Superintendents' Human Resources Management Practices and their Relationships with Public School Principals' Satisfaction and Commitment: Principals' Perceptions

Abdulmuhsen Ayedh Alqahtani *

ABSTRACT

The study aims at testing Kuwaiti school principals' human resource management practices (HRMPs) and their effect on job satisfaction and organizational commitment in public schools in Kuwait. Although HRMPs have been studied extensively in various industries, only a few studies have addressed the education industry. The data of the current study were collected using the survey method from a sample of 281 public school principals. Using descriptive and regression statistical methods, the findings showed that (a) principals' perceptions about job satisfaction and organizational commitment were moderate, whereas their perceptions about their superintendents' HRMPs were less than moderate; (b) superintendents' HRMPs were significant predictors of job satisfaction and organizational commitment; (c) job satisfaction dimensions also significantly predicted organizational commitment; and (d) superintendents' HRMPs led to job satisfaction and organizational commitment. Relevant recommendations were included.

Keywords: Human Resource Management, Job Satisfaction, Organizational Commitment.

INTRODUCTION

The obvious importance of people to the success of the workplace has motivated researchers and practitioners to consider human resource (HR) concerns from a new progressive paradigm. Because it seems unlikely that any organization will survive in an increasingly changing environment if that organization ignores people-related concerns, progressive organizations worldwide consider people as their most important asset (Schuler and Walker, 1990). Thus, because people are such a critical factor in business success, in the future organizations that do survive will be those that can manage their human resources effectively (Paauwe, 2009). The challenging forces that managers face arise and persist in several ways. Succeeding in such an environment requires organizational excellence. Efforts to achieve such excellence through a focus on proactivity and continuous improvement are driven by the way that organizations achieve success through people, namely, human

resources. Organizations are becoming increasingly aware of the importance of the people whom they employ and the need to involve those people through participation, empowerment, better access, and opportunity. No matter how sophisticated and modern the organization's business activities become, it will be extremely difficult to sustain growth and effectiveness unless the human resources are entirely involved in the operations of that organization.

Organizations worldwide are now confronted with major challenges arising from rapid advancements in various areas coupled with the emergence of the new intellectual capital. Organizational survival and success therefore depend on how they respond to these challenges. For an effective response, organizations must evolve internal capabilities for enhancing speed, quality, and learning, and for building employee competencies. Human resource management (HRM) is fundamental to generating and developing these capabilities. Ulrich (1998) states that HRM has never been more necessary. Published literature points out that human resource management practices (HRMPs) have an impact on various outcomes regarding employees or organizations. These outcomes are thought to improve performance,

productivity, quality, satisfaction, and development. Examples of these outcomes are employee satisfaction, employee commitment, employee retention, employee presence, a positive social climate between workers and management, employee involvement, employee trust, employee loyalty, and organizational fairness (e.g., see Edgar and Geare, 2005; Paauwe and Boselie, 2005; Storey, 1989).

Because human resource is the most important asset in service organizations, perhaps more so than in manufacturing organizations, improvement should be linked more strongly to people issues (Boselie and Wiele, 2002). So what does the term *human resources* mean? In management, the term refers to the traits that people bring to the workplace, such as intelligence, aptitudes, commitment, tacit knowledge and skills, and the ability to learn. The contribution of human resources to the organization is typically variable and unpredictable, however (Paauwe, 2009), and this indeterminacy is the most confusing of assets to manage, according to Fitz-enz (2000). In fact, human resources differ from other resources partly because individuals are endowed with various levels of ability (including aptitudes, skills, and knowledge); with differences in personality traits, role perceptions, and experience; and with a resulting difference in motivation and commitment (Braton and Gold, 2003).

Review of the Related Literature

HRMPs are essential for any industry, because employees' performance depends largely on them. According to Lado and Wilson (1994), the set of distinct but interrelated activities and practices executed by the institutional administration, which are directed at attracting, developing, and maintaining their employees, are called HRMPs. Several research studies have proved that HRMPs have a great potential to enhance organizational and individual outcomes, and better HRMPs lead to better outcomes (Burke and Cooper, 2005; Chang and Chen, 2002; Edgar and Geare, 2005; Gelade and Ivery, 2003; Guest, 2002; Guthrie, 2001; Harley, 2002; Horgan, 2003; Paauwe, 2009; Paauwe and Boselie, 2005; Ramsay, Scholaries, and Harley, 2000; Schuler and Jackson, 2005; Singh, 2000; White, Hill, McGovern, Mills, and Smeaton, 2003; Wright, Gardner, Moynihan, and Allen, 2005).

Two outcomes are apparently linked to HRMPs: satisfaction and commitment. Various studies found that

individual employees' positive perceptions of HRMPs lead to a higher level of satisfaction and loyalty, and in turn less intention to leave the organization (Boselie and Wiele, 2002; Eskildsen and Nussier, 2000). It has also been found that better HRMPs lead to satisfied employees (Petrescu and Simmons, 2008). In fact, this relationship was identified in early 1990s, when Jackson and Schuler (1992), in their integration framework, described employee satisfaction as one outcome of good HRM. Regarding commitment, the Harvard viewpoint stresses that appropriate HRMP should lead to an increase in commitment – not simply as a means to employer objectives of improved productivity, but because fulfilling many employees' needs is seen as a goal rather than as merely a means to an end (Guest, 2002; Walton, 1985). According to Ulrich (1998), HRMPs increase employee contribution, that is, employees' commitment to the organization and their ability to deliver observed results (see also Macky and Boxall, 2007; Meyer and Herscovich, 2001; Meyer and Smith, 2000; Ulrich, 1998; Whitener, 2001). McElroy (2001) argues that it is natural that HRMPs would influence organizational commitment, because these practices concern the management of people. He also contends that organizations that do not socialize new employees into their jobs and into the organization may be unable to cultivate a sense of loyalty and commitment to the organization from them, owing to a possible resulting increase in low employee morale. Various studies have examined the effects of satisfaction with human resource practices on organizational, professional, and union commitment, and satisfaction was found to correlate highly with commitment level (Bergmann, Lester, De Meuse, and Grahn, 2000; Lok and Crawford, 1999).

Previous Studies

Meyer and Allen (1997), in several empirical studies related to commitment in the workplace, found that commitment is both an input and an outcome simultaneously. A positive relationship was also found between commitment and several other manifestations. Specifically, studies found that organizational commitment was connected to HRMPs, and to desirable outcomes such as improved performance, organizational citizenship behavior, reduced turnover, adaptability, and job satisfaction.

Bergmann, Lester, De Meuse, and Grahn (2000)

examined the effects of satisfaction of HRMPs on 450 nurses' organizational, professional, and union commitments. Satisfaction with HRMPs and employee empowerment exhibited a strong relationship with organizational commitment. More specifically, the nurses' satisfaction with advancement and growth opportunity, salary, and organizational policies were positively related to organizational commitment.

Eskildsen and Nussier (2000) conducted a study among a sample of Danish companies. The objective was to examine managerial drivers of employee satisfaction and loyalty. The sample consisted of managers working in those companies, and the data were collected through a survey. The study's conclusion was that HRMPs had a positive effect on employee satisfaction and loyalty.

McElroy (2001) argued that it is not surprising that HRMPs influence organizational commitment, because those practices involve the management of people. He also pointed out that any organization that does not employ the appropriate HRMPs might be unable to keep its employees up to the required level because of low employee morale, arising from a poor job fit. McElroy therefore contended that such an organization might be unable to cultivate a sense of loyalty and commitment to the organization from its workforce.

Boselie and Wiele (2002) studied an international organization involved in accountancy and tax consultancy. The study examined the impact of HRMPs and total quality management (TQM) on employees' satisfaction and on their intention to leave the organization. The sample was large, with 2,300 respondents participating in the study. The authors found a relationship between HRMPs and job satisfaction. The report revealed that positive perceptions of individual employees on the HRMPs led to a higher level of satisfaction and less intention to leave the organization.

Edgar and Geare (2005) conducted a study to test the relationship between HRMPs and employees' attitudes to work (i.e., toward organizational commitment, job satisfaction, and organizational fairness). The study also examined whether different approaches to the measurement of HRMPs gave different results. Statistically significant results were obtained between HRMPs and employee attitudes, but only when employee reports of the strength of HRM practice were used to measure HRMPs. The report concluded by emphasizing that researchers should take care to use suitable data sources in HRM research, with employees being a valuable but underused source; effective HRMPs and policies should be measured by their perceived quality, not simply by the number of practices introduced.

Na'eem (2012) conducted a study to examine the relationship between HRMPs and managerial performance in the Ministry of Education and Higher Education in Palestine. The study population was those working in supervisory positions. He found that HRMPs were moderately practiced in the ministry, and managerial performance was perceived moderately as well. HRMPs were also found to correlate positively with the managerial performance levels of those who participated in the study.

The previously mentioned sample of previous studies revealed several important things. First, although the literature has emphasized the HRMP's importance in enhancing organizational effectiveness, it is also necessary to explore the link between those practices executed by the administration and subordinates' characteristics. Most of the studies on HRMPs are carried out from the perspective of the business administration instead of the public sector. Second, commitment and satisfaction were apparently influenced by HRMPs, indicating that these two characteristics could and do reflect the extent and quality of practiced HRM. Third, the previous studies helped to identify the model used to achieve the objectives for the current study, in addition to the appropriate methodology used. Thus, the current study attempted to identify Kuwaiti public school principals' perceptions about their job satisfaction, organizational commitment, and their superintendents' HMRPs, and the relationship among these three variables.

Definition of Terms
Job Satisfaction

Job satisfaction is how content an employee is with his job (Thompson and Phua, 2012). Researchers generally make a distinction between affective job satisfaction and cognitive job satisfaction. *Affective job satisfaction* is the extent of overall pleasurable emotional feelings that employees have about their jobs, whereas *cognitive job satisfaction* is the extent of employees' satisfaction with particular facets of their jobs, such as pay, promotion policies, and other aspects of their jobs. In the current study, job satisfaction is operationally defined as how content a school principal is with his or her principalship job in six dimensions: clarity of principalship job description, educational area policy and

structure, professional development, relations with employees, feelings about principalship, and selection policy.

Organizational Commitment

Organizational commitment is the employee's psychological attachment to the organization (Meyer and Allen, 2007). Studies have shown leadership and managerial practices of the employee's superiors to be connected to the employee's sense of organizational commitment. In the current study, organizational commitment is operationally defined as a school principal's psychological attachment to his school on three dimensions: affective commitment, continuance commitment, and normative commitment.

Human Resources Management Practices

Schuler and Jackson (1987) defined HRMPs as a system that attracts, develops, motivates, and retains employees to ensure the effective implementation and survival of the organization and its members. These practices are also conceptualized as a set of internally consistent practices designed and implemented to ensure that an organization's human capital contributes to its achievement (Delery and Doty, 1996; Minbaeva, 2005). In the current study, HRMPs are operationally defined as those practices that school superintendents were perceived by school principals to implement to provide those school principals with opportunities, enhance their motivation, and improve their abilities.

Perceptions

Perceptions are defined as the way through which an individual organizes, identifies, and interprets information to understand the surrounding world (Bartunek, 2013).

Statement of the Problem

Because education is about people as well as being delivered by people, the essence of education is humanistic. The work of school principals is to determine school credibility and character, and also to determine the degree of success or failure. Schools are therefore no exception in this emphasis on the importance of human resource practices as input for quality education. Without high-quality teachers, quality education is merely propaganda. Successful school principals must attract, retain, and develop only the most competent and skilled teachers. Of course, the issue for today's school principals is how to apply their HRMPs effectively and efficiently for the best school performance. There is still

relatively limited research identifying HMRPs in schools. Surprisingly, Kuwait is lacking in research studies and data on HRMPs and their effects on employee satisfaction and commitment in public schools. Because of this lack, it was thought that there is a need for the study of HRMPs and their outcome in public schools in Kuwait (Alqahtani and Alajmi, 2009).

The purpose of this study was to examine the relationship between superintendents' HRMPs and their outcomes on school principals' job satisfaction and organizational commitment in the State of Kuwait. The following questions were therefore formulated:

1. How do public school principals perceive their job satisfaction, organizational commitment, and their superintendents' HRMPs?
2. Do the superintendents' perceived HRMPs significantly affect public school principals' perceived job satisfaction?
3. Do the superintendents' perceived HRMPs significantly affect public school principals' perceived organizational commitment?
4. Does the public school principals' perceived job satisfaction significantly affect their perceived organizational commitment?
5. Is there a significant relationship among the superintendents' perceived HRMPs, perceived job satisfaction, and perceived organizational commitment in public schools in Kuwait?

The respondents were asked to identify their job satisfaction, their organizational commitment, and their superintendents' HRMPs. The specific objectives therefore were

1. To study the extent to which the three variables exist.
2. To study the effect of superintendents' HRMPs on job satisfaction in public school principals.
3. To study the effect of superintendents' HRMPs on organizational commitment in public school principals.
4. To assess the effect of public school principals' job satisfaction on their organizational commitment.
5. To examine the relationship among HRMPs, job satisfaction, and organizational commitment in public schools in Kuwait.

Based on these objectives and the relevant literature reported previously, the following hypotheses were formulated:

H1: Public school principals' perceptions about their job satisfaction, organizational commitment, and their superintendents' HRMPs are high.

H2: The superintendents' perceived HRMPs significantly affect public school principals' perceived job satisfaction.

H3: The superintendents' perceived HRMPs significantly affect public school principals' perceived organizational commitment.

H4: Public school principals' perceived job satisfaction significantly affects their perceived organizational commitment.

H5: There is a significant relationship among the superintendents' perceived HRMPs, perceived job satisfaction, and perceived organizational commitment in public schools in Kuwait.

Research Objectives

The purpose of the current study was to explore how public school principals perceived their job satisfaction, organizational commitment, and their superintendents' HRMPs. The study also sought to identify how those three factors are predictively interrelated.

Significance of the Study

A review of the educational administration literature reflected that school principals are the group most often researched in the context of schools (Kowalski, 2012). Alqahtani (2011) provided a possible explanation for that fact. In his opinion, principals are the most significant resources in school administration. Although job satisfaction and organizational commitment are among the most researched job factors in school principals in Kuwait and other countries, no research, to the current researcher's knowledge, has been conducted to explore how people who are organizationally superior to school principals affect the latter's job satisfaction and commitment. Because HRMPs are the visible link between school superintendents and school principals, information about how school principals perceived the superintendents' HRMPs can determine a factor that does contribute to the level of those principals' job satisfaction and commitment. Thus, the current study can provide implications for better managerial practices that attract, develop, and motivate school principals to ensure better job and school performance.

Study Limitations

The results obtained in current study were limited because of the cross-sectional perceptual nature of data. Although cross-sectional perceptual data provide important insights about how people perceive the surrounding world and therefore present any trends in the given phenomenon, such data were still subject to the participants' potential pitfalls (e.g., stereotyping). Furthermore, because the intended population was public school principals, the results cannot be generalized to include principals in private schools.

Methodology

The current study employed quantitative descriptive methodology to carry out the empirical side of the study. The purpose was to measure the job satisfaction and organizational commitment between public school principals in relation to their HRM practices.

Participants

The study included a total of 281 public school principals. Their perceptions of the HRMPs of the superintendents of the six educational areas they worked within were studied, along with the impact of those perceived practices on the principals' selected outcomes. The respondents were selected by a simple sampling procedure. There were 300 questionnaires distributed; of these, 281 filled-out valid questionnaires were returned and used in the study. The response rate of the questionnaire survey was 74.3 percent.

Measures

A structured questionnaire was used to collect the data on three variables: HRMPs, job satisfaction, and organizational commitment. All measures were adopted and slightly modified from existing measures used in previous relevant research. The modifications were made in light of the contextual background of the current study. Whenever the measure was not in Arabic (i.e., whenever it was in English), two bilingual management researchers helped to translate the items. To improve the level of equivalence and ensure validity, the current study adopted the back-translation procedure recommended by Brislin (1980), paying particular attention to detecting misunderstandings caused by translation. The author discussed the survey's readability with several school principals and made appropriate adjustments. The following instruments were used in the questionnaire to measure the variables:

I. The HRMPs instrument (see Appendix I) was developed based on the 19-item instrument developed by Chuang, Chen, and Chuang (2013), and was used to

collect the data concerning HRMPs. The instrument consisted of three categories of HRMPs: providing opportunities, enhancing motivation, and improving abilities. It was measured on a 5-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). The coefficient of Cronbach's alpha for this composite scale in its Arabic version was 0.90.

II. The organizational commitment instrument (see Appendix II) was regionally developed by Meyer, Allen, and Smith (1993). The instrument consisted of 18 items – assessing affective commitment (the principal's positive emotional attachment to the organization), continuance commitment (the "need" component or the gains versus losses of working in an organization), and normative commitment (the employee remains with an organization because of feelings of obligation) and was used to measure organizational commitment. Measurement was on a 5-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). The coefficient of Cronbach's alpha for this composite scale in its Arabic version was 0.85.

III. The job satisfaction instrument (see Appendix III) was developed by Alqahtani (2011). The 22-item job

satisfaction instrument was used in the current study to measure job satisfaction, assessing six dimensions: clarity of principals' job description, educational area policy and structure, professional development, relations with employees, feelings about principalship, and selection policy. The original version was in Arabic and was checked for validity and reliability. Measurement was on a 5-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). The coefficient of Cronbach's alpha for this composite scale in its Arabic version was 0.87.

Results and Discussion

This section presents the results obtained from the empirical side of the current study. The results are presented in the sequence of the research questions. The numerical data are presented first, with the analysis and discussion to follow. Based on the gestalt method for screening data, analysis and discussion are presented thematically.

10.1. How do public school principals perceive their job satisfaction, organizational commitment, and their superintendents' HRMPs?

Table (1)
Descriptive Statistics for HRMPs, Job Satisfaction, and Organizational Commitment

Variable	Mean	Standard Deviation
I. HRMPs	**2.7**	**0.4**
–providing opportunities	2.9	0.3
–enhancing motivation	2.8	0.5
–improving abilities	2.4	0.4
II. Job satisfaction	**3.0**	**0.4**
–clarity of job description	3.1	0.5
–educational area policy and structure	2.8	0.4
–professional development	2.7	0.3
–relations with employees	3.5	0.6
–feeling about principalship job	3.3	0.5
–selection policy	2.9	0.3
III. Organizational commitment	**3.3**	**0.4**
–affective commitment	3.2	0.4
–continuance commitment	3.8	0.5
–normative commitment	2.9	0.3

Table 1 shows the descriptive statistics of the three variables with their sub-dimensions. The following indications can be observed.

1. The standard deviation values are small. Taking into consideration that the sample was randomly selected, these values indicate that the sample cases were not

heterogeneous, meaning that generalization into the study population is possible.

2. Public school principals did not perceive their superintendents' HRMPs to be as effective as they should be. As immediate subordinates, those principals were in an appropriate position to evaluate their superintendents.

Their perceptions are not encouraging because those superintendents should have been set up as models of effectiveness in their role as educational leaders. The participants could still acknowledge areas in which their superintendents were effective, however. For example, they thought that "providing opportunities" was the most-practiced HRMP, whereas the least practiced was "improving abilities." In fact, the relevant literature indicates clearly that "improving abilities" is the optimal goal of any effective HRMPs.

3. The participants showed satisfaction with their current principalship. Of course, this satisfaction is the overall satisfaction; however, if the whole scale is examined by each of its components, it is interesting to find that the dimension they were the least satisfied with was "professional development." Conversely, the participating principals were clearly satisfied with their

relationships with their organization's employees.

4. It is evident that the participating principals showed organizational commitment to their schools. The affective commitment arising from internal feelings was not as strong as the outside source of commitment, however (i.e., continuance commitment).

5. If the three measures are cross tabulated, the dimensions related to improvement and policies are notable in that they were the least scored. Dimensions related to emotions were apparent as well.

6. The study failed to reject the hypothesis that public school principals' perceptions about their job satisfaction, organizational commitment, and their superintendents' HRMPs are high.

(10.2.) Do the superintendents' perceived HRMPs significantly affect public school principals' perceived job satisfaction?

Table (2)

Summary of Stepwise Multiple Regression Analyses for HRMPs Predicting Job Satisfaction

Model	R	R^2	Adjusted R^2	Std. Error	Durbin-Watson	F	P
1	0.49	0.24	0.24	0.71			
2	0.55	0.30	0.29	0.68			
3	0.57	0.32	0.31	0.67			
4	0.58	0.33	0.32	0.67	1.516	34.47	0.000

A stepwise multiple regression analysis was conducted with public school principals' job satisfaction as the dependent variable and dimensions of superintendents' HRMPs as the independent variable. Table 2 illustrates the results of multiple regressions. The model obtained for the regression analysis of HRMPs prediction was significant (AdjR² = 0.33; F = 34.47; P = 0.000). It is clear that superintendents' HRMPs statistically predicted public school principals' job satisfaction significantly. That is, the higher those HRMPs were perceived, the higher the level of job

satisfaction for public school principals; however, although all dimensions were significant predictors, it was the "improving abilities" dimension that most usefully explained the variance in principals' satisfaction level. Therefore, it failed to reject the hypothesis that superintendents' HRMPs significantly affect public school principals' job satisfaction.

10.3. Do the superintendents' perceived HRMPs significantly affect public school principals' perceived organizational commitment?

Table (3)

Summary of Stepwise Multiple Regression Analyses for HRMPs Predicting Organizational Commitment

Model	R	R^2	Adjusted R^2	Std. Error	Durbin-Watson	F	P
1	0.28	0.08	0.07	0.34			
2	0.33	0.11	0.10	0.34			
3	0.35	0.12	0.11	0.33	1.646	12.53	0.000

A stepwise multiple regression analysis was conducted with public school principals' organizational commitment as the dependent variable and dimensions of superintendents' HRMPs as the independent variable. Table 3 reveals the results of multiple regressions. The

model obtained for the regression analysis of HRMPs prediction was significant (AdjR² = 0.35; F = 12.53; P = 0.000). It is obvious that superintendents' HRMPs statistically predicted public school principals' organizational commitment significantly. That is, the

higher those HRMPs were perceived, the higher the level of organizational commitment of public school principals. Here as well, although all dimensions were significant predictors, it was the "improving abilities" dimension that most usefully predicted the variance in principals' organizational commitment. Therefore, it failed to reject the hypothesis that superintendents' HRMPs significantly affect public school principals' organizational commitment.

10.4. Does the public school principals' perceived job satisfaction significantly affect their perceived organizational commitment?

Table (4)

Summary of Stepwise Multiple Regression Analyses for Job Satisfaction Predicting Organizational Commitment

Model	R	R^2	Adjusted R^2	Std. Error	Durbin-Watson	F	P
3	0.31	0.09	0.09	0.34			
4	0.34	0.12	0.11	0.33	1.65	18.5	0.000

A stepwise multiple regression analysis was conducted, with public school principals' organizational commitment as the dependent variable and their job satisfaction as the independent variable. Table 4 shows the results of multiple regressions. The model obtained for the regression analysis of job satisfaction prediction was significant (AdjR² = 0.11; F = 18.5; P = 0.000). It is clear that principals' job satisfaction statistically predicted their organizational commitment significantly. That is, the higher the level of job satisfaction that those principals showed, the higher the level of organizational commitment. Although all dimensions were significant predictors, the clarity of job description and career development dimensions most usefully explained the variance in principals' organizational commitment. Therefore, it failed to reject the hypothesis that public school principals' job satisfaction significantly affects their organizational commitment.

10.5. Is there a significant relationship among the superintendents' HRMPs, perceived job satisfaction, and perceived organizational commitment in public schools in Kuwait?

Table (5)

SEM Indices for SEM of HRMPs, Job Satisfaction, and Organizational Commitment

Indices	Value
Goodness-of-Fit Index (GFI)	0.92
Adjusted Goodness-of-Fit Index (AGFI)	0.88
Root Mean Square Residual (RMR)	0.03
Parsimony Goodness-of-Fit Index (PGFI)	0.57
RMSEA Estimate (90% CI)	0.08
ECVI Estimate (90% CI)	0.65
Probability of Close Fit (PCLOSE)	0
Akaike's Information Criterion (AIC)	181
Browne–Cudeck Criterion (BCC)	184
Bayes Information Criterion (BIC)	272
Consistent Akaike's Information Criterion (AIC)	297
Normed Fit Index (*NFI*)	0.84
Parsimonious NFI	0.63

A structural equation model (SEM) was built to investigate the relationship between HRMPs and job satisfaction, with organizational commitment as the final outcome variable. The indices obtained from the structural equation analysis reveal an adequate fit between the data and the causal model. More specifically, statistics for GFI were greater than 0.90, indicating that this was a good fit; statistics for RMR were below 0.05; statistics for root mean square error of approximation (RMSEA) were within the acceptable range (0.08–0.1). Thus, these statistics indicated a strong fit with the obtained model. Table 5 presents the detailed statistics.
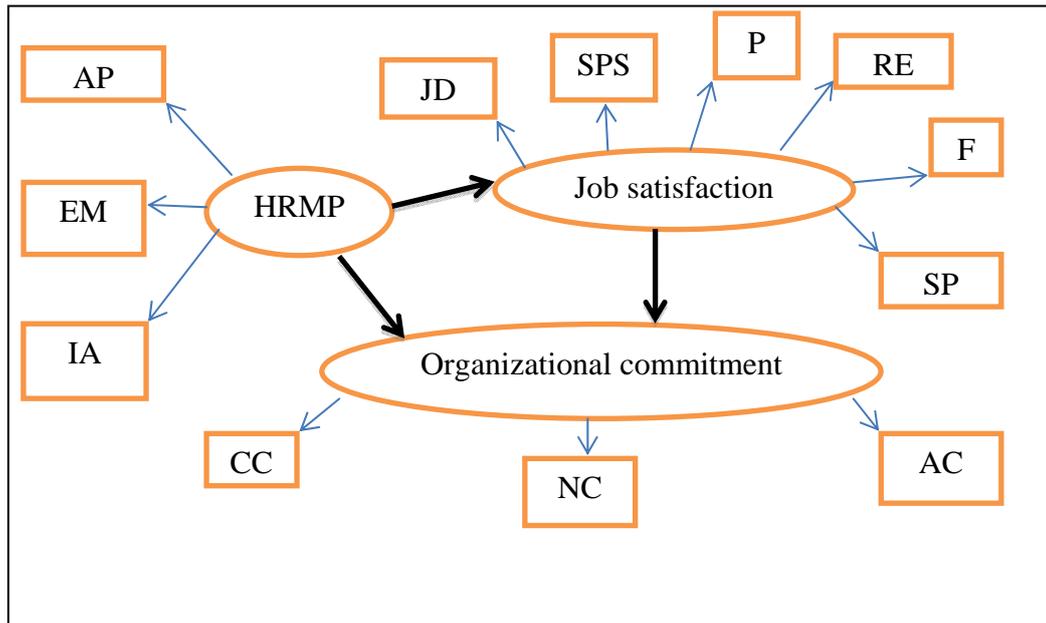
Figure 1. SEM of HRMPs, job satisfaction, and organizational commitment

As shown in Figure 1, the model was formulated as follows: organizational commitment (assessing affective commitment [AC], continuance commitment [CC], and normative commitment [NC]) was predicted by job satisfaction (clarity of principalship job description [JD], educational area policy and structure [SPS], professional development [PD], relations with employees [RE], feelings about job [FJ], and selection policy [SP]), and HRMPs (providing opportunities [PA], enhancing motivation [EM], and improving abilities [IA]) predicted both job satisfaction and organizational commitment. The obtained model supports the theoretical basis, indicating that leaders' behaviors (i.e., practices) have a propensity to affect their subordinates' satisfaction and commitment.

All the path coefficients shown in Figure 1 were statistically significant. HRMPs had statistically significant coefficients with both job satisfaction and organizational commitment, and job satisfaction had a statistically significant coefficient with organizational commitment as well. Therefore, it failed to reject the hypothesis that there was a significant relationship among HRMPs, job satisfaction, and organizational commitment in public schools in Kuwait.

Conclusion and Recommendations

This study was conducted in Kuwait, involving a sample of public school principals to whom a structured questionnaire was administered. Results reveal that HRMPs lead to better individual characteristics,

confirming Na'eem's findings (2012). HRMPs were found in the current study to lead to job satisfaction. This result was consistent with Boselie and Wiele (2002), Eskildsen and Nussier (2000), and Jackson and Schuler (1992), indicating that effective HRMPs contribute to job satisfaction. It was also found that HRMPs lead to school commitment. This result supports previous studies, such as Graetner and Nollen (1992); Guest (2002); Iles, Mabey, and Robertson (1990); McElroy (2001); Meyer and Allen (1997); Meyer and Smith (2000); and Ulrich (1998), meaning that effective HRMPs tend to make subordinates express commitment to their organization. Furthermore, HRMPs make principals feel comfortable with their association with the schools in which they work, and they also derive benefits from being involved in school affairs.

The findings showed that public school principals' perceptions of these variables were not high; that HRMPs had an impact on job and organizational commitment; and that there was a significant relationship among HRMPs, job satisfaction, and organizational commitment. These findings indicate the following implications.

Theoretical Implications

Because HRMPs are associated with job satisfaction and organizational commitment, they also can be associated with other variables. Theoretically this implies the interrelated nature of organizational and individual factors.

Managerial Implications

1. Superintendents should observe their HRMPs and improve them to sustain high levels of quality from their school principals.

2. Public school principals must be responsive to their superintendents' HRMPs, transmitting positive feedback through increased job satisfaction and organizational commitment.

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تصورات مديري المدارس الحكومية بدولة الكويت لرضاهم الوظيفي والتزامهم التنظيمي وعلاقتهما بممارسات إدارة الموارد البشرية من قبل مديري المناطق التعليمية

عبدالمحسن عايض القحطاني*

ملخص

هدفت الدراسة الحالية إلى دراسة تصورات مديري المدارس الحكومية بدولة الكويت لرضاهم الوظيفي والتزامهم التنظيمي وعلاقتهما بممارسات إدارة الموارد البشرية من قبل مديري المناطق التعليمية. ولقد جرى البحث في موضوع الموارد البشرية كثيرا في قطاعات مختلفة، لكن ليس بالقدر ذاته في القطاع التعليمي. وقد جمعت البيانات للدراسة الحالية، باستخدام الأسلوب المسحي، من عينة قوامها 281 مدير مدرسة حكومية. وقد وظف في الدراسة استبانة ممارسات الموارد البشرية والمعدة من قبل (Chuang, Chen and Chuang) واستبانة الالتزام التنظيمي والمعدة من قبل (Meyer, Allen and Smith) واستبانة الرضا الوظيفي المعدة من قبل (القحطاني). وباستخدام أساليب الأحصاء الوصفي واختبارات التنبؤ، فقد خرجت الدراسة بنتائج، أهمها: كانت تصورات مديري المدارس لرضاهم الوظيفي والتزامهم التنظيمي بدرجة متوسطة في حين أن تصوراتهم لممارسات إدارة الموارد البشرية لرؤساء المناطق التعليمية كانت أقل من المتوسط؛ وأن ممارسات الموارد البشرية لمديري المناطق التعليمية تتنبأ بدلالة إحصائية بالرضا الوظيفي والالتزام التنظيمي؛ وأن محاور الرضا الوظيفي تتنبأ بدلالة إحصائية بالالتزام التنظيمي؛ وأن ممارسات إدارة الموارد البشرية تتنبأ بدلالة إحصائية بالرضا الوظيفي والالتزام التنظيمي. وقد خرجت النتائج بتوصيات ذات صلة بموضوع الدراسة.

الكلمات الدالة: إدارة الموارد البشرية، الرضا الوظيفي، الالتزام التنظيمي.