

أثر الجدارات الوظيفية في إدارة الموارد البشرية

The Impact of Functional Competencies on Human Resource Management

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DOI: <https://doi.org/10.56989/benkj.v3i10.716>

المخلص:

الجدارات من الموضوعات الحديثة التي تهتم بها المنظمات العالمية ولها علاقة مباشرة بإدارة الموارد البشرية، حيث أن الجدارة في العمل يبدأ التحليل فيها بالشخص وهو مباشر للوظيفة دون أي افتراضات مسبقة عن الخصائص المطلوبة للنجاح في العمل ثم تحدد الخصائص الإنسانية التي ترتبط بالنجاح في العمل، ويركز أسلوب الجدارات على كيفية الاستفادة القصوى من الموارد البشرية المتميزة المبدعة داخل المنظمة، وكيف يمكن اختيارها وتأهيلها وتدريبها وتقويمها. هدفت الدراسة لتحليل العلاقة بين الخاصية الضمنية وإدارة الموارد البشرية، وتحديد تأثير العلاقات السببية على إدارة الموارد البشرية، ومن ثم معرفة العلاقة بين المرجع المعياري وإدارة الموارد البشرية. اتبعت الدراسة المنهج الوصفي التحليلي، والتاريخي، بالإضافة للمنهج الإحصائي. من أهم نتائج الدراسة تقوم العديد من المؤسسات بالاختيار على أساس جدارات المعلومات السطحية والمهارات، من خلال افتراض أن لدى من يتم تعيينهم في الوظائف الجديدة جدارات الدافع الكامن والخصائص، إن تطبيق مفهوم الجدارات بصورة عملية يساهم في تطوير خطط تدريب وتعليم الأفراد أو المجموعات من الموظفين على أساس الفجوة بين الجدارات الوظيفية المطلوبة من الوظيفة والجدارات الوظيفية التي تتم معالجتها من قبل الموظف. أوصت الدراسة بعدد من التوصيات منها ضرورة نشر المعرفة بمفاهيم الجدارات بصورة عملية للإسهام في تطوير خطط التدريب والتعليم للأفراد أو المجموعات من الموظفين لرفع كفاءة الموارد البشرية، الاهتمام من قبل المنظمات بتنفيذ التغيير في المنظمة، بما يحقق احتياجاتها ويساند العاملين من خلال عمليات التغيير.

الكلمات المفتاحية: الجدارات الوظيفية، إدارة الموارد البشرية.

Abstract:

Competencies are a contemporary subject of interest for global organizations and have a direct relationship with human resource management. Competency in the workplace is analyzed starting with the individual, directly linked to the job, without any preconceived assumptions about the qualities required for success in the role. Human attributes that correlate with success in the workplace are then identified. The competency approach focuses on how to maximize the utilization of exceptional and creative human resources within the organization, including their selection, development, training, and evaluation.

The study aimed to analyze the relationship between intrinsic attributes and human resource management, determine the impact of causal relationships on human resource management, and subsequently understand the connection between the benchmark and human resource management. The study adopted a descriptive–analytical, historical, and statistical approach.

One of the study's key findings is that many institutions base their selection on surface–level knowledge and skills competencies, assuming that those hired for new positions possess the underlying motivation and qualities. The practical application of competency concepts contributes to the development of training and education plans for individuals or groups of employees based on the gap between the job–related competencies required and those addressed by the employee. The study recommended several actions, including the need to disseminate practical knowledge of competencies to enhance human resource efficiency and organizational change implementation to meet organizational needs and support employees through the change process.

Keywords: Functional Competencies, Human Resource Management.

Introduction:

Competency–based approaches are experiencing widespread growth in the business sector due to their comprehensive and scientific tools that serve decision–making, selection, training, development, performance management, career path planning, compensation determination, and more. The performance of an organization relies on the efforts contributed by its employees, making it crucial to precisely define the qualifications required for each job position. In line with modern management trends embraced by

global companies, the identification of functional competencies for job incumbents has proven to be successful and effective.

In the midst of the changes and transformations witnessed in various aspects of contemporary life worldwide, many institutions are grappling with issues of surplus or shortage of human resources in various fields of work. While some departments within these institutions complain about an excess of personnel beyond their actual needs, others face work pressure and struggle to achieve their objectives due to a shortage of human resources. Neglecting the human element in these institutions has resulted in decreased productivity and performance levels. Therefore, it is essential to coordinate and integrate the activities that rely on functional competencies with human resource management methods for these institutions.

Any lack of integration, in addition to a deficiency in coordination and cooperation between the Human Resources unit and other functional units within the organization, can significantly impact its performance. This is particularly relevant because Human Resource Management is one of the departments most affected by these changes, given its responsibility for the most critical resource within an organization.

The Problem Statement:

Many institutions in Sudan are grappling with a multitude of shortcomings and deficiencies that have led to a decline in their organizational capacity and administrative effectiveness. These issues have been accumulating for many years, and the failure to address them earnestly has resulted in a deterioration of the elements within the administrative system of these institutions. This necessitates swift and multifaceted interventions for institutional reform.

Among these shortcomings are the following:

- Inadequate adaptation to contemporary changes or current challenges.

- Excessive delay in responding to the demands of change and development.
- The proliferation of bureaucratic rules, systems, and administrative procedures.
- Stagnation in administrative procedures when implementing structural changes.

The problem of the study can be defined by the following question: What is the impact of functional competencies on human resource management? This question encompasses **the following sub-questions:**

1. What is the relationship between intrinsic competencies and human resource management?
2. What is the impact of causal relationships on human resource management?
3. Is there a significant relationship between the benchmark and human resource management?

Study Objectives:

The study aims to achieve the following objectives:

- Analyze the relationship between intrinsic competencies and human resource management.
- Determine the impact of causal relationships on human resource management.
- Explore the relationship between the benchmark and human resource management.

Study Hypotheses:

Based on the problem statement and study objectives, the following main hypothesis has been formulated: There is a statistically significant

relationship between functional competencies in human resource management, from which **the following sub-hypotheses arise:**

1. There is a statistically significant relationship between intrinsic competencies and human resource management.
2. There is a statistically significant relationship between causal relationships and human resource management.
3. There is a statistically significant relationship between the benchmark and human resource management.

Methodology of the Study:

The study employed a descriptive–analytical and historical methodology, in addition to a statistical approach.

Previous Studies:

One relevant study conducted by Rashad in 2020 aimed to identify the functional competencies necessary for academic leadership in Egyptian universities. The research used a descriptive methodology, considering it the most suitable approach for describing the theoretical framework by presenting theoretical foundations related to the functional competencies of academic leaders in universities. The study proposed a conceptual framework that was based on two main sources: theoretical perspectives, including global challenges facing universities, the importance of selecting academic leaders as true assets of the university, and the evolution of leadership competencies requirements. On the local level, the study considered the consecutive amendments made to the law regulating universities regarding the appointment of leadership positions and the recognition of the development of capabilities of faculty members and leaders as a national project for higher education development in Egypt. The proposed framework presented several common functional competencies necessary for selecting academic leaders.

Study: Al-Ani (2017): The study aimed to determine the clarity of the contemporary concept of managerial competencies in human resources in the Iraqi Ministry of Oil and to illustrate the role of managerial competencies in the sector as a mediating variable in the relationship between strategic human resource management and organizational development. The study arrived at several findings, including the alignment of the strategic vision of human resource management with the sector's vision and the strong internal alignment between the dimensions of the strategic human resource management axis and its external alignment with the organizational development axis.

The study also provided several recommendations, such as adhering to sound scientific principles in workforce planning and the application of managerial competencies, providing all necessary data and scientific tools in workforce planning, and the importance of developing training programs that are aligned with the reality of the workplace, with training taking place within the work environment.

Study: Abdul Halim (2015): The study aimed to identify the strategic role of human resources in public sector organizations in Egypt, specifically focusing on identifying weaknesses within the human resources system of the Egyptian Postal Authority and providing recommendations to address these issues. The study arrived at several findings, including the results of hypothesis tests using correlation coefficients and simple regression analysis, as well as the results of hypothesis tests using multiple stepwise regression analysis.

The study also provided several recommendations, including that the authority should establish a clear and specific vision for human resources, representing the aspirations of the employees and reflecting what should be achieved within a defined time frame. This vision should be an expression of leadership, insight, and optimism about the future. The study also

suggested the creation of a committee composed of senior leaders responsible for human resources, chaired by the Chairman of the Board of Directors, to develop and implement this vision. This clear future vision for human resources at the authority level should be announced to all employees to engage them in the process.

Study: Al-Anqari (2014): The study aimed to identify the extent of strategic innovation and functional competencies practiced in hospitals in Taif, Saudi Arabia, and to assess whether hospital management is actively developing and improving its human resource management practices. The study arrived at several findings, including the availability of the components of strategic innovation and functional competencies in the hospitals operating in the city of Taif, contributing to the enhancement of human resource management practices. The study also highlighted the different dimensions of strategic innovation and their impact on improving human resource management practices.

The study provided several recommendations, including the need for increased attention to changing and developing the culture of senior leadership in Saudi healthcare institutions towards the application of strategic innovation and functional competencies. Additionally, it emphasized the importance of the government addressing the issues related to the rigidity of regulations and laws in various Saudi healthcare institutions.

The Conceptual Framework of the Study:

The Concept of Competencies:

The term "competency" first appeared in an English-language article by author R. W. White in 1959 as a theory of performance incentive. Later, in 1970, Craig Lundberg defined the theory as "executive development program planning." The term gained significant popularity in 1973 when Dr.

David McClelland wrote a research paper titled "Testing for Competence, Not for Intelligence." Since then, the term has become widely recognized (Al-Malkawi, 2017: 13).

Competency is an individual's ability that qualifies them to perform a specific job or role effectively. It encompasses their capacity to master a set of recognized behaviors, which can serve as a structured guide for identification, assessment, and development of the employee's behaviors. Competency can be represented as a specific activity in a situation and context that may vary the next time someone acts. For instance, in emergencies, competent individuals can respond to the situation by following behaviors that have previously proven successful, depending on the nature of the situation and the context (Abdelmoti, 2014: 66).

During a conference held in Johannesburg in 1995, functional competency was defined as "a set of personal, academic, and practical qualifications and attributes that enable an employee to achieve outstanding and benchmarked performance rates, surpassing ordinary standards" (Al-Suwaibi, 2017: 113).

Rabei suggests that functional competency is "a combination of knowledge, skills, values, and attitudes possessed by the employee, which come together to form specific behavior required for the efficient and effective performance of a set of job tasks." Continuously renewing knowledge, developing skills, adhering to constructive values, and adopting suitable attitudes for the organization are fundamental aspects of an employee's continuous competence (Zaid, 2017: 58).

Meanwhile, Marcus emphasized three approaches to defining functional competency (Abbas, 2020: 108):

1. The first approach is the scientific approach, where competency is primarily based on the analysis and description of roles. The results of this analysis and description involve identifying the skills, knowledge, and

attitudes required to perform the role, and these competencies are often assessed against behavioral criteria.

2. The second approach is the psychological approach, where competency is based on individual characteristics, including technical and behavioral capabilities, motivations, and intelligence factors. It is considered the best means of predicting professional success.
3. The third approach is the business approach, where competency is seen as a competitive advantage. High performance is what determines functional competencies.

The Importance of Applying a Unified Competency Model:

The application of a unified and robust competency model is of great significance in managing performance, succession planning, and career development in a deliberate, scientific, and practical manner. It contributes effectively to (Al-Sayyed and Mustafa: 54):

1. Selection: It facilitates the use of behavioral job interviews and tests as needed to examine job candidates based on their possession of the essential competencies required for the job.
2. Providing a comprehensive view of job requirements.
3. Increasing the likelihood of selecting and interviewing individuals who are potentially successful and suitable for the job.
4. Reducing investment (in terms of time and money) in individuals who do not meet the organization's expectations.
5. Enabling systematic and valid job interviews and selection processes.
6. Assisting in distinguishing between competencies that can be developed through training and those that are difficult to develop.

Competencies, Training, and Development:

The practical application of the competency concept contributes to the development of training and education plans for individuals or groups of employees based on the gap between the job competencies required and

the competencies addressed by the employee. This is done according to specific and well-defined criteria and a known basis. It also assists the employee personally in adopting a self-directed approach to development and self-learning by bridging knowledge and skill gaps as part of their self-responsibility towards their career.

Selecting a set of competencies as a basis for job-related training needs directs training departments to measure the availability of these competencies among employees and track the improvements in performance, thus maximizing the return on training automatically. Training and development plans should focus on missing competencies or elevating the proficiency of existing ones. This enables individuals to focus on skills, knowledge, and traits that have the greatest impact on job effectiveness and ensures that training and development opportunities align with the organization's needs.

Competencies and Performance Management:

To ensure the sustainability of the desired benefits from a competency program, it is essential for performance management (which may include the tasks of managers and direct supervisors) to provide regular measures for the targeted behaviors to be addressed and performance outcomes linked to factors affecting job competencies. Additionally, there should be a shared understanding of what should be monitored, measured, and rewarded.

This includes focusing on and facilitating appropriate performance evaluation discussions regarding actual performance and development. Some of the competencies currently adopted may lead to a focus on collecting specific information about individuals' behaviors in their roles. This process may require the development of performance assessment models and formats to align with the competencies framework.

Functional Competencies Characteristics:

Competencies consist of three main elements, as follows (Halimi, 1999: 119):

(1) Inherent Property:

- **Motives:** These are things that an individual constantly thinks about or desires, leading them to take certain actions. Motives drive behavior choices, leadership, and guidance toward specific actions and goals.
- **Traits:** Traits are physical characteristics and responses to circumstances or information. For example, reaction time and visual acuity are material traits for a fighter pilot. Additionally, self-control of emotions and initiative are traits that a successful manager must possess.
- **Self-Concept:** Self-concept includes an individual's attitudes, values, or self-image. For example, self-confidence, which is an individual's belief in their ability to be effective in nearly any situation, is part of an individual's self-concept.
- **Knowledge:** Knowledge refers to the information that an individual possesses in a specific knowledge domain. For example, a surgeon's knowledge of nerves and muscles in the human body is a specific knowledge domain.
- **Skills:** Skills are the ability to perform mental or physical tasks. For instance, a dentist's material skill is being able to fill a tooth without damaging the nerve. Mental or cognitive competencies include analytical thinking (i.e., processing information and data, identifying cause and effect, organizing data, and planning) and conceptual thinking (i.e., recognizing patterns in complex data).

(2) **Causal Relationships:** Causal relationships mean that competence can cause or predict behavior and performance. Competencies related to

motives, traits, and self-concept can predict behavioral actions that, in turn, predict job performance outcomes. This is illustrated by the causal flow model starting from motives/traits and passing through behavior to outcomes.

Behavior without intention does not define competency. For example, if you observe a manager walking around the organization without knowing the reason behind it, you cannot determine which competencies this manager is practicing, if any. The manager's intention could be to alleviate boredom, relieve leg muscle tension, monitor work quality, or simply be visible to employees.

(3) Benchmarking:

a. Superior Performance: This is statistically defined as one standard deviation above average performance, roughly equal to the level achieved by the top 10% within a specific job domain.

b. Effective Performance: It typically means the "minimum acceptable level" of work or the minimum level below which an employee is not considered competent to perform a specific job.

The Importance of Human Resources:

The importance of human resources in organizations stems from its crucial role in the production process. The achievement of goals cannot be realized without the human element, regardless of the presence of capital resources and production elements. Organizational goals, and even national economic development goals, are not achieved solely through financial resources, equipment, and machinery. Rather, they are achieved through a workforce capable of operating these facilities and equipment efficiently, investing funds wisely, and attaining the desired objectives. It is impossible to optimize resource utilization or maximize the benefits of material resources if the workforce lacks the necessary skills, experience,

qualifications, and capabilities to perform their tasks. Human resources are the ones that transform material resources into final products of goods and services.

There is a consensus on the importance of this element, as follows (Halal, 2005: 14):

1. The primary element in production and services.
2. The richest resource needed by management.
3. The intelligent, thinking, and creative element.
4. The means and ends in the production and service process.

Moreover, contemporary organizations' focus on human resources is not merely driven by a humanitarian approach that emphasizes care and compassion toward individuals. Instead, it is now based on a scientific conviction of the leading role played by human resources in making progress and achieving scientific, technological, and productive accomplishments that have transformed all aspects of life. In this context, strategic human resource management deals with humans as the scarcest and most capable resource in generating added value, serving as a source of returns for both capital and labor (Al-Salami, 2001: 118).

Human Resource Objectives:

The objectives of organizations within the framework of their human resources often revolve around two main goals: efficiency and fairness. Efficiency is the relationship between inputs and outputs, where inputs include raw materials, machinery and technology, information, and human resources, while outputs represent products or services. Performance efficiency is achieved when the value of outputs exceeds the value of inputs. The efficiency of a sector can be determined through:

1. The sector's market share.

2. Return on investment.
3. The level of quality of the service or product provided to the public.

As for the performance of employees, its effectiveness can be measured through:

- Performance or productivity rates.
- Absenteeism rate.
- Employee turnover rate.
- Accident and injury rates.
- Separation or dismissal rate.

In light of these two objectives (efficiency and fairness), the objectives of human resource management can be summarized as follows (Al-Salami and Saleh, 2002: 18–19):

1. How to acquire individuals capable of performing their jobs with lower costs.
2. Building a sense of belonging and loyalty among the working individuals in the organization.
3. Developing a training system to enhance the skills of employees.
4. Creating good working conditions that enable employees to increase their productivity and improve their material conditions.
5. Implementing systems and policies aimed at protecting employees from hazards.
6. Providing good job opportunities for employees and preparing them for these opportunities.
7. Ensuring good social and health insurance.

These objectives collectively guide human resource management in achieving efficiency, fairness, and overall effectiveness within organizations.

Functions of Human Resource Management:

The scientific school introduced by Taylor laid the foundation for these functions, and according to the principles of this school, the following functions can be observed (Nouri and Kortel, 2011: 73–74):

1. **Selection:** This involves the process of hiring and selecting the right individuals for specific job positions within the organization.
2. **Training and Development:** Implementing methods for training and developing employees to enhance their skills and capabilities.
3. **Emphasis on Financial Incentives:** Focusing on financial incentives as a means of motivation for employees, such as bonuses and compensation packages.
4. **Job Analysis and Task Determination:** Studying and analyzing job roles and tasks to determine specialization and work division within the organization.

There is some variation among authors and researchers regarding the functions and roles that human resource management should perform. Some consider them as two main types of functions: primary and auxiliary, while others view them as executive and consultative, and some categorize them as specialized and managerial functions (Al-Azzawi and Jawad, 2010: 81–83). The key specialized functions include:

1. **Job Analysis, Description, Ranking, and Evaluation:** This involves analyzing, describing, ranking, and evaluating various job roles within the organization.
2. **Human Resource Planning:** This function focuses on determining the organization's future workforce needs, including recruitment and retirement planning.
3. **Recruitment:** The process of attracting potential candidates to fill vacant positions within the organization.

4. **Selection:** Selecting the best-suited candidates for open positions based on various criteria and assessments.
5. **Employee Placement and Assignment:** Ensuring that employees are placed in suitable roles within the organization.
6. **Performance Evaluation:** Assessing the behavior and performance of employees and providing feedback.

Research Framework and Field Study:

Study Community and Sample:

The study sample was selected based on scientific criteria that fulfill the study's objectives. It included managers and employees from various departments. In order to achieve the study's objectives (the impact of functional barriers on human resource management), a total of 150 questionnaires were distributed to the pre-determined and targeted sample. A total of 144 completed questionnaires were collected for analysis.

Research Tool:

The researcher utilized a questionnaire as the primary tool for collecting field data from the sample participants. The questionnaire consisted of two main sections:

- The first section collected personal data from the study's participants.
- The second section included several dimensions related to the study.
- The researcher used the SPSS software to statistically process and analyze the collected data. A t-test was employed to test the hypotheses.

Presentation and Analysis of Data:

This section presents the personal data of the sample participants, including age, academic qualifications, academic specialization, job title, and years of experience.

Table (1) Distribution of Respondents by Age

Percentage	repetition	age
23.6%	34	Less than 30 years old
25%	36	Ages 30 to less than 40 years old
31.3%	45	Ages 40 to less than 50 years old
20.1%	29	50 years and older
100%	144	The total

Source: Prepared by the researcher, Survey Data, 2022.

The table shows that the age distribution of the study sample was as follows: 23.6% for the "Less than 30 years" category, 25% for the "30 to less than 40 years" category, 31.3% for the "40 to less than 50 years" category, and 20.1% for the "50 years and above" category. This indicates the diversity of the study sample across different age groups, which helps in transferring experiences among employees in the company.

Table (2) Distribution of Respondents According to Educational Qualification

Percentage	repetition	Educational Qualification
43.8%	63	Bachelor's Degree
6.9%	10	High Diploma
29.2%	42	Master's Degree
20.1%	29	Ph.D. (Doctor of Philosophy)
0%	0	Other
100%	144	The total

Source: Prepared by the researcher, Survey Data, 2022.

The educational qualifications of the study sample were as follows: 43.8% had a bachelor's degree, 6.9% had a higher diploma, 29.2% had a

master's degree, and 20.1% had a doctorate. This indicates the availability of good academic qualifications among the study sample.

Table (3) Distribution of Respondents by Job Title

Percentage	repetition	Job Title
6.3%	9	Office Manager
9.7%	14	Department Head
2.1%	3	Financial Manager
24.3%	35	Accountant
31.9%	46	Assistant Accountant
25.7%	37	Other
100%	144	Total

Source: Prepared by the researcher, Questionnaire Data 2022

The table and figure show that the job titles of the study sample were as follows: 6.3% office managers, 9.7% department heads, 2.1% finance managers, 24.3% accountants, 31.9% assistant accountants, and 25.7% held other job titles. It is noted that the majority of the study sample consists of employees.

Table (4): Distribution of respondents by years of experience.

Percentage	repetition	Years of Experience
24.3%	35	Less than 5 years
19.4%	28	5 to less than 10 years
25%	36	10to less than 15 years
13.2%	19	15to less than 20 years
8.4%	12	20 to less than 25 years
9.7%	14	25 years or more
100%	144	Total

Source: Prepared by the researcher, Survey Data 2022

The table shows that the years of experience for the individuals in the study sample were as follows: 24.3% for "Less than 5 years," 19.4% for "5 and less than 10 years," 25% for "10 and less than 15 years," 13.2% for

"15 and less than 20 years," and 8.4% for "20 and less than 25 years." Additionally, 9.7% had "25 years or more" of experience, indicating that a significant number of individuals in the study sample possessed extensive experience.

Hypothesis Testing:

Hypothesis 1: There is a statistically significant relationship between the intrinsic motivation and human resource management.

To test this hypothesis, a simple regression model was used to measure the relationship between the independent variable represented by intrinsic motivation and the dependent variable represented by human resource management. The results of the analysis are shown in the following table:

Table (5) shows the results of the regression analysis for the relationship between the latent variable and human resource management.

morale level	"T-test"	The regression coefficient (B)	The variables
0.000	5.21	0.56	The relationship between the inherent trait and human resource management
		0.82	The correlation coefficient (R)
		0.67	determination coefficient (R ²)
		34.2	F
		0.000	Sig F

Source: Prepared by the researcher from survey data, 2022

From Table (5), the following can be observed:

- There is a strong positive correlation between the intrinsic trait and human resource management in the study community. This is evident from the correlation coefficient (R) value of 0.82 and the regression

coefficient (B) value of 0.56, both of which are positive. This indicates a direct relationship between the intrinsic trait and human resource management. Therefore, a 10% change in the intrinsic trait results in a 5.6% change in human resource management while keeping all other variables constant.

- The results in Table (1) indicate that the independent variable (intrinsic trait) has an impact on the dependent variable (human resource management), with a determination coefficient (R^2) of 0.67. This result indicates that the intrinsic trait affects human resource management by 67%, while other variables not included in the model have a 33% impact.
- The analysis results also show a statistically significant relationship between the dependent variable (human resource management) and the independent variable (intrinsic trait) based on the t-test and F-test at a significance level of 5%. The calculated t-value for the regression coefficient is 5.21 with a significance level of 0.000, and the F-value is 34.2 with a significance level of 0.007.

Based on the analysis results, it can be concluded that the first hypothesis of the study, which states that "there is a statistically significant relationship between the intrinsic trait and human resource management," is accepted.

The second hypothesis of the study states that "there is a statistically significant relationship between causal relationships and human resource management." To test this hypothesis, a simple regression model was used to measure the relationship between the independent variable (causal relationships) and the dependent variable (human resource management). The results of the analysis are presented in the following table:

Table (6) presents the results of the regression analysis for the relationship between causal relationships and human resource management:

The significance level	The t-test	The regression coefficient (B)	variables
0.000	6.87	0.71	The relationship between causal relationships and human resource management
		0.87	The correlation coefficient (R)
		0.76	The coefficient of determination (R ²)
		47.2	F
		0.000	Sig F

Source: Prepared by the researcher from the questionnaire data, 2022.

Table (6) reveals:

There is a strong positive correlation between causal relationships and human resource management in the studied community. This is evident from the correlation coefficient (R) value and the regression coefficient (B) value, as follows:

- **The correlation coefficient (R) value is 0.87.**
- **The regression coefficient (B) value is 0.71.** These positive values indicate a positive correlation between causal relationships and human resource management. Therefore, a 10% change in causal relationships leads to a 7.1% change in the level of human resource management, while keeping all other variables constant.

The results presented in Table (2) indicate that there is an impact of the independent variable (causal relationships) on the dependent variable (human resource management). The determination coefficient

(R²) is 0.76, suggesting that the causal relationships variable influences human resource management by 76%. Meanwhile, the other variables not included in the model have a 24% influence.

The analysis results also demonstrate a statistically significant relationship between the dependent variable (human resource management) and the independent variable (causal relationships) according to the (t) and (F) tests at a significance level of 5%. The calculated (t) value for the regression coefficient is 8.60 with a significance level of 0.000, and the (F) value is 47.2 with a significance level of 0.000. All significance level values are less than 5%.

Based on the analysis results, it can be concluded that the second hypothesis, which stated that "there is a statistically significant relationship between causal relationships and human resource management," is acceptable.

The hypothesis: There is a statistically significant relationship between the standard reference and human resource management.

To test this hypothesis, a simple regression model was used to measure the relationship between the independent variable represented by the standard reference and the dependent variable represented by human resource management. The results of the analysis are presented in the following table:

Table (7) – Results of Regression Analysis for the Relationship between the Standard Reference and Human Resource Management

Level significance	t-test	regression coefficient (B)	Variables
0.000	8.60	0.86	The relationship between the standard reference and human resource management
		0.91	correlation coefficient (R)

	0.82	coefficient of determination (R^2)
	74.05	F
	0.000	Sig F

Source: Prepared by the researcher from survey data, 2022

Table (7) reveals the following:

- There is a strong positive correlation between the standard reference and human resource management in the studied community, as indicated by the correlation coefficient (R) and the regression coefficient (B), as follows:
- The correlation coefficient (R) is 0.91, and the regression coefficient (B) is 0.86. These positive values indicate a positive correlation between the standard reference and human resource management. Therefore, a 10% change in the standard reference leads to an 8.6% change in the level of human resource management, while keeping all other variables constant.

The results in Table (3)

- show that the independent variable (standard reference) has an impact on the dependent variable (human resource management), with a determination coefficient (R^2) of 0.82. This result indicates that the variable (standard reference) influences human resource management by 82%, while other variables not included in the model affect it by 18%.
- Furthermore, the analysis results demonstrate a statistically significant relationship between the dependent variable (human resource management) and the independent variable (standard reference) according to the t-test and F-test at a significance level of 5%. The calculated t-value for the regression coefficient is 8.60 with a significance level of 0.000, and the F-value is 74.05 with a significance level of 0.000.

- Based on the analysis results, it can be concluded that the third hypothesis, which states that "there is a statistically significant relationship between the standard reference and human resource management," is acceptable.

Results:

Through theoretical and empirical study, the research yielded the following results:

1. There is a statistically significant relationship between the intrinsic property and human resource management.
2. There is a statistically significant relationship between causal relationships and human resource management.
3. There is a statistically significant relationship between the reference standard and human resource management.
4. Developing knowledge and skills through training is the most cost-effective way to enhance employees' capabilities.
5. Many organizations base their selection on surface knowledge and skills, assuming that individuals in new positions possess intrinsic motivation and characteristics.
6. Practical application of the competency concept contributes to the development of training and education plans for individuals or groups of employees based on the gap between the required job competencies and those being addressed by the employee.
7. Simply selecting a set of competencies as a basis for job-related training directs training departments to assess the availability of these competencies among employees and monitor the performance improvement that results from training, thus maximizing the return on training investment.

Recommendations:

Based on the aforementioned results, the researcher recommends the following:

1. Focus on developing knowledge and skills through training to ensure the development of human resource performance.
2. Organizations should be cautious not to base their selection solely on surface knowledge and skills, assuming that individuals in new positions possess intrinsic motivation and characteristics.
3. It is essential to disseminate practical knowledge of competency concepts to contribute to the development of training and education plans for individuals or groups of employees to enhance human resource efficiency.
4. Positions should not be monopolized, and employee competence should not be a barrier to promotion, whether through appointment or transfer from outside the organization, in order to increase the workforce's capabilities.
5. Promotion procedures should include all eligible employees, including branch employees in other regions, through fair competition.
6. Organizations should pay attention to implementing change within the organization to meet its needs and support employees through the change process.

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