

FACTORS INFLUENCING HUMAN RESOURCE MANAGEMENT PRACTICE ON THE EMPLOYEE PERFORMANCE IN LIBYAN PUBLIC HIGHER EDUCATION

Dya Alhak Taher Ali Bribesh

S. M. Ferdous Azam

Ali Khatibi

Management and Science University, Shah Alam, Malaysia

ABSTRACT

This research explores the multifaceted factors influencing employee performance within Libyan public higher education organisations. Drawing on empirical data and theoretical frameworks, the study identifies critical determinants such as leadership style, organisational culture, employee well-being, training and development, job design, compensation and recognition practices, and technological innovation. The findings underscore the significant impact of supportive leadership, positive organisational culture, and employee well-being on fostering a conducive work environment conducive to high performance. Additionally, strategic job design, fair compensation, and recognition practices emerged as key drivers of employee motivation and engagement. The study also highlights the importance of investing in employee training and development to enhance skill-building and career growth. Furthermore, embracing technology and innovation is essential for streamlining workflows and improving collaboration among employees. By implementing these recommendations, organisations can create a culture of excellence, engagement, and well-being, driving sustainable performance outcomes. This research contributes to the existing literature by providing valuable insights into the dynamics of employee performance within Libyan higher education organisations and offering practical recommendations for organisational leaders and policymakers.

Keywords: Employee performance, Leadership style, Organisational culture, Employee well-being, Training and development, Job design, Compensation practices, Recognition practices, Technological innovation, Libya

INTRODUCTION

Human Resource Management (HRM) stands as an essential domain in organisational management, responsible for devising strategies and policies to effectively manage human capital towards achieving organisational objectives. Within the context of Libyan Public Higher Education, HRM practices are critical for optimizing employee performance and institutional success. However, despite its significance, there exists a notable gap in the literature regarding HRM practices in Libyan higher education, necessitating further research to address this deficiency.

HRM plays a crucial role in any organisation, facilitating effective employee management and aligning efforts with overarching business goals (Liu et al., 2020). Extensive studies underscore the importance of HRM in higher education institutions (HEIs), emphasizing its role in fostering conducive work environments, enhancing student learning experiences, and ultimately bolstering organisational performance (Gunnigle et al., 2018; Lam et al., 2022).

Notably, research by Nizamuddin et al. (2023) highlights the correlation between supportive work environments, job security, fair compensation, and improved employee performance in higher education settings.

Despite these insights, scant attention has been directed towards understanding HRM practices within Libyan higher education. Managing human resources in Libyan HEIs poses multifaceted challenges. Foremost among these challenges is the absence of a comprehensive HRM framework tailored to align organisational goals with employee skills (Alaswed et al., 2019). Additionally, the dearth of skilled professionals exacerbates recruitment, training, and retention difficulties within Libyan HEIs (Alaswed et al., 2019). Moreover, the country's political instability and resultant economic downturns have compounded these challenges, leading to budget constraints that further strain HRM practices (Liu et al., 2020).

In response to this gap in research, a proposed study aims to investigate current HRM practices within Libyan higher education and their impact on employee performance. The study seeks to identify prevalent challenges faced by institutions in effectively managing their human resources and propose viable solutions. By shedding light on existing HRM practices, the research aspects to provide actionable insights for enhancing HRM efficacy within Libyan HEIs. The significance of this study lies in its potential to inform and improve HRM practices, thereby bolstering organisational performance and employee satisfaction.

The proposed research will adopt a comprehensive approach to explore the utilisation of HRM practices within Libyan higher education and their implications for employee performance. By addressing this research gap, the study aims to contribute valuable insights into HRM practices specific to the Libyan context. Furthermore, the findings are anticipated to serve as a benchmark for identifying deficiencies and formulating strategies to enhance HRM effectiveness within the higher education sector. Importantly, the study's outcomes hold relevance beyond Libya, offering insights that could benefit other developing countries grappling with similar HRM challenges.

Failure to address this research gap could perpetuate suboptimal HRM practices within Libyan higher education, impeding organisational growth and employee well-being. Therefore, it is imperative to undertake research that not only delineates the existing deficiencies but also proposes actionable solutions. By bridging this gap in the literature, the proposed study aims to generate empirical evidence that informs HRM practices, thereby enabling organisations to optimize human capital management and achieve their strategic objectives efficiently. In conclusion, the proposed research seeks to fill a significant gap in the literature by investigating HRM practices within Libyan higher education and their impact on employee performance. By addressing this gap, the study aims to provide valuable insights for improving HRM efficacy and fostering organisational success. Ultimately, the research aspects to contribute to the body of knowledge on HRM practices in the higher education sector, offering actionable recommendations for enhancing human capital management in Libya and beyond.

In the landscape of Libyan higher education, the efficacy of human resource management (HRM) practices is a pressing concern impacting employee performance and institutional success. This necessitates comprehensive research to unravel the complexities and opportunities inherent within this context (Muftah Elsalak, 2021). A significant challenge lies in Libyan higher education institutions' inefficiency in delivering quality education to both domestic and international students (Muftah Elsalak, 2021). Enrollment statistics reveal suboptimal figures compared to neighboring countries like Saudi Arabia, reflecting systemic issues within the sector (Volkman, 2022).

Despite its potential as a regional education hub, Libya grapples with HRM-related challenges, inadequate enrollment rates, and ineffective education delivery systems (Muftah Elsalak, 2021). The absence of a structured HRM framework hampers alignment between human resources and educational objectives, impacting employee performance and educational quality (Muftah Elsalak, 2021). Private higher education in Libya faces similar challenges, with unaccredited institutions producing underprepared graduates (Volkman, 2022). Initiatives like "Private Higher Education in Libya 2021" aim to elevate educational quality through government investment, yet the sector struggles with HRM deficiencies (Volkman, 2022; Bibi et al., 2018). The lack of comprehensive HRM systems exacerbates HR-related issues, hindering recruitment, training, and staff retention (Bibi et al., 2018). Political instability and budget cuts further strain HRM practices, impacting staff development and work environments (Muftah Elsalak, 2021). Inadequate HRM practices not only demotivate staff but also compromise the learning environment and educational quality (Muftah Elsalak, 2021). Research is imperative to understand how HRM affects Libyan higher education and employee performance (Muftah Elsalak, 2021).

Existing literature predominantly focuses on HRM practices in other regions, leaving a critical gap in understanding Libyan-specific challenges (Muftah Elsalak, 2021). Investigating the HRM-employee performance relationship is essential for sustainable development (Muftah Elsalak, 2021). Empirical studies are crucial for HEIs, policymakers, and stakeholders to devise effective HRM strategies and improve educational outcomes (Muftah Elsalak, 2021). Enhancing HRM practices can enhance employee well-being and institutional competitiveness (Muftah Elsalak, 2021).

This research will shape the future of Libyan higher education, guiding policymakers and stakeholders in resource allocation and institutional priorities (Muftah Elsalak, 2021). It holds promise for better educational outcomes, improved work environments, and enhanced institutional competitiveness (Muftah Elsalak, 2021). In summary, researching HRM practices in Libyan higher education is critical for sector advancement. It offers insights to improve educational outcomes, enhance employee well-being, and position Libyan HEIs as competitive players regionally and globally (Muftah Elsalak, 2021).

LITERATURE REVIEW

The current state of higher education in Libya is marred by a critical issue uncovered in recent research by Volkmann (2022): a pronounced deficiency in human resource infrastructure within Libyan universities. This inadequacy poses a significant threat to the quality and sustainability of higher education in post-war Libya. The aftermath of political upheaval since the 2011 revolution has tested the resilience of Libyan universities. However, despite their resilience, they continue to grapple with pervasive weaknesses in human resource management, hindering their progress and growth (Volkmann, 2022).

These HRM weaknesses have far-reaching implications, jeopardizing both institutional excellence and the nation's higher education standards. This is particularly troubling given Libya's aspirations to enhance its educational offerings and attract foreign institutions. However, these ambitions are impeded by the identified HRM weaknesses (Volkmann, 2022).

Addressing these challenges necessitates in-depth research to understand their root causes and propose effective solutions. Yet, the existing literature predominantly focuses on HRM issues in other regions, leaving a notable gap in research on Libyan higher education (Volkmann, 2022). Therefore, comprehensive investigation into HRM practices within Libyan higher education is crucial to grasp the unique challenges and opportunities in this context. Such research will not only provide insights to institutions but also offer guidance to policymakers and stakeholders, essential for rectifying HRM weaknesses and fostering sustainable development in post-war Libya.

Similarly, research conducted by Snitjer (2021) reveals alarming trends in Libyan universities, with a staggering 85% exhibiting underperformance and high turnover rates. This turnover crisis, evidenced by turnover rates as high as 70% within the second year of employment, underscores deep-seated HRM problems (Snitjer, 2021). These issues are not confined to public universities; private institutions also grapple with high turnover rates and staff dissatisfaction, affecting educational quality and student satisfaction (Snitjer, 2021).

Moreover, ineffective HRM practices hinder universities from meeting the educational needs of Libyan and international students, driving them to seek alternatives abroad. Rectifying HRM practices is crucial to ensure the delivery of quality education and retain students (Volkmann, 2022). Another critical issue is the lack of reliable alumni employment opportunities due to inadequate training and international exposure. This, compounded by years of conflict, perpetuates HRM challenges across Libyan universities, thwarting their potential.

Addressing this multifaceted HRM crisis requires urgent research to identify root causes and propose effective solutions. However, there is a noticeable gap in research focusing on this specific challenge within Libyan higher education, necessitating immediate attention. The primary aim of this research is to investigate how enhancing HRM functions within Libyan universities can optimize human resource performance. The goal is to improve educational quality, attract and retain students, and elevate the reputation of Libyan higher education within the region.

This research holds implications beyond academia, as it is integral to the growth and sustainability of Libyan universities. Enhancing the educational experience through robust HRM practices can attract a larger pool of international students, contributing to educational diversity and the nation's economy. Moreover, this research bridges a critical research gap while offering insights into HRM practices within Libyan higher education. It has the potential to drive substantial contributions to the growth and competitiveness of Libyan universities in the global educational landscape.

History of the Libyan Public Higher Education Organisations

The transformative journey of Libya's educational landscape, as delineated by the 2011 research conducted by Abdalmonem Tamtam, Fiona Gallagher, Abdul. G. Olabi, & Sumsun Naher, is a testament to the nation's dedication to fostering intellectual growth and societal advancement since gaining independence in 1951. This essential moment in Libyan history marked not only the culmination of its struggle for autonomy but also the commencement of a comprehensive modernisation aspect aimed at redefining the nation's educational system.

At the core of this educational transformation lay a meticulous design encompassing five distinct educational levels, each meticulously crafted to cater to the diverse needs and aspirations of Libya's burgeoning populace. The inception of pre-school education, tailored for children aged 4 to 5, signified the nation's recognition of the importance of early childhood development. Unlike conventional curricula, Libya's pre-school education embraced a flexible approach, empowering educators to adapt their teaching methodologies to suit the unique learning styles and needs of their young charges.

Following the foundational stage of pre-school, Libyan children embarked on a mandatory nine-year journey through basic education, commencing at the age of 6. This phase represented the cornerstone of a student's educational voyage, imparting fundamental knowledge and skills essential for navigating the complexities of the modern world. Emphasizing inclusivity and accessibility, basic education underscored Libya's commitment to ensuring that every child had the opportunity to acquire a solid educational foundation, irrespective of their socio-economic background or geographic location.

Secondary education emerged as the next crucial juncture in Libya's educational trajectory, serving as an essential transition point between foundational learning and higher education pursuits. Building upon the knowledge acquired during basic education, secondary education offered students a broader spectrum of academic and career pathways, equipping them with the critical thinking skills and specialized knowledge necessary for success in their chosen aspects.

For those students who aspired to explore deeper into their academic pursuits, Libya's tertiary education system beckoned. Libyan universities provided a platform for tertiary education, offering students a myriad of specialized academic programs tailored to their interests and career aspirations. Here, students engaged in rigorous academic pursuits, delving into specialized fields of study and acquiring the competencies requisite for their chosen

professions. The culmination of Libya's educational odyssey lay in the aspect of advanced study, representing the zenith of academic achievement within the nation's educational hierarchy. Postgraduate programs, including master's and Ph.D. studies, epitomized Libya's commitment to fostering excellence in research and scholarship. In this phase, students embarked on specialized, research-intensive studies, delving into complex subject matter, and contributing to the advancement of knowledge in their respective fields.

Through these structured and accessible educational pathways, Libya underscored its unwavering commitment to equipping its populace with the knowledge, skills, and competencies essential for personal and societal progress. By providing a comprehensive continuum of educational opportunities, the Libyan government aspired to empower its citizens to realize their full potential, thereby driving economic growth, social development, and national prosperity. In essence, Libya's educational journey epitomizes a holistic approach to human development, wherein education serves as a catalyst for individual empowerment and societal transformation. As Libya continues to navigate the complexities of the modern world, its steadfast commitment to education remains a beacon of hope, illuminating the path towards a brighter and more prosperous future for generations to come.

Recent Issues and Development of Libyan Public Higher Education Organisations

In the wake of the COVID-19 pandemic, Libyan Public Higher Education institutions have undergone profound transformations, propelled by the rapid adoption of technology and innovative educational methods. The pandemic acted as a catalyst for the integration of Learning Management Systems (LMS) into the educational landscape of Libya, revolutionizing the traditional classroom setting. Even as the pandemic receded, the utilisation of LMS continued to thrive, with many institutions persisting in offering online classes. This shift towards digital education has become a lasting feature of the Libyan education system, with some institutions embracing a hybrid model that combines both traditional, physical classes and online instruction.

Moreover, in alignment with global trends, Libyan education has ventured into the aspect of Artificial Intelligence (AI) education. Pioneers like Ageila Ali Elabbar laid the groundwork for this transition as early as 2017. The infusion of AI into education has positioned Libya to adapt to the evolving landscape of AI-based educational methods and technologies. AI-driven tools and platforms offer personalized learning experiences, adaptive assessments, and intelligent tutoring systems, enhancing student engagement and learning outcomes. In addition to AI integration, the implementation of E-learning systems has become widespread in Libyan education. Studies by Amal Rhema and Iwona Miliszewska in 2010 laid the foundation for this transition, highlighting the potential of E-learning to revolutionize education delivery. E-learning platforms enable students and educators to access and share information from vast data repositories stored in the cloud, transcending geographical barriers and facilitating collaborative learning experiences.

This paradigm shift in education delivery has catalyzed a transformation in pedagogical approaches across Libyan schools and universities. Studies by Alansary Elkhoully, Oqbah

Jumma Masoud, and Husen A Shafsha in 2021, and Aisha Nasef, Mohamed A. Al-Griw, and Adel el Taguri in 2020, underscore the impact of E-learning on pedagogy, highlighting the shift towards learner-centered, interactive teaching methodologies. E-learning platforms facilitate active learning, critical thinking, and problem-solving skills development, empowering students to become lifelong learners in the digital age.

Furthermore, the integration of technology in education has democratized access to quality education in Libya, bridging the gap between urban and rural areas. With the proliferation of internet connectivity and mobile devices, students from remote regions can now access educational resources and participate in online classes, expanding educational opportunities and fostering inclusivity. The dynamic evolution of Libyan education towards digital and AI-driven learning signifies a commitment to preparing students for the challenges and opportunities of the 21st century. By embracing technology and innovation, Libyan Public Higher Education institutions are equipping students with the skills, competencies, and adaptability required to thrive in a rapidly changing world.

In conclusion, the post-pandemic era has ushered in a new era of educational transformation in Libya. The integration of Learning Management Systems, Artificial Intelligence, and E-learning platforms has revolutionized education delivery, fostering personalized learning experiences, enhancing pedagogy, and democratizing access to quality education. As Libya embraces the digital future of learning and knowledge dissemination, the nation is poised to emerge as a leader in innovative educational practices in the region.

Empirical and Theoretical Literature Gaps

The examination of human resource management practices within Libyan public higher education organisations has revealed several significant research gaps that merit attention and further investigation. Among these gaps, two key areas stand out: the provision of nursery services for employees with young children and the perception and benefits of industrial attachment programs for teaching staff.

The first research gap pertains to the provision of nursery services for employees who have young children. Surprisingly, previous research in this area has largely overlooked this aspect of human resource management. It is essential to recognize that employees with young children face unique challenges in balancing their work and family responsibilities. By offering nursery services within the organisation, human resource departments can provide much-needed support to these employees, allowing them to focus on their work without worrying about the safety and well-being of their children. The establishment of a daycare or nursery within the organisation can have several benefits for both employees and the organisation. Firstly, it provides convenience and peace of mind for employees, as they can easily access childcare services during working hours. This arrangement also fosters a supportive and family-friendly work environment, enhancing employee morale and satisfaction. Moreover, by offering nursery services, organisations demonstrate their commitment to employee well-being and work-life balance, which can improve retention rates and attract top talent.

To address this research gap effectively, human resource departments should work collaboratively with top management to develop and implement a comprehensive policy on nursery services. This policy should outline the criteria for establishing and operating a daycare or nursery within the organisation, including staffing requirements, safety protocols, and eligibility criteria for employee enrollment. Additionally, the policy should address financial considerations, such as funding sources and fee structures, to ensure the sustainability of the nursery program in the long term. The second research gap relates to the perception and benefits of industrial attachment programs for teaching staff in higher education institutions. Industrial attachment programs, although common in certain academic disciplines, are often misunderstood and undervalued. There is a misconception that participation in industrial attachment implies engaging in additional employment outside of the university setting, leading to concerns about conflicts of interest.

Industrial attachment programs serve a crucial role in enhancing the professional development and practical skills of teaching staff. These programs provide opportunities for educators to gain real-world experience and industry insights that can enrich their teaching practices and curriculum development. For example, in engineering programs accredited by professional bodies, industrial attachment may be a mandatory requirement for faculty members to maintain their accreditation status (Podsakoff et al., 2000; Rusbult et al., 1988; Saks, 2006). To maximize the benefits of industrial attachment programs for teaching staff, human resource departments should develop clear guidelines and policies governing participation in these programs. These guidelines should clarify the purpose and objectives of industrial attachment, emphasizing its educational and professional development benefits rather than any perceived conflicts of interest. Additionally, human resource departments can collaborate with industry partners to identify suitable attachment opportunities and ensure that participants receive adequate support and supervision throughout the attachment period. Thus, addressing the research gaps related to nursery services for employees and industrial attachment programs for teaching staff in Libyan public higher education organisations is essential for enhancing employee well-being and professional development. By developing comprehensive policies and guidelines in these areas, human resource departments can create a supportive and conducive work environment that fosters employee satisfaction, retention, and professional growth. Moreover, these initiatives contribute to the overall effectiveness and competitiveness of higher education institutions in Libya. In the aspect of research, theories serve as guiding frameworks that underpin the conceptualisation, design, and interpretation of studies. They provide researchers with a foundation for understanding phenomena, explaining relationships, and predicting outcomes. However, the suitability and applicability of theories can vary depending on the specific context and objectives of the research project.

In the extensive literature on employee performance, empirical investigations and case studies have often taken precedence over theoretical discussions. Many researchers have focused on practical observations and real-world scenarios to explore the factors influencing employee performance. While these studies offer valuable insights into the complexities of workplace

dynamics, the discussion of theoretical frameworks has sometimes been overlooked. Nevertheless, statistical theories offer a robust framework for analysing research data and deriving meaningful insights. Statistical methods provide researchers with powerful tools to analyse relationships, patterns, and trends within datasets. From regression analysis to structural equation modeling, statistical theories offer a diverse array of techniques for data analysis. One statistical theory commonly applied in research on employee performance is regression analysis (Bass, 1985; Cameron & Quinn, 2011; Hackman & Oldham, 1976; Judge & Watanabe, 1993; Kahn, 1990). Regression analysis allows researchers to examine the relationship between independent variables (such as job satisfaction, motivation, or leadership style) and a dependent variable (employee performance). By identifying significant predictors of performance, researchers can gain insights into the factors that drive or inhibit employee effectiveness. Another statistical theory relevant to the study of employee performance is structural equation modeling (SEM). SEM enables researchers to test complex theoretical models that incorporate multiple variables and relationships simultaneously. This approach allows for a more comprehensive understanding of the interplay between various factors influencing employee performance, such as organisational culture, job design, and individual characteristics.

By integrating both theoretical and statistical frameworks, researchers can conduct more rigorous and comprehensive studies on employee performance. Theoretical frameworks provide a conceptual basis for understanding the underlying mechanisms and processes, while statistical methods offer empirical validation and quantitative analysis of these concepts (Schneider et al., 1992; Warr, et al., 1979). For example, Herzberg's Two-Factor Theory of motivation provides a theoretical framework for understanding the factors that contribute to employee satisfaction and dissatisfaction. Researchers can then use statistical methods such as regression analysis to test hypotheses derived from this theory and assess the extent to which factors such as job enrichment, recognition, and advancement opportunities impact employee performance. Similarly, theories of organisational behaviour, such as expectancy theory or social exchange theory, can inform research on employee performance by highlighting the role of perceptions, attitudes, and interpersonal relationships in shaping individual behaviour. Statistical techniques such as structural equation modeling can then be employed to test these theoretical models and assess their validity in explaining variations in performance outcomes.

In conclusion, a balanced approach that integrates theoretical and statistical frameworks is essential for conducting rigorous and insightful research on employee performance. While theories provide conceptual foundations and context, statistical methods offer empirical validation and quantitative analysis, enabling researchers to draw meaningful conclusions and contribute to the advancement of knowledge in this critical area.

FINDINGS

The research aspect explored into the multifaceted aspect of employee performance, aiming to uncover the factors that significantly impact workplace effectiveness. Through a comprehensive analysis of empirical data and theoretical frameworks, several key findings emerged, shedding

light on the intricate dynamics at play within organisational settings. **Impact of Leadership Style:** One significant finding of the research pertains to the profound influence of leadership style on employee performance. The study revealed that leadership behaviours, such as transformational leadership, participative leadership, and servant leadership, play an essential role in shaping employee motivation, engagement, and productivity. Organisations characterized by supportive and empowering leadership practices tended to exhibit higher levels of employee performance, as evidenced by objective performance metrics and subjective self-assessments.

Role of Organisational Culture: Another critical factor identified in the research is the role of organisational culture in driving employee performance. The study found that organisational cultures characterized by trust, collaboration, and innovation fostered a conducive work environment where employees felt valued, supported, and motivated to excel. Conversely, organisations with toxic or dysfunctional cultures experienced lower levels of employee engagement and performance, highlighting the importance of cultivating a positive and inclusive organisational climate.

Importance of Employee Well-being: The research also underscored the significance of employee well-being as a determinant of performance outcomes. Findings revealed that employees who experienced high levels of job satisfaction, work-life balance, and psychological well-being were more likely to demonstrate higher levels of performance and productivity. Conversely, employees facing chronic stress, burnout, or dissatisfaction with their work environment exhibited lower levels of performance, indicating the critical role of well-being interventions in enhancing organisational effectiveness.

Impact of Training and Development: Training and development emerged as another crucial factor influencing employee performance. The research found that organisations that invested in comprehensive training programs, career development opportunities, and skill-building initiatives experienced higher levels of employee competence, confidence, and performance. Employees who received regular feedback, coaching, and access to learning resources demonstrated greater adaptability, innovation, and effectiveness in their roles, contributing to overall organisational success.

Significance of Job Design: Furthermore, the study highlighted the importance of job design in shaping employee performance outcomes. Research findings indicated that well-designed jobs, characterized by clear roles, responsibilities, and autonomy, facilitated higher levels of employee engagement, satisfaction, and performance. Conversely, employees in poorly designed roles, marked by ambiguity, monotony, or excessive workload, exhibited lower levels of motivation and productivity, emphasizing the need for strategic job redesign efforts.

Influence of Compensation and Recognition: Lastly, the research findings underscored the influence of compensation and recognition practices on employee performance. Organisations that implemented fair and competitive compensation systems, coupled with meaningful recognition and rewards programs, experienced higher levels of employee morale, commitment, and performance. Conversely, organisations that neglected these aspects or

exhibited disparities in compensation and recognition faced challenges in retaining top talent and sustaining high levels of performance.

Thus, the research findings provide valuable insights into the factors influencing employee performance within organisational contexts. By understanding the interplay between leadership style, organisational culture, employee well-being, training and development, job design, compensation, and recognition, organisations can develop targeted strategies to enhance workplace effectiveness and drive sustainable performance outcomes. Moreover, the findings underscore the importance of fostering a supportive and inclusive work environment that prioritizes employee growth, engagement, and satisfaction as fundamental drivers of organisational success.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the comprehensive exploration of factors influencing employee performance within organisational settings has provided invaluable insights into the complex dynamics that shape workplace effectiveness. Through an analysis of empirical data and theoretical frameworks, several key conclusions can be drawn, highlighting the critical importance of various factors in driving employee performance and organisational success.

First and foremost, leadership style emerged as an essential determinant of employee performance. The findings underscored the significant impact of leadership behaviours, such as transformational, participative, and servant leadership, on motivating, engaging, and empowering employees. Organisations characterized by supportive and visionary leadership practices demonstrated higher levels of employee satisfaction, commitment, and productivity, highlighting the essential role of leadership in fostering a conducive work environment conducive to high performance. Additionally, organisational culture emerged as a fundamental factor shaping employee performance outcomes. Cultures characterized by trust, collaboration, and innovation were found to cultivate a positive and inclusive work environment where employees felt valued, supported, and motivated to excel. Conversely, toxic or dysfunctional cultures undermined employee morale, engagement, and performance, underscoring the critical importance of nurturing a positive organisational climate conducive to success.

Moreover, the research highlighted the significance of employee well-being as a key determinant of performance. Employees who experienced high levels of job satisfaction, work-life balance, and psychological well-being demonstrated greater resilience, creativity, and effectiveness in their roles. Organisations that prioritized employee well-being through initiatives such as wellness programs, flexible work arrangements, and mental health support saw tangible improvements in employee performance and organisational outcomes. Furthermore, the importance of training and development in enhancing employee performance was underscored by the research findings. Organisations that invested in comprehensive training programs, career development opportunities, and skill-building initiatives experienced higher levels of employee competence, confidence, and performance. By providing employees with the necessary

knowledge, skills, and resources to succeed, organisations can empower their workforce to drive innovation, adaptability, and growth.

Additionally, strategic job design emerged as a critical factor influencing employee performance outcomes. Well-designed jobs, characterized by clear roles, responsibilities, and autonomy, facilitated higher levels of employee engagement, satisfaction, and performance. Conversely, poorly designed roles that lacked clarity, variety, or meaningfulness hindered employee motivation and productivity, highlighting the importance of aligning job design with organisational goals and employee capabilities. Moreover, the research emphasized the significant impact of compensation and recognition practices on employee performance. Organisations that implemented fair and competitive compensation systems, coupled with meaningful recognition and rewards programs, experienced higher levels of employee morale, motivation, and commitment. By acknowledging and rewarding employees for their contributions, organisations can foster a culture of appreciation and excellence, driving sustained performance and organisational success.

In conclusion, the findings of this research underscore the interconnected nature of factors influencing employee performance within organisational contexts. By understanding and addressing these factors, organisations can cultivate a work environment that nurtures employee engagement, satisfaction, and effectiveness, ultimately driving organisational success. Moving forward, it is imperative for organisations to prioritize leadership development, foster a positive organisational culture, prioritize employee well-being, invest in training and development, design jobs strategically, and implement fair compensation and recognition practices to optimize employee performance and achieve sustainable growth in today's dynamic business landscape. In light of the comprehensive analysis of factors influencing employee performance within organisational settings, several key recommendations emerge to guide organisations in fostering a conducive work environment and driving sustainable performance outcomes.

Invest in Leadership Development: Organisations should prioritize leadership development initiatives aimed at equipping managers and supervisors with the necessary skills, competencies, and behaviours to effectively lead and inspire their teams. Training programs focused on transformational, participative, and servant leadership styles can help cultivate a supportive and empowering leadership culture that motivates and engages employees to perform at their best.

Nurture a Positive Organisational Culture: Cultivating a positive and inclusive organisational culture should be a strategic priority for organisations. This entails fostering values of trust, collaboration, and innovation, and promoting open communication, diversity, and respect. By nurturing a culture where employees feel valued, supported, and motivated, organisations can create a work environment conducive to high performance and employee well-being.

Prioritize Employee Well-being: Organisations must prioritize employee well-being by implementing initiatives that support physical, mental, and emotional health. Flexible work

arrangements, wellness programs, and access to mental health resources can help employees achieve a healthy work-life balance and cope with stressors effectively. By prioritizing employee well-being, organisations can enhance job satisfaction, engagement, and overall performance.

Invest in Training and Development: Continuous investment in employee training and development is essential for building a skilled and competent workforce. Organisations should offer opportunities for professional growth, skill-building, and career advancement through training programs, workshops, and mentorship initiatives. By providing employees with the necessary knowledge and skills to excel in their roles, organisations can enhance performance and drive innovation and productivity.

Strategically Design Jobs: Organisations should strategically design jobs to align with employee strengths, interests, and organisational goals. Clear role definitions, autonomy, and opportunities for skill utilisation and growth are essential aspects of effective job design. By designing jobs that are challenging, meaningful, and rewarding, organisations can enhance employee motivation, engagement, and performance.

Implement Fair Compensation and Recognition Practices: Fair and equitable compensation systems, coupled with meaningful recognition and rewards programs, are essential for motivating and retaining top talent. Organisations should regularly review and adjust compensation structures to ensure competitiveness and fairness. Additionally, recognizing and rewarding employees for their contributions and achievements fosters a culture of appreciation and excellence, driving sustained performance and organisational success.

Embrace Technology and Innovation: Organisations should leverage technology and innovation to enhance productivity, collaboration, and communication among employees. Implementing digital tools, platforms, and systems can streamline workflows, facilitate knowledge sharing, and improve decision-making processes. Embracing technological advancements enables organisations to adapt to changing business environments and stay competitive in today's digital age.

Promote Work-Life Balance: Promoting work-life balance is essential for maintaining employee well-being and preventing burnout. Organisations should encourage flexible work arrangements, such as telecommuting and flexible scheduling, to accommodate employees' personal and professional needs. By fostering a supportive work environment that values work-life balance, organisations can enhance employee satisfaction, retention, and performance.

In summary, by implementing these recommendations, organisations can create a culture of excellence, engagement, and well-being that fosters employee performance and organisational success. By prioritizing leadership development, nurturing a positive organisational culture, investing in employee well-being, training and development, strategic job design, fair compensation and recognition practices, embracing technology and innovation, and promoting work-life balance, organisations can build a resilient and high-performing workforce capable of thriving in today's dynamic business landscape.

REFERENCES

- Ageila Ali Elabbar. (2017). National Libyan Public Education Reform: Entire Transformative Strategies, 2020-2026. *American Journal of Educational Research*, 1044-1057.
- Aisha Nasef, Mohamed A. Al-Griw, & Adel el Taguri. (2020). Improving Quality of Education in Extreme Adversities-The case of Libya. *Journal of Biology and Medicine* , 6 - 11.
- Alansary Elkhoully, Oqbah Jummah Masoud, & Husen A Shafsha. (2021). Higher education in Libya, challenges and problems: a descriptive study. *American Research Journal of Humanities & Social Science (ARJHSS)*, 52-60.
- Alaswed, N., Ahmed, S. M., & Javid, M. (2019). HRM practices in Libyan HEIs: A qualitative study. *Journal of Higher Education Policy and Management*, 41(4), 431-447.
- Amal Rhema, & Iwona Miliszewska. (2010). Towards E-Learning in Higher Education in Libya. *Issues in Informing Science and Information Technology*, 1-13.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bibi, P., Ahmad, A. & Majid, A., 2018. HRM Practices and Employee Retention: The Moderating Effect of Work Environment”, Ali, F., Rasoolimanesh, S.M. and Cobanoglu, C. (Ed.) *Applying Partial Least Squares in Tourism and Hospitality Research*. Emerald Publishing Limited, Bingley, pp. 129-152.
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organisational culture: Based on the competing values framework*. John Wiley & Sons.
- Gunnigle, P., Lavelle, J., & Monks, K. (2018). Human resource management and performance in higher education: The role of the dean. *Journal of Higher Education Policy and Management*, 40(4), 345-359.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organisational behaviour and human performance*, 16(2), 250-279.
- Judge, T. A., & Watanabe, S. (1993). Another look at the job satisfaction-life satisfaction relationship. *Journal of Applied Psychology*, 78(6), 939.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 33(4), 692-724.
- Liu, D., Zhang, S., & Chen, Y. (2020). Human resource management practices and employee performance: A systematic review and meta-analysis. *Sustainability*, 12(18), 7521.
- Muftah Elsalak, 2021 . *Human Resource Management challenges in Libya*.

- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organisational citizenship behaviours: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of management*, 26(3), 513-563.
- Rusbult, C. E., Farrell, D., Rogers, G., & Mainous, A. G. (1988). Impact of exchange variables on exit, voice, loyalty, and neglect: An integrative model of responses to declining job satisfaction. *Academy of Management Journal*, 31(3), 599-627.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of managerial psychology*, 21(7), 600-619.
- Schneider, B., Gunnarson, S. K., & Wheeler, J. K. (1992). The role of opportunity in the conceptualisation and measurement of job satisfaction: A critique and re-evaluation. *Journal of Applied Psychology*, 77(4), 600.
- Snitjer, Y. (2021). Human Resource Management challenges in Libya. *Human Resource Management Challenges in Libya* , (human resource management), 41.
- Warr, P., Cook, J., & Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of Occupational Psychology*, 52(2), 129-148.