

HUMAN RESOURCE MANAGEMENT IN ACADEMIA OF UNIVERSITIES; ESSENTIAL CHARACTERISTICS AND UPCOMING CHALLENGES-LITERATURE REVIEW

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ABSTRACT

Background Maintenance and management of academic organizations usually focus on the different challenges and benefits provided to the University student for the sake of skill building, competencies, and capability enhancement. Human resource management is one of the most critical perspectives that leads to work on the future enduring characteristics among the learner to deal with their potential challenges and aspects related to the upcoming scenarios.

Aim to assess the social and educational relevance of the management of academic personnel in universities.

Method present study operationalizes the qualitative systematic literature review based on the Peer-reviewed databases with authentic and reliable resources from 2018 to 2022 written in English Peer-reviewed journal data.

Results The current era of knowledge, characterized by rapid and unpredictable changes, keeps organizations in a period of permanent volatility, turbulence, and uncertainty in their orientations, due to the effect of global trends linked to a new vision generated both by the impact of globalization of markets and their growing competitiveness as the emergence of an economy based on the value of knowledge, information, and innovation. This demands greater creativity and innovation in the management of organizations to face current and future challenges.

Conclusion Valuable and competitive staff in organizations is becoming a coveted commodity, difficult to attract and maintain; to which is added the presence of management policies and strategies supposedly anchored in the recognition of their strategic importance

Keywords: human resource management, academia, essential characteristics, upcoming challenges, Qatar, Saudi Arabia, Asian Regions

INTRODUCTION

The critical knots of the current global scenario, much more critical for health, the life of human beings, and the global economy, are well known. (Mohamed et al., 2021). In summary, economic, and social differences have grown between countries and the vulnerability of societies, which coexist with a dizzying and exponential development of science and

technology, which is evident in areas such as biotechnology, nanotechnology, robotics, among others (Al-Mansoori & Koç, 2019)

The new realities force education, and in particular, higher education to achieve significant changes to continue facing the challenges of the 21st century. Asian and Arab countries are no exception to the critical situation that the planet is experiencing, faced with a difficult economic and

social scenario, with a tendency to worsen given its high dependence on the external market, the significant industrial backwardness, the poor scientific-technological development and more recently, the negative impact of COVID 19, among other ills (Himeur et al., 2020; Mustafawi & Shaaban, 2019; Alharbi et al., 2022).

In this context, higher education in the region has important responsibilities to fulfill in view of the appearance of new challenges derived from the demands of economic and social development from which arises, among others, the need to formulate and implement institutional strategies for the development of quality (Mehrez, 2019). Therefore, continuous improvement at the institutional level and of university processes becomes a strategic priority, where a variable of great complexity appears management the management of academic staff (teachers and researchers), as a key actor. in the change and current and future development of the universities of the region. (Sana et al., 2020)

The great heterogeneity of the academic staff is one of the specific complexities that distinguish universities from other organizations (Altbach et al., 2019), which requires a renewed, critical, and innovative look at their management, which contributes to raising their competence, qualification, and commitment to institutional objectives and in this way, face a scenario of global and regional crisis. Precisely, the objective of this article is to assess the social and educational relevance of the management of said personnel in the face of the challenges they must face, derived from the high demands of the situate prevailing in the Qatar, Arab and Asian Regions (Islam et al., 2019).

METHODOLOGY

The systematic review conducted, classified as integrative/critical (Hassen, 2019), aims to assess the social and educational relevance of the management of academic personnel in universities, through the reflective and evaluative analysis of the theoretical contributions identified, evaluated, and synthesized in the consulted bibliography from primary sources of theoretical and empirical level. (Li et al., 2021).

It is assumed as inclusion criteria the use of official documents issued at international conferences and events, and scientific productions of diverse nature (articles, books, degree theses), published in the present century and generated, preferably, in the national context of Qatar, Arab and Asian Regions (AL-KUBAISI et al., 2021; Al-Mamary et al., 2022).

The search strategy was focused, first, on locating materials linked to personnel management in organizations, to continue with those focused on the management of academic personnel in universities; for a total of 65 results, after a conciliatory familiarization of the authors with the content was reduced, discarding those that did not provide relevant information to the objective of the article. Syntax was generated including

Syntax 1 personnel management in organizations in Qatar, Arab and Asian Regions.

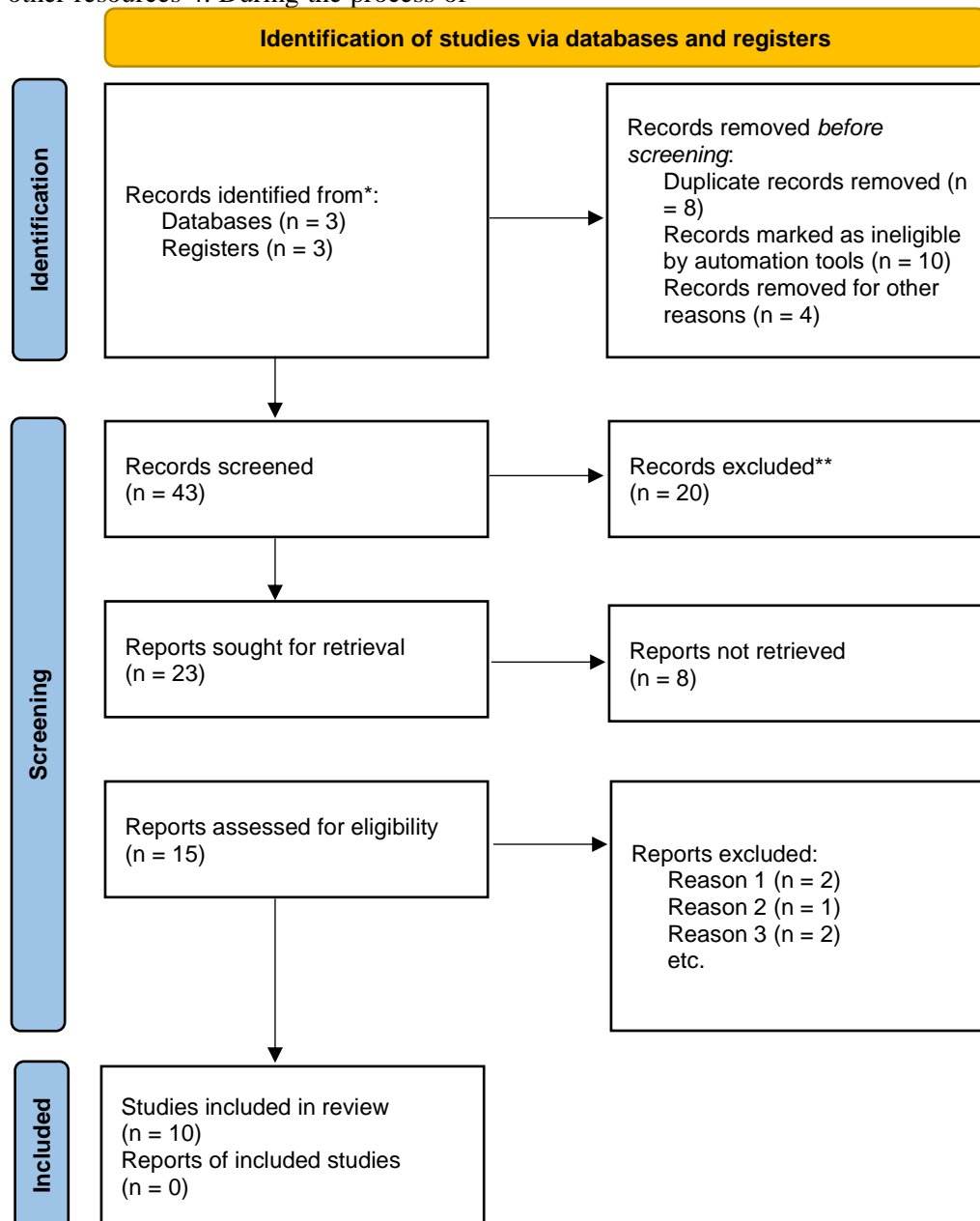
Syntax 2 management of academic personnel in universities in Qatar, Arab and Asian Regions.

No	Database	Syntax	Year	No of Research
1	Google Scholar	Syntax 1	2018 – 2022	12
		Syntax 2		10
2	Science Direct	Syntax 1		15
		Syntax 2		9
3	PubMed	Syntax 1		8
		Syntax 2		13

The evaluative analysis of the consulted bibliography allowed the ordering, classification, organization, and integrative and creative synthesis of the information, for the subsequent elaboration of the structure and content.

PRISMA diagram-based results indicate that the total number of articles from the 7 databases that are registered identified is 65. The record that is removed before the screening includes the duplication of record removal of 8, the record that is not eligible to incorporate in the study based on the automatic tool 10, and data that is removed from the other resources 4. During the process of

screening record screen is 43, the record excluded 20, the record sought for retrieval was 23, and the not retrieved data was 8. report for assessment of eligibility was 15 out of which the excluded based on the gray material 2, week validity 1, and generalizability 2. The total article remained for inclusion based on studies 10 and reports 0. The total number of literature remaining is 10 for the present literature review based on quality, and reliability. Generalizability, validity, and other psychometric properties. Included material concentrated on the respected aim of the study for this literature review



RESULTS AND DISCUSSION

The current era of knowledge, characterized by rapid and unpredictable changes, keeps organizations in a period of permanent volatility, turbulence, and uncertainty in their orientations, due to the effect of global trends linked to a new vision generated both by the impact of globalization of markets and their growing competitiveness as the emergence of an economy based on the value of knowledge, information, and innovation. This demands greater creativity and innovation in the **management of organizations** to face current and future challenges.

One of the epistemological problems of management, direction, or administration as a science is that there is no agreed definition and its theory is still in development despite the significant contributions that many authors have made over time (Hameed & Irfan, 2019; Al-Kubaisi et al., 2020), among others. For example, (AL-KUBAISI et al., 2022; Almaiah & Al-Khasawneh, 2020) conceive it as: “

The institutional work process seeks to obtain efficiency and effectiveness in the results, through fair and democratic treatment of people and a rational use of existing resources.” (Bhutta et al., 2021).

Specifically, the challenges associated with human potential, with the incorporation of new approaches in its management, have conditioned the renewed recognition of people and their positioning as a determining and strategic factor in organizations, as the key to success and part of the essence of development. of the organizations (Khan, 2020; Al-Kubaisi & Shahbal, 2021). These demands are inserted in a dynamic, competitive, and uncertain external context, which has marked the path of great changes and organizational transformations in the management of its personnel (Al-Ahdal et al., 2020).

From the traditional administration of human resources, there has been a gradual transition to the current management of human talent in the knowledge society. In this environment, financial capital loses its status as the most important

resource to be replaced by knowledge, and with this, people stop being a problem in organizations to become their solution and competitive advantage of their intellectual capital (Khasawneh, 2021; AL ALI et al., 2022; Al-Kwifl et al., 2020).

Diversity of terms and approaches have marked the historical evolution of the study of the role of people in organizations and their proper management (Syed & Ozbilgin, 2019; Al-Kubaisi & Shahbal, 2021). Thus, the prevailing vision of personnel administration from a mechanistic conception of the role of the worker in organizations begins to be replaced by humanistic approaches that confer people the status of strategic factor (Hassounah et al., 2020).

New personnel management modalities began to consolidate in the last decade of the 20th century, based on a marked rejection of the term *resource*, which identifies the person as an instrument at the service of the organization, hyperbolizes the economic aspect, and relegates individuality and essence. of the worker and with it, it minimizes the approach of the individual objectives-organizational objectives relationship. Thus, the so-called "resource philosophy" begins to be replaced by the "philosophy of human potential", from the approaches of knowledge management, management by competencies, human capital, intellectual capital, human potential, and human talent, where both the organization as well as its members are considered subjects of permanent learning and development (Saad Alessa, 2021; Atlam et al., 2022; Alshebami & Seraj, 2022; Al-Kubaisi et al., 2022).

From this renewed vision, the literature consulted on the subject shows the strong presence of the Human Talent Management approach, also known as Human Capital Management, particularly consolidated within business management (Ashiq et al., 2021).

These new views and approaches to personnel management resignify the strategic role of people in organizations, which is considered as:

This strategic role is synthesized in the qualifiers assigned by (Khasawneh, 2021) from which we

select some essential ideas- when characterizing *people* in the organization:

If *you are human*, holders of knowledge, skills, and competencies, capable of providing it with the essential talent for its renewal and competitiveness; *associates* of the organization, hence the character of reciprocity in the interaction of people with organizations; *talents*, providers of essential skills for organizational success; *human capital*, the main asset that adds intelligence to the organization (Alabdulwahhab et al., 2021).

The reciprocity that should characterize person-organization relationships is also a shared criterion among the authors, highlighting: the need to harmonize personal objectives with organizational objectives, to achieve staff involvement and identification with the organization (Alsayed et al., 2021); the relationship of mutual dependence between people and organizations, which provides reciprocal benefits (Al-Mamary, 2022); staff as a protagonist to achieve the objectives of the organizations, while harmonizing their interests with it (Lutfi et al., 2022); the correct integration of the strategy, the structure, the work systems, and the people, to achieve the deployment of their skills and abilities and the efficiency and organizational competitiveness of the people (Budhwar et al., 2021); link the personal interests of workers with the interests of organizations, which requires effective management of the commitment and potential of people (Battisti et al., 2021).

Although in the consultations conducted, a strong tendency to revitalize the role of people in the organization is shown, sometimes their understanding as individual and social subjects, bearers of needs, motives, interests, capacities, and potentials is limited or insufficiently addressed. develop and transform the organization (Li et al., 2021).

In this direction, the appreciation of (Alhashedi et al., 2021) from a socio-psychological analysis of the management of human potential- emphasize in "

the need to foster the fulfillment of people at work through the fulfillment of the organization's objectives (mission, vision, values, strategic

objectives), which response to the binomial accomplished people-effective organizations" (Khan et al., 2021).

For this, (Almulhim et al., 2021) highlights that people expect to be able to satisfy various motivations while achieving institutional objectives: economic (personal and family support), social (communication, recognition, belonging), and psychological (realizing their potential and satisfying their needs). needs for participation, creation, and transcendence). If he doesn't, he emphasizes,

"The activity he carries out and his belonging to the organization acquire an alienating character, which impoverishes his personal identity and limits the possibilities of his human development in the field of work" (Mohamed et al., 2021).

(Aladsani et al., 2022) by recognizing the importance of institutions implementing "

different ways to balance the emotional state of your workers, as well as their satisfaction with the performance of their activity and their organization" (Shakoor et al., 2021).

From this perspective of analysis, the criteria of. (Al Jawali et al., 2021) are incorporated, recognizing that organizations depend, directly and inevitably, on people to achieve their global and strategic objectives; while they also depend on the organizations in which they work to achieve their personal objectives (better salaries and benefits, job stability, security, and quality of life at work, job satisfaction, consideration and respect, growth opportunity, freedom to work, leadership, pride in the organization). (Khasawneh et al., 2021)

As a synthesis of the reflections carried out, it is concluded that the relationship motives-objectives of personal fulfillment and professional progress, and the way in which the organization contains or excludes them, distinguish in a differentiated way, on the one hand, those organizations that they visualize *the human* only from the role of the personnel in the increase of the quality, the profitability, the productivity and the achievement of the objectives of the organization; and, on the other, those that are explicitly oriented towards people through management practices that

promote their personal and professional fulfillment through the fulfillment of organizational objectives (Al-Kubaisi & Shahbal, 2021; Hassounah et al., 2021).

An interesting example of the relationship between accomplished people and effective organizations is described by (Almaiah & Al-Khasawneh, 2022) in the case study, how to attract new generational talent? Where the importance for many workers of achieving an adequate balance between work and personal life is pointed out, in which work constitutes a component within (Mehrez et al., 2019).

A balanced range of valuable life experiences requires organizations to create conditions so that they can weigh their own priorities (family, training objectives, leisure, and social activities). All this not only results in better performance and higher retention rates but also helps create a healthy organization (Al-Mansoori & Koç, 2019)

From the previous arguments, the authors of the article derive three essential considerations that can mark different nuances in the policies, strategies, and actions in personnel management. (Al-Kubaisi & Shahbal, 2021; Al-Kubaisi et al., 2022).

This management proposal focuses on people and the organization; questions the possibilities, potentialities, and intentions of the organization to offer its members the conditions and opportunities to integrate their individual objectives with the organizational ones; which does not always result in a harmonious, cooperative, satisfactory relationship free of tensions and conflicts (Mehrez, 2019; Altbach et al., 2019). This requires the proper balance, systemic relationship, and integration in the management of processes and activities for the *management of human potential* (human capital, human talent; terms that, according to (Al-Mamary et al., 2020) are associated with the value assigned by organizations. to the people).

The contributions of some of the authors consulted enrich this perspective, from the analysis of the personnel management processes and their incidence in the achievement of the objectives and ends that are pursued with their adequate planning,

execution, control, and feedback, that is, compliance with the functional management cycle (Al-Mamary, 2019; Khan, 2020).

Thus, for example, in the work of (Khasawneh, 2021; Atlam et al., 2022), the objectives of personnel management are classified into three categories: explicit objectives (attract, retain, motivate, develop); implicit goals (productivity, quality of life, regulatory compliance); and long-term objectives (competitiveness, organizational results, adaptability).

The considerations of (Alabdulwahhab et al., 2021) coincide, to a large extent, with previous authors, recognizing that human resource management is the function that allows effective collaboration of people, in order to achieve organizational and individual objectives, through a set of policies and practices aimed at integrating talent into the organization in a participatory, welcoming and entrepreneurial culture; train, develop and reward them to continuously improve their performance; design work to make it meaningful, enjoyable, and motivating; offer excellent working conditions and improve the quality of life, among others.

These objectives, policies, and practices materialize in a set of management processes, closely interrelated, interdependent, and influenced by the external and internal conditions of the organization; Criteria that, although they are shared by most of the authors consulted (Lutfi et al., 2022), distinguish similarities and differences:

It is noteworthy that in the review of the works consulted, the coexistence of the term human resource management is maintained with the term's human potential, human capital, human talent. The first, preferably linked to the organization as a system; to a specific administrative area of the organization; in response to established rules and regulations; or because of the universal or common nature of the term in the business context; the remaining employees make a specific and explicit reference to the individuality of people, considering the effective management of their commitment and potential, as a strategic factor in organizations (Battisti et al., 2021)

Based on all the preceding analysis, we highlight, as a preliminary conclusion, that the *management of human potential* is oriented towards promoting personal fulfillment and professional progress in connection with institutional development, for which it is essential to incorporate policies and practices aimed at managing, ineffectively, the potential of people and their commitment to the organization. It means that people develop fully, with the consequent development of the organization (Almulhim et al., 2021)

All of this can help to neutralize the departure or flight of highly qualified personnel, of the organization's strategic knowledge, and as a result, of its intellectual capital.

The management of academic personnel in universities

The broad and demanding challenges that higher education faces in the current context, continue to maintain their inexhaustible presence on the political and educational agenda at the international and regional level, for the systematic reflection of the challenges to be assumed in university management to contribute to fulfilling the complex task of building a new history, in which its strategic role in sustainable development is (Shakoor et al., 2021). In this regard (Bai et al., 2020) state that without efficient university management it will be difficult to raise the quality and relevance of institutional results.

In various international and regional higher education conferences, it is present and established as a priority in the management of academic personnel: attracting, training, and retaining qualified, talented, and committed teachers and researchers, which requires the implementation of targeted policies and systems. to manage human potential and maximize its contribution to the achievement of institutional objectives, mission, and vision (Kinkorová et al., 2021)

The recently concluded Action Plan, the result of the systematization of the debates of the Ministry of Education and Higher Education of Qatar and Qatar National Commission for Education, constitutes a regulatory and guiding instrument for

proposals, plans, programs, and policies that will govern higher education in the context of the Sustainable Development Goals and the 2030 Education Agenda. In said projection, the current importance of quality with relevance to higher education, the development of institutional management mechanisms of quality in the search for continuous improvement for higher education, and special emphasis is placed on the role of academic staff as a key protagonist of educational and social change in the areas of science, technology, innovation and culture (Kute, 2022; Mohammed et al., 2022)

The proposed guidelines for change also demand from universities the implementation of new policies, institutional strategies, and innovative ways of managing academic staff, which consolidate their social recognition, strengthen professional development, and with it, the quality of their performance (Ghafur, 2021; Karkouti et al., 2021)

According to the authors of this article, university managers have to face a highly complex management process with some peculiarities, due to: the creativity and simultaneity of tasks performed by the academic staff; the need for permanent improvement; the transversality of its relationship with other universities processes and its active participation in them, and its dynamism, as it develops in an internal and external context with which it interacts permanently (Dusdal & Powell, 2021)

The other interesting situation that becomes known is that the management of academic personnel responds to specific demands, which allows the formulation of objectives and results that are different from other university processes. Likewise, the roles of teachers and researchers in the processes involved may be different from each other and from other university actors (Haris & Al-Maadeed, 2021)

Managing the academic staff at a university also requires a diversity of inputs, which must be adequately secured, and the use of a set of relevant tools for evaluating the results of their work and, consequently, proceeding with their stimulation (Khan et al., 2021)

In the treatment of these aspects, it is fair to point out that the main theoretical contributions and research findings in the field of human potential management are concentrated, for the most part, in the business context, with a lesser presence in university institutions, where the works stand out. from. (Mohamed et al., 2022; Elsharnouby & Elbanna 2021; Katzman 2021, Farag et al., 2019; Abbasi et al., 2020; Dargin 2021; Milton-Edwards 2020; Bafarasat & Oliveira 2021; Al-Aamri et al., 2021; Alnuqaydan et al., 2021).

This limited presence of studies on the subject is reaffirmed in a bibliometric study aimed at identifying the level of development of research on human talent management within the university based on articles published in Scopus and WoS in the period 2006- 2016, with the presence of only 22 contributions in this field, being from 2016 that a greater number of publications is evident (Al-Mamary, 2022). This shows, according to the criteria of these authors -with whom they agree- that the interest in the subject is recent and incipient, and the study on how said personnel is managed in university institutions, the main producers of human capital, is still insufficient.

The authors consulted agree that one of the priorities of universities is to have qualified academic staff to conduct their educational mission, as the architect of change. On the other hand, improving the recruitment, integration, commitment, and retention of said personnel, together with the processes of development and promotion, and evaluation, constitute important challenges to be assumed by said institutions. This generates a double challenge: attracting qualified academic staff and promoting their good performance and satisfaction, based on the recognition of their qualities and potential.

In short, placing academic staff as key actors in universities leads to assuming one of the great challenges of the current scenario: having the best talent and committing them to institutional objectives, which is reaffirmed by (Khasawneh, 2021) when they express:

The proper management of academic staff derives from the very essence of the university and its *raison d'être* as a strategic factor in the continuous improvement of substantive institutional

processes (teaching, research, extension), as it is made up of qualified academic staff with high standards, making it an exceptional example of the talent. (Saad Alessa, 2021)

In this strategic recognition of academic staff, university management must incorporate management policies and practices that, as (Hameed & Irfan, 2019) point out:

Promote the creation and development of duly qualified, motivated, and proactive human capital. Their performance and loyalty will depend on this, which necessarily requires correct strategic planning of this resource, which also allows the retention of personnel who have the necessary knowledge and are considered "key" for the organization (Mustafawi & Shaaban, 2019)

These authors also highlight the need to: seek, attract, and recruit human resources with highly competitive training; provide them with training, training, and personal development opportunities; establish processes to manage performance; and establish motivational actions (competitive salaries, career plan, etc.) (Al-Kubaisi et al., 2022)

This requires, as a counterpart, more efficient and innovative management, aimed at favoring and strengthening an incentivized, recognized, and progressive professional development of the academic staff, which generates a permanent link with the institution and the environment, guaranteeing the conditions, means, and resources necessary for expected performance (Himeur et al., 2020)

For this reason, universities require teachers and researchers who develop their careers committed to their mission and who are willing to live in them, not only for their individual interests but also because they are aware that these also depend on theirs. And precisely, one of the most evident fissures that can be seen in the management of academic staff is linked not only to the identification of objectives, goals, and specific problems but also to the personal and direct commitment of academic staff as key actors, in their compliance and the search and implementation of solutions (Altbach et al., 2019)

In this sense (Al-Ahdal, 2020) highlights:

The successful future of universities that have the function of training competent professionals and being socially responsible depends on their ability to turn their most valuable and competitive resource into an advantage: human capital. Quality university management should prioritize efficient management of the human capital that it has, and plan strategies aimed at its development (Syed & Ozbilgin, 2019)

Another contribution to the subject in the Saudi context is made by Alshebami and Seraj (2020), although he focuses their research findings on university teaching staff (professors), we consider that his theoretical reflections can be generalized to all academic staff. This author reiterates that the teaching staff constitutes the essential potential that a university possesses to fulfill its strategic objectives, vision, and mission, so its proper management means developing the talent available to it by increasing its potential and promoting its development. continuous.

From the preceding analysis, the strategic importance assigned to academic staff becomes visible, which encourages creativity and innovation in the incorporation of new strategies to improve the efficiency of processes for their management, in which institutional and individual objectives are articulated, in a complex internal and external context such as the one that currently exists in the region. (Shahbal et al., 2022; Shahbal et al., 2022; Oraibi et al., 2022)

Conclusion

Valuable and competitive staff in organizations is becoming a coveted commodity, difficult to attract and maintain; to which is added the presence of management policies and strategies supposedly anchored in the recognition of their strategic importance (Rauer et al., 2021), but whose practices and actions do not generate an attractive and competitive value proposition that promotes permanence and organizational commitment.

The critical value analysis conducted makes visible the need to implement agreed policies and strategies, which integrate the processes that are part of said management and maximize the performance of the work conducted by teachers

and researchers in universities (Pal, 2021). In this context, spaces should be planned that favor their participation in problem-solving and decision-making, create a satisfactory organizational climate, and design and implement skills development programs as part of their professionalization and evident need to contribute to the continuous quality development.

The primary concern and purpose of these and other actions is for academic staff to become protagonists of their personal projection, with values and capacities to be promoters, among other actors, of the necessary change in universities, and in general, of the sustainable development to which is aspired.

Conflict of interests

The authors declare that they have no conflict of interest in this research.

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