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Examining the Strategic Role of the Human Resources Deanship in Improving Administrative Performance in Higher Education

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Abstract:
This study investigates the impact of the Human Resources Deanship on employee performance at King Khalid University, Saudi Arabia. It examines four HR role (Organizational, training, developmental, and motivational) and their influence on administrative staff performance. Using a descriptive-analytical approach, data were collected through a validated electronic questionnaire, with reliability confirmed via Cronbach's Alpha. Multiple regression analysis revealed a significant positive effect of HR functions on performance, particularly organizational and developmental roles. The findings underscore the strategic importance of HR governance in enhancing institutional effectiveness and provide practical insights for improving HR practices in Saudi universities.
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1. INTRODUCTION

Higher education institutions are operating in an increasingly complex and dynamic environment shaped by globalization, digital transformation, quality assurance requirements, and intensified competition at both national and international levels. Universities are no longer confined to their traditional missions of teaching and research; rather, they are expected to contribute actively to knowledge economies, societal development, and institutional sustainability. Within this evolving landscape, human resources constitute the most critical asset for universities, as they represent the driving force behind administrative efficiency, academic excellence, and organizational performance.

Human resources play a pivotal role in university administrative operations. The effectiveness of strategic planning, the efficiency of operational processes, and the quality of services provided to students and faculty members depend largely on the competence, motivation, and professionalism of administrative employees. Administrative performance in universities extends beyond routine procedural execution; it encompasses organizational coordination, decision-making capacity, responsiveness, service quality, problem-solving ability, and alignment with institutional strategic objectives. Consequently, strengthening human resource management practices has become a strategic imperative rather than merely an administrative function.

In this context, improving administrative performance within King Khalid University represents a critical institutional priority. As one of the leading public universities in Saudi Arabia, King Khalid University operates within a national framework that emphasizes excellence in governance, efficiency in service delivery, and alignment with Saudi Vision 2030's higher education transformation agenda. Enhancing the performance of administrative staff is fundamental to achieving institutional competitiveness, improving stakeholder satisfaction, and ensuring sustainable organizational development. Effective human resource governance contributes directly to institutional stability, service quality, and the overall enhancement of university performance.

The Human Resources Deanship at King Khalid University functions as a central institutional unit responsible for organizing, developing, training, and motivating administrative employees. Its roles extend beyond transactional personnel administration to include organizational structuring, performance evaluation systems, leadership preparation, training design,

career development planning, and incentive systems. Therefore, examining the actual practices of the HR Deanship is essential to understanding how these organizational, training, developmental, and motivational roles influence employee performance. Assessing these dimensions provides a structured perspective on whether HR practices function as strategic enablers of administrative effectiveness or remain limited to procedural compliance.

Accordingly, the core research question guiding this study is: What is the role of the Human Resources Deanship in enhancing employee performance at King Khalid University? To address this question, the study adopts a comprehensive analytical approach. It begins with an in-depth review of theoretical frameworks related to strategic human resource management, organizational development, and employee performance. The literature review provides conceptual grounding and identifies key determinants of performance improvement within higher education institutions. Building upon this theoretical foundation, a research model is developed to conceptualize the relationship between four independent variables, namely, organizational role, training role, developmental role, and motivational role of the HR Deanship, and the dependent variable, employee performance.

Based on this model, testable research hypotheses are formulated to empirically examine the strength and significance of these relationships. A structured questionnaire is then designed to measure the study variables, drawing upon validated constructs in the HRM and performance literature. The instrument undergoes reliability and validity testing to ensure psychometric robustness. Data are collected from administrative employees and statistical analyses, including descriptive statistics and multiple regression analysis, are employed to determine the extent to which HR Deanship practices predict improvements in employee performance.

Through this systematic process, the study aims to reveal the empirical reality of HR Deanship practices and their effectiveness in enhancing administrative performance. By integrating theoretical analysis with quantitative evidence, the research contributes to a deeper understanding of HR governance in higher education institutions and provides evidence-based insights to support strategic decision-making.

2. THEORITICAL BACKGROUND

2.1 Strategic Human Resource Management and Organizational Effectiveness in Higher Education

A substantial body of literature emphasizes that strategic human resource management (SHRM) is central to enhancing organizational performance in universities. In higher education institutions (HEIs), HR practices such as workforce planning, recruitment, performance appraisal, and reward systems significantly influence institutional effectiveness. For example, (Bangbon et al., 2023) demonstrate that strategic HRM practices positively affect organizational performance in Thai higher education institutions, particularly through structured planning, competency-based recruitment, and performance management systems. Similarly, (Xing, 2009) shows that optimal HRM practices in universities directly contribute to improved institutional performance outcomes, suggesting that HR alignment with university strategy is critical for competitiveness. Evidence from public universities further reinforces this relationship. (Amin et al., 2014) found that HRM practices, including training, employee involvement, and performance-based rewards, significantly enhance institutional performance indicators, including service quality and operational effectiveness.

Human resource development (HRD) is particularly important in universities because academic institutions rely heavily on intellectual capital. Training, professional development, and skill enhancement programs directly influence teaching quality and research productivity. (Rafiei & Davari, 2015) highlight the role of HRM in enhancing teaching skills among faculty members, emphasizing that structured development programs improve pedagogical effectiveness. Likewise, (Alam, 2022) provides empirical evidence from India showing that HR practices such as training, performance appraisal, and supportive leadership significantly improve professors' occupational performance. Additionally, (Ramada, 2020) demonstrates that HRM practices are strongly associated with job satisfaction and faculty performance, indicating that supportive HR systems foster motivation, commitment, and higher work performance in academic environments. Professional development in higher education is a strategic

HR responsibility that influences long-term institutional sustainability. Effective HR departments design career pathways, mentoring systems, and research development programs that strengthen academic effectiveness. (Sušanj et al., 2020) argue that HR functions in higher education institutions play a crucial role in promoting academics' professional development and effectiveness. Their findings suggest that structured HR policies enhance research output, teaching quality, and institutional reputation. Furthermore, (Djikhy & Moustaghfir, 2019) highlight the importance of international faculty recruitment and HR development strategies in facilitating knowledge transfer and innovation in higher education. This demonstrates that HRM contributes not only to internal efficiency but also to global competitiveness and innovation capacity.

Universities are labor-intensive organizations where human capital is the primary resource. Therefore, effective HRM is directly linked to institutional sustainability and effectiveness. (Allui & Sahni, 2016) provide empirical evidence from Saudi higher education institutions showing that strategic HRM enhances institutional competitiveness and operational efficiency. Similarly, (Kareem & Hussein, 2019) confirm that human resource development significantly improves employee performance and organizational effectiveness in higher education contexts. Collectively, these studies demonstrate that HRM in universities goes beyond administrative functions; it acts as a strategic driver of institutional performance, innovation, faculty effectiveness, and long-term sustainability. The literature consistently demonstrates that human resource management plays a pivotal role in universities. Strategic HR alignment enhances organizational performance, while human resource development improves faculty teaching and research effectiveness. Furthermore, structured professional development systems and performance management frameworks contribute to academic excellence and institutional competitiveness. As universities operate in increasingly competitive and globalized environments, the strategic importance of HRM continues to grow, positioning human capital as the core determinant of higher education

success.

2.2 The Role of HR Deanship in Universities and Its Impact on Employee Performance

Based on the discussion above, the role of HR practices is vital to lead employee performance. This role is multidimensional (organizational, training, developmental and motivational). The main hypothesis could be formulated as follow: *The role of the HR Deanship (organizational, training, developmental and motivational) has a positive and significant impact on employee performance in universities.* This hypothesis could be detailed into sub-hypotheses as shown in the following paragraphs:

2.2.1 Organizational Role of HR Deanship and Employee Performance

The organizational role of the HR Deanship in universities encompasses workforce planning, job design, performance management systems, policy formulation, and alignment of HR strategy with institutional goals. In higher education institutions (HEIs), HR units function as strategic partners that structure roles, clarify responsibilities, and create supportive organizational climates. (Amin et al., 2014) found that HRM practices such as clear job definition, employee participation, and systematic performance evaluation significantly enhance organizational performance in public universities. Their findings suggest that structured organizational HR systems directly influence employee productivity. Similarly, (Tabiu et al., 2020) demonstrated that high-performance HR practices in public universities positively affect employee performance through organizational and supervisory support mechanisms. This implies that the organizational structuring function of HR strengthens institutional effectiveness by improving employee outcomes. Furthermore, (Olayinka & Ridwan, 2025) confirmed that HR management significantly contributes to achieving organizational goals within university settings.

Hypothesis 1 (H1): *The organizational role of the HR Deanship has a positive and significant impact on employee performance in universities.*

2.2.2 Training Role of HR Deanship and Employee Performance

Training is a central function of HR Deanship, particularly in knowledge-based institutions where academic and administrative competencies must continuously evolve. Universities depend heavily on skilled staff to maintain teaching quality, research output, and administrative efficiency. (Keltu, 2024) found that human resource development practices, including

structured training programs, significantly improve employee performance in higher education institutions, with job satisfaction acting as a mediator. This demonstrates the direct and indirect performance-enhancing effects of HR-led training initiatives. Similarly, (Amin et al., 2014) highlighted that employee training and development programs in universities significantly enhance institutional performance outcomes. In addition, (Sharif et al., 2024) emphasized that HRM practices, including training systems, positively influence work engagement and organizational commitment in HEIs, which are key determinants of employee performance.

Hypothesis 2 (H2): *The training role of the HR Deanship has a positive and significant impact on employee performance in universities.*

2.2.3 Developmental Role of HR Deanship and Employee Performance

Beyond short-term training, the developmental role of HR Deanship involves long-term career planning, academic promotion pathways, leadership development, mentoring, and research support systems. Such developmental investments build human capital and enhance sustainable performance. (Zhao, 2024) found that developmental investments in academic staff are significantly associated with improved performance and higher motivation levels in universities. The study emphasizes that strategic human capital development enhances both individual and institutional outcomes. Likewise, (Jaškiene & Buciuniene, 2021) demonstrated a strong linkage between HRM practices and research performance in higher education institutions, highlighting the importance of developmental HR systems. Furthermore, (Kardini & Sultan, 2025) argue that quality HR development initiatives contribute significantly to achieving university missions and future competitiveness.

Hypothesis 3 (H3): *The developmental role of the HR Deanship has a positive and significant impact on employee performance in universities.*

2.2.4 Motivational Role of HR Deanship and Employee Performance

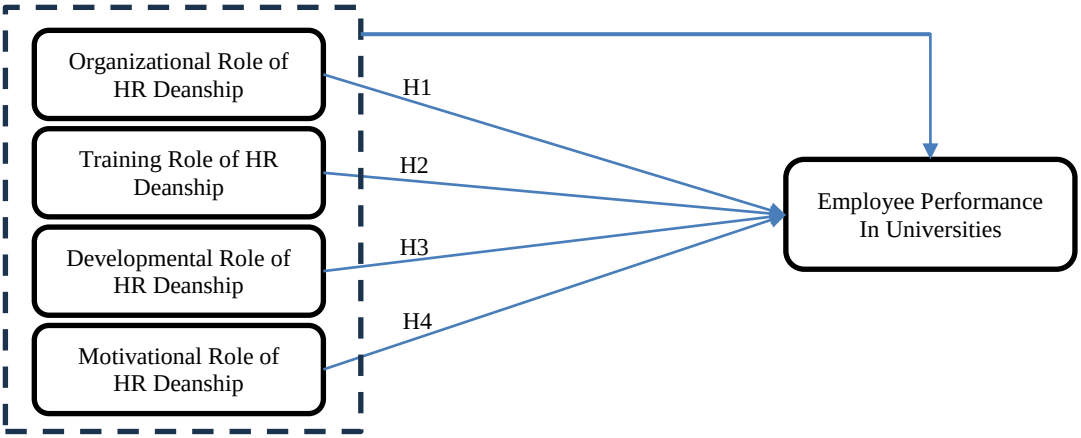
Motivation is a critical determinant of employee productivity, especially in academic institutions where intrinsic motivation drives research and teaching excellence. The HR Deanship plays a key role in designing reward systems, recognition mechanisms, and supportive work environments. (Mynzhanova et al., 2018) highlighted that faculty motivation significantly

influences university competitiveness and staff performance, stressing the importance of HR-driven motivational tools. Additionally, (Aboramadan et al., 2020) found that HRM practices positively affect organizational commitment in higher education through enhanced work engagement, which directly relates to improved performance. Moreover, (Tabiu et al., 2020) confirmed that HR practices that enhance perceived organizational and supervisory support significantly improve employee motivation and performance in public universities.

Hypothesis 4 (H4): *The motivational role of the HR Deanship has a positive and significant impact on employee performance in universities.*

Figure 1 Below shows these relationships:

Fig.1. Research Model



3. METHODOLOGY

3.1 Research Design

This study adopted a quantitative, descriptive cross-sectional survey design to examine the impact of the HR Deanship roles (organizational, training, developmental, and motivational) on employee performance in the university. Survey methodology is widely used in higher education HRM research to measure perceptions of HR practices and their relationship with employee outcomes (Amin et al., 2014; Munjuri, 2011). Descriptive survey designs are appropriate when investigating relationships among

organizational variables and testing hypotheses in educational institutions, as demonstrated in previous HRM studies in universities (Kipkebut, 2010).

3.2 Questionnaire Design

The questionnaire was structured using a five-point Likert scale ranging from (1 = Strongly Disagree) to (5 = Strongly Agree). The five-point scale has been extensively used in higher education HRM studies to measure perceptions of HR practices and employee performance (Aboramadan et al., 2020; Sharif et al., 2024). The instrument was developed based on validated measurement scales from previous HRM literature in higher education contexts, ensuring content validity.

3.3 Measurement of Variables

Regarding the first dimension of the independent variable, namely, Organizational Role of HR Deanship, This dimension measures the extent to which the HR Deanship performs strategic and structural functions such as: Clear job descriptions, Performance appraisal systems, Workforce planning, Policy implementation, Organizational support mechanisms. Items were adapted from HRM practice scales used by (Amin et al., 2014), who measured HR practices including job definition and participation in public universities. Additional support for organizational HR practices influencing performance is found in (Qawasmeh et al., 2024). These studies confirmed that structured HR systems significantly influence employee performance in universities.

As for the second dimension, namely, training Role of HR Deanship, this dimension measures HR Deanship activities related to: Training needs assessment, Professional training programs, Workshops and seminars, Skill development initiatives. Items were adapted from training and development scales used in higher education HRM research, including (Amin et al., 2014; Sharif et al., 2024). Additionally, the relationship between training and motivation/performance is supported by (Ozkeser, 2019), who demonstrated that training significantly enhances employee motivation and performance outcomes.

The third dimension, Developmental Role of HR Deanship, captures

long-term HR initiatives such as: Career development planning, Promotion systems, Leadership development, Mentorship programs, Research and academic development support.

Items were informed by developmental HR constructs discussed in (Sharif et al., 2024) and broader HR development frameworks applied in higher education institutions. Further empirical support is provided by (Qawasmeh et al., 2024), who found that HR development practices significantly predict employee performance in universities.

Finally, the fourth dimension, namely, Motivational Role of HR Deanship. This construct measures HR practices related to: Incentive systems, Recognition programs, Fair reward systems, Supportive work environment, Intrinsic and extrinsic motivation. Items were adapted from motivational HR scales used in higher education studies, including (Edokpolor & Owenvbiugie, 2022), who examined motivational strategies and their impact on job performance in tertiary institutions. The motivational dimension is further supported by (Aboramadan et al., 2020), who showed that HRM practices enhance work engagement and organizational commitment, leading to improved performance.

Regarding Employee performance, which represents the dependent variable, was measured using self-reported performance indicators such as: Quality of work, Task completion efficiency, Teaching effectiveness (for academic staff), Administrative effectiveness (for non-academic staff), Goal achievement. Performance scales were adapted from higher education HRM studies including (Munjuri, 2011) and (Qawasmeh et al., 2024), which validated performance measurement in university contexts.

3.4 Survey Distribution Procedure

The questionnaire was distributed within the university using a structured process:

1.Target Population: Academic and administrative staff at the university.

2.Sampling Method: Stratified random sampling was used to ensure representation across faculties and administrative departments.

3.Distribution Method: The survey was distributed electronically via institutional email and internal communication systems. In some

departments, printed copies were also provided to increase response rates. This approach is consistent with distribution procedures used in similar university-based HRM studies, such as (Kipkebut, 2010), where self-administered questionnaires were distributed to university employees. Participation was voluntary, anonymity was assured, and respondents were informed about the academic purpose of the research.

4. RESULTS & DISCUSSIONS

4.1. Study Population and Sample Characteristics

Identifying the characteristics of the study population and its sample provides a comprehensive understanding of the contextual environment in which the research was conducted. Demographic variations among respondents—such as age, educational qualification, job title, work experience, and number of training courses—may significantly influence perceptions of HR practices and employee performance. Previous higher education HRM research confirms that demographic variables can shape employees' attitudes, commitment, and performance outcomes such as (Vicencio, 2021). Furthermore, examining demographic distributions enhances the interpretability and generalizability of findings in university HRM studies (Smeenk et al., 2006).

The study population consisted of academic and administrative staff working at the university. A total of 154 respondents (N = 154) participated in the study. To describe the sample characteristics, frequencies and percentages were calculated for each demographic variable. The results indicate those aged 40 to less than 50 years (38.3%). Employees aged 50 years and above represented 9.1%, while those under 30 years accounted for 5.2%. This distribution suggests that most respondents fall within the mid-career professional category, which is often associated with higher organizational involvement and accumulated professional experience. Regarding educational level, more than half of the respondents (51.3%) held a Bachelor's degree, followed by 20.1% with a diploma or lower qualification, 17.5% with a Master's degree, and 11% with a PhD. Educational attainment is an important factor in HRM research, as it may

influence performance expectations and engagement levels in higher education institutions (Amin et al., 2014). In terms of job position, the largest group consisted of employees (61%), followed by department heads (13.6%), administrative managers (20.1%), and directors (5.2%). The diversity in job positions enhances the representativeness of the sample, ensuring that perceptions of HR Deanship roles reflect different hierarchical levels within the university structure. Similar stratification approaches have been used in university HRM studies such as (Iqbal et al., 2011). With respect to professional experience, 40.3% of respondents had 15 years or more of experience, 28.6% had between 5 and less than 10 years, 22.7% had between 10 and less than 15 years, and 8.4% had less than 5 years of experience. Experience level is a critical variable in HRM research because it may shape perceptions of HR practices and organizational support (Kipkebut, 2010). Concerning participation in training programs, nearly half of the respondents (49.4%) had attended more than six training courses, while 30.5% had attended between 1–3 courses, 15.6% attended 4–6 courses, and only 4.5% had not attended any training program. Training exposure is particularly relevant in HRM-performance research, as training opportunities are strongly linked to improved employee outcomes in higher education contexts (Allui & Sahni, 2016). Overall, the demographic diversity of the sample strengthens the robustness of the study findings. Variations in age, qualification, experience, and training background provide a comprehensive perspective on how HR Deanship roles influence employee performance within the university environment.

4.2. Validity and Reliability

4.2.1 Expert Judgment Validity

The questionnaire was established through the following steps: First, the researcher presented the initial version of the questionnaire to a panel of experts to evaluate the relevance of each item to its respective dimension, the clarity of statements, linguistic accuracy, and suitability for achieving the study objectives. The experts provided feedback, including suggestions for deletion, modification, and linguistic rephrasing of certain items. Second, the researcher revised the questionnaire accordingly by deleting

some items, modifying others, and reformulating certain statements based on the experts' recommendations. Consequently, the questionnaire was reviewed by experts to ensure clarity, relevance, and linguistic accuracy. Necessary modifications were made according to their feedback to improve content validity.

4.2.2 Internal Consistency Validity

To assess internal consistency validity, Pearson correlation coefficients were calculated between each item and the total score of the dimension to which it belongs. Additionally, correlations were computed between each dimension and the overall questionnaire score. The results showed that item–dimension correlations ranged as follows:

Table 1. Internal Consistency Validity

Variables & Dimensions	Pearson Correlation Coefficients
Organizational role	0.86 to 0.90
Training role	0.78 to 0.89
Developmental role	0.80 to 0.90
Motivational role	0.56 to 0.89
Employee performance	0.75 to 0.85

All correlations were statistically significant at the 0.01 level, confirming strong internal consistency between items and their respective dimensions. Furthermore, correlations between each dimension and the total questionnaire score ranged from 0.85 to 0.94, all statistically significant at the 0.01 level. All questionnaire items showed strong and statistically significant correlations with their respective dimensions, and each dimension strongly correlated with the overall scale. This confirms strong internal consistency and construct validity.

4.2.3 Reliability (Cronbach's Alpha)

To assess reliability, Cronbach's Alpha coefficients were calculated for each dimension and for the overall questionnaire. Cronbach's Alpha measures the consistency of responses and indicates the extent to which the instrument would produce similar results if applied again under similar conditions.

The results were as follows:

Table 2. Reliability Results

Variables & Dimensions	Items	Cronbach's Alpha values
Organizational role	6	0.94
Training role	6	0.91
Developmental role	6	0.94
Motivational role	5	0.87
Employee performance	6	0.90
Overall questionnaire	29	0.975

All values exceeded the acceptable threshold of 0.60, indicating high reliability and internal consistency of the instrument.

4.3 Hypotheses Testing

This section presents the statistical findings aimed at testing and verifying the hypotheses of the current study. To test the above hypotheses, the researcher calculated the following statistical indicators: means and standard deviations of the study dimensions; multiple regression model fit indicators between the independent variables and the dependent variable; one-way ANOVA to test the significance of the multiple regression model; and stepwise regression to determine the relative importance of the independent variables' effects on the dependent variable.

Table 3. Means, Standard Deviations, Relative Weights, and Importance Ranking

No.	Dimension	Mean	Std. Deviation	Relative Weight	Practice Level / Importance Rank
1	Organizational Role of HR Deanship	3.05	1.12	0.61	Moderate / 2
2	Training Role of HR Deanship	2.86	1.02	0.57	Moderate / 4
3	Developmental Role of HR Deanship	3.01	1.05	0.60	Moderate / 3
4	Motivational Role of HR Deanship	2.79	0.86	0.56	Moderate / 5
5	Employee Performance	3.07	0.98	0.61	Moderate / 1
	Overall Mean	2.86	1.01	0.57	Moderate

Based on the statistical indicators in Table (3), the mean scores of the organizational role, training role, developmental role, motivational role, and

employee performance range from (2.79 to 3.07 out of 5). These values fall within the third category of the Likert scale (2.60–3.39), indicating a moderate level of practice. This suggests that the practice level of these roles is moderate and below the desired level required to significantly enhance employee performance at King Khalid University.

Table 4. Indicators of Multiple Regression Model Fit

Dimension	Tolerance	VIF	Skewness	Durbin-Watson
Organizational Role	0.196	5.10	-0.348	1.74 (<2)
Training Role	0.233	4.28	-0.062	
Developmental Role	0.185	5.39	-0.294	
Motivational Role	0.440	2.27	0.083	
Employee Performance	-	-	-0.188	

The statistical indicators show that tolerance values range from (0.196 to 0.440), all greater than 0.05. Variance Inflation Factor (VIF) values range from (2.27 to 5.39), all below 10. The Durbin-Watson statistic equals 1.74 (less than 2), and skewness values for both independent and dependent variables are less than 1. These results indicate no multicollinearity among the independent variables, thus allowing the use of multiple regression analysis.

Table 5. Multiple Regression Analysis Results (Main Hypothesis)

Source	Sum of Squares	df	Mean Square	R	R^2	F / Sig.
Regression	4159.546	4	1039.886	0.89	0.79	F=138.901 / 0.000
Residual	1115.493	149	7.487			
Total	5275.039	153				

The multiple correlation coefficient (R) between the independent variables and the dependent variable equals 0.89, and the coefficient of determination (R^2) equals 0.79. This means that the independent variables (organizational, training, developmental, and motivational roles) explain 79% of the total variance in employee performance at King Khalid University. The F-value (138.901) is statistically significant at (0.000 < 0.05), indicating the overall significance of the regression model. Accordingly, the main hypothesis is accepted.

Table 6. Multiple Regression Analysis Results (Main Hypothesis)

Independent Variable	Beta	R	R^2 Contribution	t-value	Sig.
Constant	2.726	0.89	0.79	3.849	0.000
Motivational Role	0.557		0.672	9.220	0.000
Organizational Role	0.268		0.105	4.136	0.000
Training Role	0.175		0.009	2.444	0.016

Stepwise regression results indicate that the motivational role contributes 67.2% of the total explained variance, the organizational role contributes 10.5%, and the training role contributes 9%. The developmental role was not statistically significant (t=1.489, Sig.=0.139 > 0.05), therefore its hypothesis is rejected. The motivational, organizational, and training roles show statistically significant effects and their respective hypotheses are accepted.

According to the Predictive Regression Equation, it could be formulated as follow: Employee Performance Development = 2.726 + (0.557 × Motivational Role) + (0.268 × Organizational Role) + (0.175 × Training Role) + Random Error.

4. CONCLUSION

This study aimed to examine the effect of the Deanship of Human Resources' roles—namely the organizational, training, developmental, and motivational roles—on employee performance at King Khalid University. The research was grounded in the assumption that human resource functions in higher education institutions play a strategic role in enhancing institutional effectiveness through improving employee performance. Specifically, the study sought to determine the relative contribution of each HR role in explaining variations in employee performance within the university context.

To address the research problem, the study adopted a quantitative, descriptive-analytical approach using a structured questionnaire. The instrument measured four independent variables (organizational, training, developmental, and motivational roles of the HR Deanship) and one dependent variable (employee performance). Statistical techniques included descriptive statistics (means and standard deviations), multiple regression analysis to test the main hypothesis, analysis of variance (ANOVA) to examine model significance, and stepwise regression analysis to determine the relative importance of each independent variable. Reliability and validity were verified using Pearson correlation coefficients and Cronbach's

Alpha, confirming the robustness and consistency of the measurement instrument.

The main findings revealed that the overall level of HR Deanship roles and employee performance was moderate. The results of multiple regression analysis indicated a statistically significant effect of the combined HR roles on employee performance, explaining 79% of the total variance. Stepwise regression analysis showed that the motivational role had the strongest impact on employee performance (67.2%), followed by the organizational role (10.5%) and the training role (9%). However, the developmental role did not demonstrate a statistically significant effect. These results highlight the central importance of motivational strategies and organizational structuring in enhancing employee performance within universities.

From a theoretical perspective, this study contributes to the human resource management literature in higher education by empirically validating the multidimensional role of HR Deanships in influencing employee performance. It extends existing HRM-performance frameworks by examining these relationships within the specific context of Saudi higher education institutions. Practically, the findings provide actionable insights for university leaders and HR decision-makers. Emphasizing motivational practices, strengthening organizational systems, and enhancing training initiatives can significantly improve employee performance. The study underscores the importance of adopting a strategic HR approach aligned with institutional objectives.

Despite its contributions, the study has certain limitations. First, it relied on self-reported data, which may introduce response bias. Second, the research was conducted within a single university, limiting the generalizability of the findings to other institutions or contexts. Third, the cross-sectional design does not allow for causal inferences over time. Future research could expand the sample to include multiple universities, apply longitudinal designs to examine changes over time, and explore additional mediating or moderating variables such as organizational culture, leadership style, or job satisfaction. Moreover, qualitative approaches could complement quantitative findings by providing deeper insights into how HR roles are implemented in practice.

In conclusion, the study confirms that the strategic roles of the HR Deanship—particularly motivational and organizational functions—are

critical determinants of employee performance in higher education institutions. Strengthening these roles can contribute significantly to improving institutional effectiveness and achieving long-term academic excellence.

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