق نموذج (AMO): القدرة والتحفيز والفرص من خلال ممارسات إدارة الموارد البشرية في ترقية المرأة إلى المناصب العليا في الجامعات الفلسطينية"، الهدف منها تحديد إلى أي درجة تؤثر هذه الممارسات على ترقية المرأة إلى المناصب العليا؛ لذلك فإني أرجو منكم تعبئة فقرات هذه الاستبانة بغرض استكمال هذا البحث، بصدق وموضوعية، إذ إنَّ البيانات التي سيتم جمعها مهمة وضرورية لإنجاح البحث واستكمال متطلبات نيل شهادة الماجستير في تخصص إدارة الموارد البشرية.

نبذة مختصرة - نموذج AMO

ينص نموذج "AMO" على أن الأداء هو القدرة + الحافزية + الفرص؛ لذلك تؤثر ممارسات إدارة الموارد البشرية على الأداء الفردي إذا شجعت الجهد التقديري، وتطوير المهارات، وتزويد الأشخاص بفرصة الأداء. توفر المعادلة الأساس لتطوير أنظمة الموارد البشرية التي تراعي اهتمامات الموظفين، وهي متطلبات مهاراتهم، ودوافعهم وجودة وظائفهم.

ملحوظة: إنَّ البيانات التي سيتم جمعها من خلالكم لن تُستخدم إلا لأغراض هذا البحث وبسريّة تامة، ولا حاجة للإدلاء بأية معلومة شخصية تخصكم. في حال وجود أي استفسار، يمكنكم مراسلة الباحثة على البريد الإلكتروني

ruba.almasri@aaup.edu أو الاتصال على الرقم التالي: 0595898899

شاكرين ومُقدِّرين حُسنَ تعاونكم

مع الاحترام

الباحثة: ربا المصري

القسم الأول: البيانات الديموغرافية للمبحوثين: برجاء الإجابة على هذه البيانات من خلال وضع إشارة "√"

• الجنس:

□ ذكر

- أنثى
- الفئة العمرية:
 - أقل من 30 عاماً
 - 31-50 عاماً
 - أكثر من 51 عاماً
- المؤهل العلمي:
 - بكالوريوس
 - ماجستير
 - دكتوراه
 - غير ذلك، حدد.....
- مكان العمل:
 - العربية الأمريكية
 - بير زيت
 - القدس المفتوحة
 - جامعة فلسطين التقنية
 - النجاح الوطنية
- سنوات الخبرة:
 - أقل من 5 أعوام
 - 5-15 عاماً
 - أكثر من 15 عاماً
- المنصب الوظيفي:
 - موظف
 - رئيس قسم
 - مدير دائرة
 - عضو هيئة تدريس

برجاء تحديد مدى انطباق العبارات الآتية على ممارسات إدارة الموارد البشرية المتمثلة في نموذج AMO في الجامعة التي تعمل بها من خلال التعبير عن درجة موافقتك على عبارات القسم الثاني. يمكنك أن تعكس ذلك من خلال واقع تجربتك الشخصية في عملك الحالي. علمًا بأن الإجابة ستكون وفقًا لمقياس ليكارت الخماسي (Likert Scale) (حيث القيمة العظمى للسلم = 5 وتعني موافق بشدة، والقيمة الصغرى للسلم = 1 وتعني غير موافق بشدة)، فيما يلي توضيح لرموز السلم:

موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
م.ب	م	محايد	غ.م	غ.م.ب

المحور الأول: القدرات Ability

الرقم	الفقرات	م.ب	م	محايد	غ.م	غ.م.ب
1.	تستخدم الجامعة وسائل حديثة لاختيار جيد أثناء عملية التوظيف					
2.	توظف الجامعة أشخاصاً ذوي مهارات عالية					
3.	تختار الجامعة الأشخاص المبدعين للوظائف المطلوبة					
4.	تقوم الجامعة بتوجيه مواقف العاملين نحو النشاط التفاعلي					
5.	تقوم الجامعة بتحسين مهارات العاملين الموجهة نحو الابتكار					
6.	تقوم الجامعة بتطوير قدرة العاملين على طرق توليد الأفكار					
7.	تقوم الجامعة بتوجيه سلوك العاملين نحو الاستباقية في القيام بأعمالهم					
8.	تعزز الجامعة قدرة الموظفين في حل المشاكل					
9.	تسعى الجامعة لأن يكون الموظف قادراً على إدارة التغيير					
10.	تعمل الجامعة جاهدة على تلبية رغبات وحاجات المستفيدين					

المحور الثاني: تحفيز العاملين Motivation

الرقم	الفقرات	م.ب	م	محايد	غ.م	غ.م.ب
1.	توفر الجامعة الحوافز الصحيحة؛ لتشجيع سلوكيات العاملين					
2.	تقوم الجامعة بمكافأة العاملين بناء على أدائهم					
3.	هنالك دافع لدى الموظف لقبول مسؤوليات إضافية في عمله					
4.	للجامعة نظام تعويضات قائم على مبدأ الفعالية في العمل					
5.	تتوفر فرص الترقية للجميع بدون تمييز					
6.	يقوم الموظف بعمله دون تدخل					
7.	يتم إنجاز الأعمال أولاً بأول دون تأجيل					
8.	اتلقى تعزيزات معنوية من رئيسي عند اتمام عملي					
9.	اتلقى تعزيزات مادية عندما يكون ادائي مميز					

المحور الثالث: الفرص Opportunity

الرقم	الفقرات	م.ب	م	محايد	غ.م	غ.م.ب
1.	تقوم الجامعة بعمل تقييم دوري لأداء العاملين					
2.	تقوم الجامعة بعمل تقييم الأداء الوظيفي القائم على مبدأ الفعالية في العمل					
3.	تقوم الجامعة بعمل تقييم الأداء القائم على تنمية مهارات العاملين					
4.	كموظف لدي الصلاحية الكاملة بكيفية القيام بعملتي (الأساليب التي أستخدمها للقيام بالعمل)					
5.	لدي القدرة على تعديل المهام المنوطة بي (ما يفترض أن أنجزه من أعمال)					
6.	تشجع الجامعة على اشراك الموظفين في اتخاذ القرار					
7.	استطيع تبادل المعلومات بيني وبين الآخرين بسهولة					

القسم الثالث: وصول المرأة للمناصب القيادية في الجامعة

الرقم	الفقرات	م.ب	م	محايد	غ.م	غ.م.ب
1.	المرأة قادرة على تقديم قيم قيادية متفوقة					
2.	المرأة قادرة على تعزيز التواصل بشكل واسع على مستوى الأعمال (شبكة التواصل المعرفي)					
3.	المرأة القيادية قادرة على توجيه وارشاد الموظفين بشكل أفضل					
4.	المرأة قادرة على حل مشكلات العمل					
5.	تشجع ثقافة الجامعة وصول المرأة الى المناصب القيادية					
6.	يتقبل المرؤوسين الرجال لفكرة تولي المرأة للمواقع القيادية في جامعتنا					
7.	أشعر ان المسؤولين لديهم قناعة بأن المرأة لديها القدرة على اتخاذ القرارات الصائبة					
8.	أشعر ان المسؤولين لديهم قناعة بأن الحزم الإداري لدى المرأة مقبول لتولي مناصب قيادية					
9.	اشعر بأن المسؤولين يراقبون أداء مهام المرأة بطريقة موضوعية					
10.	أشعر بأن المسؤولين يشجعون من إتاحة الصلاحيات للمرأة في إدارة العمل					

القسم الرابع: التحديات التي تواجه المرأة

الرقم	الفقرات	م.ب	م	محايد	غ.م	غ.م.ب
1.	ضغط التأثيرات النفسية والتغيرات الجسدية للحمل والولادة على تحقيق أهداف المرأة!؟					
2.	تدني مستوى التقبل لدور المرأة القيادي في المستويات الإدارية					

					العليا
					3. العادات والتقاليد تحد من تقلد المرأة للمناصب القيادية
					4. ضعف قدرة المرأة القيادية على التوفيق بين واجبات المنزل والعمل
					5. قلة تقبل الأهل لسفر المرأة لحضور الاجتماعات، المؤتمرات، دورات العمل
					6. قلة توفير الموارد اللازمة لبيئة عمل المرأة لإتمام المهام الإدارية
					7. تدني مستوى الطموح عند المرأة
					8. تحتكم المرأة إلى العاطفة أكثر من العقل في التعامل مع القضايا الإدارية
					9. ضعف ثقة المرأة بقدرتها على اتخاذ القرارات الصائبة والرشيده
					10. دافع الخوف من الفشل في تولي المرأة المناصب القيادية
					11. عدم تواجد المرأة في المراكز القيادية الرفيعة في الجامعة
					12. فرص تطوير المرأة في العمل تعتبر محدودة مقارنة بالعمل
					13. الفرص المقدمة في العمل غير متساوية ما بين المرأة والرجل

القسم الثالث: أسئلة مفتوحة

هذا الجزء اختياري، يمكنكم الإجابة عنه بناء على رغبتكم: **narrative**

1. برأيك الخاص، ما أهم المعوقات التي قد تواجهها حال كان المدير أو المسؤول امرأة؟ برجاء ذكرها

•

•

•

2. من وجهة نظرك الخاصة، ما أهم المقترحات التي تقترحها كحل لمثل هذه المعوقات؟ برجاء ذكرها

•

•

اية ملاحظات أخرى ترى أن فيها إضافة لهذه الدراسة، من فضلك اكتبها، وسأكون شاكرة لك:

Appendix C: Questionnaire-English

The Arab American University- Palestine

Faculty of Graduate Studies

Human Resource Management Program

The role of Applying (AMO) Model Ability, Motivation and Opportunities through HRM Practices on Promoting Women to Senior Position in the Palestinian Universities.

The researcher is conducting a field thesis about the role of Applying (AMO) Model Ability, Motivation and Opportunities through HRM Practices on Promoting Women to Senior Position in the Palestinian Universities as a case study, for the purpose to accomplish the mission of obtaining the Master degree in Human Resource Management Program, The Arab American University, and Palestine.

The 'AMO' Model states that performance is a function of ability + motivation + opportunity to participate. Therefore, HRM practices affect individual performance if they encourage discretionary effort, develop skills and provide people with the opportunity to perform. The model provides the basis for developing human resource systems that consider the interests of employees, which are the requirements for their skills, motivation, and job quality.

I appreciate your kind answers for all the questionnaire questions, knowing that all the information and the data filled in this questionnaire will be used for the scientific research purpose.

Please accept my best regards

The Researcher: Ruba Al-Masri

Sex:

- Male
- Female

Age:

- <30 Years
- 30- < 50Years
- > 55 Years

Education:

- Bachelor
- Master
- Doctorate
- Other

Years of Experience

- <5 years
- 5-15Years
- >15 Years

University Name:

- Arab American University
- Birzeit University
- Hebron University
- Palestinian technical university –kadoorie
- An-Najah National University
- Istqlal University

Work Position

- employee
- department head
- department manager
- faculty member

Section 1: Ability

No.	Questions	S.A	A	Neutral	D	S.D
1.	University Adopts modern tools for selection purposes					
2.	University recruits highly skilled individuals					
3.	University recruits highly innovative employees'					
4.	University directs employee attitudes toward proactivity					
5.	University promotes employees' skills towards innovation					
6.	Equipping employee with idea generation methods					
7.	Directing employee attitudes toward proactivity					

8.	Enhancing employee ability in problem solving					
9.	Employee ability to manage change					
10	University seeks to meet employees' needs and expectations					

Section 2: Motivation

No.	Questions	S.A	A	Neutral	D	S.D
1	Firm provides the right incentives to encourage behaviors for managing knowledge					
2	Firm rewards employees with an emphasis on their performance					
3	Employee motivation to accept extra responsibility					
4	University provides Proactivity-based compensation					
5	University supports promotion opportunities without discrimination					
6	Employee carry out his/her responsibilities without intervention					
7	Achievement of goals are sequenced with no delays					
8	I receive morale appreciation from my supervisor upon work completion					
9	I receive financial rewards once my performance is distinguished					

Section 3: Opportunity

No.	Questions	S.A	A	Neutral	D	S.D
1	University carries out regular evaluation of employee performance					
2	University carries out functional employee's performance based on work effectiveness					
3	University carries out employee's performance based on Development-oriented performance appraisal					
4	I am allowed to decide how to go about getting my job done (the methods I use)					
5	I am able to modify what my job objectives are (what I am supposed to accomplish)					
6	University supports employees' participation in decision making					
7	I can easily exchange information with others					

Section 4: Importance of women leadership representation

No.	Questions	S.A	A	Neutral	D	S.D
1	Women have the capacity to offer different leadership values					
2	Women can maintain knowledge communication networks					
3	Women leaders are better to direct and guide employees					
4	Women are able to solve problems at work					

5	University culture promotes women's access to leadership positions					
6	Men's accepting women leadership for senior positions					
7	University leaders convinced that women have decision making ability					
8	University Management are convinced that women have adequate administrative firmness to obtain leadership position					
9	Supervision on women's work is objective to maintained					
10	University management encourages more work authorities for women					

D2: Workforce Challenges

No.	Questions	S.A	A	Neutral	D	S.D
1	The pressure of psychological and physical effects related to pregnancy and childbirth in achieving woman's goals					
2	Low level of acknowledgment of women's leadership at higher administrative level					
3	Norms and culture limit opportunities of women leadership at higher positions					
4	Weaknesses of leadership roles and family front					
5	Lack of acceptance to women's travel for work purposes (From the family point of view)					
6	Lack of resources needed to achieve women					

	goals at work					
7	Lower level of women ambition					
8	Reliance of women on emotion rather than rational thinking while dealing with work					
9	Lack of women's confidence in decision making ability					
10	The fear of failure in accepting leadership positions					
11	Absence of women's leadership at higher positions at university					
12	Women development opportunities are limited compared with work volume in the institute					
13	Unequal opportunities between men and women in the university					

Section Three: Open-ended Questions

This part is optional, you can answer it according to your preference: narrative

1. In your opinion, what are the most important obstacles that you might face if the manager or the official is a woman? Please mention it

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2. From your point of view, what are the most important proposals that you propose as a solution to such obstacles? Please mention it

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Any other comments that you think are in addition to this study, please write them down, and I will be thankful to you

Correlation Coefficient

TABLE A.1: CORRELATION COEFFICIENT OF EACH ITEM OF “ABILITY” AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Pearson)	P-Value
University Adopts modern tools for selection purposes	.570**	.000
University recruits highly skilled individuals	.536**	.000
University recruits highly innovative employees'	.587**	.000
University directs employee attitudes toward proactivity	.600**	.000
University promotes employees' skills towards innovation	.631**	.000
Equipping employee with idea generation methods	.593**	.000
Directing employee attitudes toward proactivity	.674**	.000
Enhancing employee ability in problem solving.	.634**	.000

Employee ability to manage change	.656**	.000
University seeks to meet employees' needs and expectations	.520**	.000

** . Correlation is significant at 0.01 level (2-tailed).

TABLE A.2: CORRELATION COEFFICIENT OF EACH ITEM OF "MOTIVATION" AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Pearson)	P-Value
Firm provides the right incentives to encourage behaviors for managing knowledge	.629**	.000
Firm rewards employees with an emphasis on their performance	.522**	.000
Employee motivation to accept extra responsibility	.438**	.000
University provides Proactivity-based compensation	.484**	.000
University supports promotion opportunities without discrimination	.566**	.000
Employee carry out his/her responsibilities without intervention	.445**	.000
Achievement of goals are sequenced with no delays	.257**	.000
I receive morale appreciation from my supervisor upon work completion	.458**	.000
I receive financial rewards once my performance is distinguished	.543**	.000

** . Correlation is significant at 0.01 level (2-tailed).

TABLE A.3: CORRELATION COEFFICIENT OF EACH ITEM OF "OPPORTUNITY" AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Pearson)	P-Value
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	Coefficient (Pearson)	P-Value
University carries out regular evaluation of employee performance	.392**	.000
University carries out functional employee's performance based on work effectiveness	.592**	.000
University carries out employee's performance based on Development-oriented performance appraisal	.646**	.000
I am allowed to decide how to go about getting my job done (the methods I use)	.394**	.000
I am able to modify what my job objectives are (what I am supposed to accomplish)	.304**	.000
University supports employees' participation in decision making	.647**	.000
I can easily exchange information with others	.483**	.000

** . Correlation is significant at 0.01 level (2-tailed).

TABLE A.4: CORRELATION COEFFICIENT OF EACH ITEM OF "PROMPTING WOMEN TO SENIOR POSITIONS" AND THE TOTAL DOMAIN.

Item	Correlation Coefficient (Pearson)	P-Value
Women have the capacity to offer different leadership values	.324**	.000
Women can maintain knowledge communication networks	.370**	.000
Women leaders are better to direct and guide employees	.243**	.000
Women are able to solve problems at work	.290**	.000
University culture promotes women's access to leadership positions	.302**	.000

Men's accepting women leadership for senior positions	.405**	.000
University leaders convinced that women have decision making ability	.436**	.000
University Management are convinced that women have adequate administrative firmness to obtain leadership position	.462**	.000
Supervision on women's work is objective to maintained	.573**	.000
University management encourages more work authorities for women	.463**	.000

** . Correlation is significant at 0.01 level (2-tailed).

الملخص

تمثل الهدف من هذه الدراسة في التعرف على دور تطبيق نموذج AMO المتمثل في (القدرة، الحافزية، الفرص) من خلال ممارسات إدارة الموارد البشرية في ترقية النساء إلى مناصب عليا في الجامعات الفلسطينية. كما كان هدف الباحثة فحص نموذج AMO في التنبؤ في ترقية النساء العاملات في الجامعات الفلسطينية إلى مناصب الإدارة العليا بالجامعات من خلال ممارسات إدارة الموارد البشرية. ولتحقيق ذلك اعتمدت الباحثة ثلاثة متغيرات (أبعاد نموذج AMO) وهي: القدرة والحافز والفرصة، كمتغير مستقل، بينما ترقية المرأة إلى المناصب العليا تعمل كمتغير تابع. تم تضمين ست جامعات فلسطينية في هذه الدراسة، وهي (الجامعة العربية الأمريكية، جامعة بيرزيت، جامعة فلسطين التقنية - قذوري، جامعة النجاح الوطنية، جامعة الاستقلال، وجامعة الخليل). تكون مجتمع هذه الدراسة من (2475) تغطي جميع الموظفين بغض النظر عن جنسهم وعينة قوامها (329) موظف. وزعت الباحثة عبر خطاب دعم من رئيس الجامعة العربية الأمريكية 329 استبياناً على العاملين في الجامعات المختارة في الضفة الغربية والتي تمثل عينة هذه الدراسة، إلا أنه تم جمع مائتين وخمسين (250) استبانة فقط، وبعد عملية فرز الاستبيانات التي تم جمعها، فقط 204 استبانة استوفت معايير الباحثة والتي كانت مستكملة بالكامل، وبذلك تكون عينة هذه الدراسة 204 مبحوثين. استخدمت الباحثة المنهج الكمي للحصول على البيانات المطلوبة من خلال المسوحات لتحقيق هذا الهدف. تم تحليل البيانات من خلال حزمة برمجيات SPSS بما ينسجم مع أهداف هذه الدراسة وأسئلتها، وتم تفسيرها في النتائج. ووجدت الباحثة علاقة إيجابية معتدلة بين عوامل AMO وترقية المرأة إلى المناصب العليا. حيث تبين ان استخدام نموذج AMO له تأثير كبير في ترقية المرأة إلى المناصب العليا على أساس ممارسات إدارة الموارد البشرية. أخيراً، توصي الباحثة بأن تركز الجامعات الفلسطينية في جميع أقسام إدارة الموارد البشرية على هذه العوامل (القدرة، والدوافع، والفرص) من أجل ممارسات أفضل تساعدهم على تحقيق خبرة أعلى لترقية المرأة إلى مناصب عليا مختلفة في مختلف الإدارات.

الكلمات المفتاحية: نموذج AMO، القدرة، الدافع، الفرص، ممارسات إدارة الموارد البشرية، الجامعات الفلسطينية