

Enhancing Faculty Satisfaction and Performance in Higher Education: The Transformative Role of HR and Technology Integration

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Abstract. *This study investigates the role of Human Resources (HR) strategies and technology integration in enhancing faculty satisfaction and performance at Kuwait's private higher education institutions (HEIs) amidst perceived institutional challenges. It investigates three key factors: technology use in performance evaluation, human resources' role in adapting to global educational shifts, and faculty views on institutional challenges. By surveying 60 faculty members and employing statistical techniques to investigate the relationships between these variables and faculty satisfaction, significant correlations were found between faculty satisfaction, technology integration, and HR's strategic initiatives. Statistical analysis revealed no significant impact of perceived institutional challenges on faculty satisfaction; this unexpected result suggests that faculty satisfaction within the examined HEIs may be more directly influenced by proactive technology and HR strategies than by the challenges these institutions face. Ultimately, the research proposes a new paradigm for HR in the educational sector, emphasizing the necessity of a dynamic and strategic HR function to achieve sustainable excellence and create an environment where faculty members feel valued, supported, and motivated. This approach is essential for navigating the challenges of a VUCA (Volatile, Uncertain, Complex, Ambiguous) world, suggesting further research to investigate additional factors influencing faculty satisfaction and to refine the proposed model.*

Keywords: Faculty Satisfaction, Performance Measurement, Higher Education, Technology Integration, Global Transformations.

Introduction

In today's complex academic landscape, marked by volatility, unpredictability, complexity, and ambiguity (VUCA), the roles of Human Resources (HR) and technology integration are increasingly crucial in shaping the well-being and productivity of faculty members in private universities.

This study assesses how strategic HR actions and the incorporation of technology affect faculty contentment within the challenging and dynamic environment of Kuwait's private universities. Our investigation seeks to define "faculty satisfaction" as the extent to which faculty members feel content and valued within their academic environment, influencing their commitment, productivity, and overall performance. "Performance," in this context, refers to the

measurable outcomes of faculty work, including teaching efficacy, research output, contribution to the academic community, and performance evaluation system. Amidst an academic climate marked by heightened expectations for transparency, efficiency, and excellence, there is a pressing need to revisit and enhance traditional performance evaluation methods. Central to our investigation is the performance evaluation system within higher Education, which mainly focuses on factors influencing faculty satisfaction. As investigated in this study, the system is a structured framework designed to assess faculty performance.

University environments deeply influence faculty perceptions and satisfaction, highlighting the importance of adapting HR strategies and technology integration to meet their needs. This research underscores the significant role of strategic HR and technology in boosting faculty satisfaction and performance despite the lesser impact of perceived challenges. By proposing a new HR paradigm focused on strategic engagement with faculty, this study aims to foster a more resilient and supportive academic environment. This is critical for educational leaders and HR professionals navigating the complexities of a global and ever-changing educational landscape.

Research Question and Hypotheses

Given the multifaceted influences on faculty satisfaction within the context of Kuwait's private higher education institutions (HEIs), this study poses the primary research question: "What is the impact of technology integration, the strategic role of Human Resources (HR) in educational transformation, and challenges on faculty satisfaction and performance within Kuwait's HEIs?"

Based on the research question and the objectives outlined in the introduction, the following hypotheses are formulated to guide the investigation:

- Technology integration in faculty performance evaluation systems significantly correlates with faculty satisfaction.
- HR's strategic initiatives, such as adapting training, recruitment, and policies, significantly enhance faculty satisfaction.
- Faculty perceptions of institutional challenges significantly affect their satisfaction.

The formulation of hypotheses is rooted in the theoretical framework outlined in the literature review, emphasizing the significant roles of HR and technology in shaping faculty satisfaction within the changing landscape of higher Education. Insights from data analysis will contribute to understanding faculty satisfaction dynamics and propose a new HR paradigm for the educational sector.

Significance of the Study

This study's findings exceed those of Kuwait's private universities, enriching global academic and managerial practices. By examining how technology integration, HR's strategic role, and faculty perceptions of challenges collectively influence faculty satisfaction and performance, it illuminates key drivers of faculty satisfaction and performance crucial for the success and sustainability of higher Education.

The research equips educational leaders and HR professionals with an empirical basis to understand factors affecting faculty satisfaction. It promotes a dynamic and strategic HR approach tailored to faculty needs, thus enabling HEIs to navigate effectively the complexities of a VUCA world.

Furthermore, this study enriches academic discourse by addressing the impact of HR and technology on faculty satisfaction in HEIs facing VUCA challenges, advancing knowledge on

strategic HR practices and technology's role in creating a supportive and innovative academic environment.

By highlighting the importance of technology integration and strategic HR initiatives, this study offers actionable strategies for institutions seeking to improve faculty satisfaction and performance. It also sheds light on the potential for such strategies to mitigate the impact of perceived institutional challenges on faculty experiences.

Finally, this research highlights the need for continued exploration of faculty satisfaction and HR's role in higher Education. It advocates for further studies on various influencing factors and develops detailed models to address the sector's challenges and opportunities.

Literature review

This literature review delves into the nuanced interplay between human resources strategic initiatives, technology integration, and their collective impact on faculty satisfaction and performance within the rapidly evolving higher education sector. A focal point of this exploration is how HEIs navigate the multifaceted challenges presented by global educational trends, technological advancements, and internal institutional dynamics. By aligning this discussion closely with our research objectives, we aim to shed light on the critical roles of HR and technology in fostering an environment conducive to faculty satisfaction and performance against the backdrop of these institutional challenges.

Defining Satisfaction and Performance in Higher Education

The relationship between faculty satisfaction and performance is reciprocal. A high level of satisfaction can enhance performance by fostering motivation, engagement, and commitment to the institution's goals and values. Conversely, a performance evaluation system perceived as fair, transparent, and supportive can contribute to higher satisfaction levels among faculty members. Within this study, faculty satisfaction is understood as the extent to which faculty members perceive their needs and expectations are met by the institution, influencing their motivation, engagement, and overall well-being. On the other hand, performance encompasses the measurable outcomes of faculty efforts in teaching, research, and service, reflecting their contribution to the academic community and the institution's success. Satisfaction and performance shape the educational landscape, influencing student outcomes, research quality, and the overall reputation of HEIs.

When examining faculty members' perceptions of their performance and satisfaction within universities, it is crucial to consider various factors that influence these perceptions. Universities are very complex organizations, and their members can perceive their performance and satisfaction differently.

Research has shown significant differences in faculty members' perceptions of overall satisfaction based on academic status within universities (Ahmed, 2013). The role of human resource management in faculty satisfaction is underscored by the need for continuous enhancement of knowledge, training, and ethical values (Shahani et al., 2017); a study emphasized the importance of family-friendly HR policies and effective job designs in enhancing employee performance, which can be extrapolated to faculty satisfaction (Nolan et al., 2008). Additionally, integrating technology into Higher Education has been identified as a significant factor affecting faculty satisfaction and performance (Surry et al., 2010). In challenging environments characterized by budget constraints, bureaucratic inflexibility, and resistance to change, faculty members may encounter identity struggles as they navigate the complexities of their roles within

Higher Education Institutions (HEIs). The literature suggests that individual struggles for social change, particularly in neoliberal contexts, can lead to personal costs and identity conflicts (Dugas et al., 2018).

These studies underscore the significant impact of blending HR strategies with technological innovations in educational settings on enhancing faculty satisfaction and performance amidst institutional challenges. This combination significantly contributes to the variability in faculty satisfaction levels. The forthcoming literature review will delve into this integration and the challenges universities face, focusing on how these collaborative efforts enhance faculty satisfaction and performance, fostering a more supportive and improved academic environment.

Technology integration in faculty performance evaluation systems

Technology integration in faculty performance evaluation systems has been shown to have a significant correlation with faculty satisfaction. These systems integrate data from various sources, such as students, peers, administrators, and self-assessment tools, to provide a comprehensive view of faculty performance (Arreola, 1999; Kamali et al., 2014; Ahmady et al., 2009). The use of performance management systems has been identified as an independent variable impacting job satisfaction among faculty members (Paposa & Kumar, 2015).

The use of technology in these evaluation systems is essential for tracking personal development and measuring performance effectively (Tabata & Johnsrud, 2008). Faculty career satisfaction has been found to positively correlate with career development opportunities in the workplace (Shawer & Alkahtani, 2012). Faculty attitudes toward technology integration have reshaped academic roles and work within institutions (Tabata & Johnsrud, 2008). Integrating technology into faculty evaluation systems can lead to more efficient tracking of contributions to Education, research, and clinical care, aiding in promotion and tenure evaluations (Ahmed et al., 2019).

In medical Education, faculty evaluation systems have evolved to include tools for assessing teaching ability, clinical performance, and educational contributions (Seyedin et al., 2023; Natt et al., 2006). The shift towards web-based evaluation systems has shown improvements in return rates and the identification of performance issues (Natt et al., 2006; Nutter et al., 2000). Additionally, 360-degree assessment methods involving evaluations from faculty, nurses, self, and peers have been found to be reliable in providing valuable feedback (Oktay et al., 2017).

Efforts to enhance faculty evaluation systems include expanding the use of evaluations for formative purposes, linking evaluations to faculty development opportunities, and developing effective assessment tools (Green et al., 1998; Kim et al., 2016). Faculty development programs are crucial for enhancing teaching effectiveness and advancing faculty careers (Guglielmo et al., 2011). Furthermore, restructuring academic tracks and implementing mentoring tools based on evaluations have been suggested to create successful career paths for faculty members (Wieder et al., 2020).

In conclusion, integrating technology in faculty performance evaluation systems plays a vital role in promoting faculty growth, ensuring teaching effectiveness, and supporting career advancement within academic institutions, which enhances faculty satisfaction. By leveraging innovative evaluation tools, performance management systems, and technology integration, institutions can create a conducive environment for faculty members, ultimately leading to higher satisfaction levels among academic staff.

HR's strategic initiatives in higher education

HR's strategic initiatives, such as training, recruitment, and policies, are essential for enhancing faculty satisfaction within academic institutions. Ahmad and Shahzad (2011) highlight the positive relationship between HR practices such as recruitment, training, performance appraisal, and career planning with university and faculty performance (Verma & Kaur, 2023). Additionally, Irshad et al. (2021) demonstrate a significant relationship between HR practices like training, performance appraisal, and compensation with faculty performance, particularly in the context of work-from-home arrangements during the COVID-19 pandemic (Irshad et al., 2021). Tailored training programs can boost job satisfaction and professional development among faculty (Sambunjak et al., 2006). Implementing structured mentor training programs has been associated with improved faculty satisfaction and mentoring quality (Trejo et al., 2021). Effective recruitment processes that consider organizational culture can lead to engaged and motivated faculty members (Lam & Schaubroeck, 1998). Clear and transparent HR policies on compensation, benefits, and workload expectations foster a sense of fairness and support among faculty (Ghassemieh et al., 2005).

Research emphasizes the importance of HR practices in influencing faculty satisfaction and performance. Commitment-based HR systems can enhance employee knowledge, skills, motivation, and goal alignment, contributing to organizational success (Chadwick et al., 2014). Studies highlight the mediating role of job satisfaction in the relationship between HR practices and employee performance (Witkin, 2014), emphasizing the significance of fair recruitment, training, and compensation (Jiang et al., 2013; Sheehan et al., 2006).

Guest (2002) also suggests that HR practices are linked to higher work satisfaction and performance, indicating that worker attitudes mediate the HRM-performance relationship (Guest, 2002). Ekmekçioğlu and Nabawanuka (2023) explore how discretionary HR practices influence job satisfaction, emphasizing the mediating role of job crafting in enhancing employee satisfaction. Moreover, Adeel et al. (2022) delve into the impact of green HR practices on job satisfaction and environmental performance in universities, highlighting the importance of HR practices in shaping employee outcomes and organizational effectiveness.

Furthermore, mentorship and faculty development initiatives play a crucial role in strengthening academic institutions. Mentorship programs can enhance faculty contributions and career satisfaction (Lang & Keenan, 2022; Choi et al., 2019). Strategic HR planning, including faculty recruitment, development, and retention strategies, is vital for creating a positive work environment and supporting faculty success (Ward et al., 2022; Khan et al., 2019; Arja et al., 2018).

In conclusion, HR's strategic initiatives are pivotal in fostering faculty satisfaction and organizational success in academic settings. HR departments can foster a supportive and engaging work environment that boosts faculty morale, satisfaction, and performance by tailoring training, recruitment, employee engagement, and policies to align with faculty needs and organizational goals.

Challenges impact on faculty satisfaction

The challenges HEIs face are multifaceted, impacting faculty satisfaction and the overall efficacy of performance evaluation systems. Faculty perceptions of institutional challenges, such as budget constraints, bureaucratic processes, inflexibility in policies, and resistance to change, significantly affect their satisfaction within academic institutions. Research by Pache and Santos (2010) highlights that institutional resistance and change patterns are influenced by how decision-makers perceive environmental shifts as either opportunities for gaining legitimacy or threats. Khalil (2013) emphasizes that faculty resistance to changes, particularly in technology adoption, poses a

significant challenge for academic leaders. Moreover, Cameron and Lart (2003) discuss how fragmentation, inflexibility, budgetary uncertainty, and incongruent planning cycles can hinder joint working in academic settings.

In addressing these challenges, Alexander et al. (2018) point out that universities' perceived bureaucracy and inflexibility can impede knowledge transfer mechanisms. In challenging financial environments, faculty members may experience identity struggles, particularly at institutions with severe budget challenges, as they attempt to reconcile their roles as teachers and researchers with the available resources (Dugas et al., 2020). Goodman et al. (2017) note that institutional adaptation to support faculty engaged in partnership research has been slow. Additionally, the new managerial measurements of productivity and the promotion of standardized epistemologies can undermine the autonomy and creativity of faculty members (Witkin, 2014).

Policies related to compensation packages, career growth, supervisory support, working conditions, team cohesion, job security, training and development, and organizational culture play a crucial role in shaping faculty members' experiences (Arja et al., 2018).

These references underscore the challenges of institutional inflexibility, bureaucratic processes, and resistance to change within academic settings, emphasizing the need for proactive measures to address these issues and enhance faculty satisfaction and institutional effectiveness.

The relationship between faculty satisfaction and performance and Technology and HR Practices in universities

A combination of HR practices and technology can influence the relationship between faculty satisfaction and performance in universities. Research has shown that HR practices play a significant role in impacting job satisfaction and performance among faculty members. Studies have indicated that HR practices such as recruitment and selection, training and development, performance appraisal, compensation, and empowerment directly and significantly affect employee job performance through job satisfaction (Shah et al., 2022; Khan et al., 2019). Additionally, the impact of HR practices on job performance has been explored in various contexts, emphasizing the importance of sustainable HRM practices and their influence on job performance and organizational outcomes (Manzoor et al., 2019).

Moreover, integrating information technology within HR practices can also affect faculty satisfaction and performance. Technology advancements have been found to impact HR practices and leadership styles, highlighting the need for further research to understand the relationship between technological advancements, HR practices, and employee satisfaction and engagement (Silva, 2023). Furthermore, implementing HR practices in university settings, particularly in relation to information management and business processes, can streamline HR functions, reduce errors, and enhance the efficiency of HR processes (Babaita et al., 2020).

In conclusion, the interplay between HR practices, technology, and faculty satisfaction and performance in universities is a complex and multifaceted relationship. By leveraging effective HR practices, incorporating technological advancements, and focusing on job satisfaction, universities can create an environment that fosters faculty well-being and enhances overall performance.

Conclusion

Incorporating institutional challenges into our literature review creates a holistic framework that underscores the importance of HR and technology in boosting faculty satisfaction and performance while recognizing the intricate educational landscape. This methodology prepares for a detailed

analysis of how HR and technology strategies can address complex challenges, laying a robust groundwork for subsequent examination.

Methodology

This study utilizes a quantitative research methodology, employing surveys distributed to 60 faculty members in Kuwait private universities to collect data on the three independent variables (technology integration, HR's strategic role, and faculty perceptions of institutional challenges) and their relation to the dependent variable (faculty satisfaction). Statistical techniques, including correlation and regression analyses, will test the hypotheses and investigate the relationships between variables.

This research design and methodology were chosen to provide a coherent, systematic approach to addressing the research question.

Survey Design and Validation

To ensure inclusivity and accurately capture faculty perceptions across linguistic preferences, the questionnaire was developed in Arabic and English and rigorously validated by academic professionals for content validity and translation accuracy. It encompassed themes such as performance evaluation, HR practices, technology integration, overall satisfaction, and notably, faculty perceptions of institutional challenges, employing a Likert scale, multiple choice, binary, and scale questions for comprehensive insights. This meticulous approach affirmed the questionnaire's relevance and integrity, providing a solid foundation for examining the impact of HR strategies, technological integration, and perceived institutional challenges on faculty satisfaction and performance in higher Education.

Survey Distribution and Sampling Technique

The survey targeted faculty members across Kuwait's private HEIs. Initially, a pilot survey was conducted with ten faculty members to refine the questionnaire. Feedback led to adjustments, ensuring the survey's questions were well-structured and academically sound. The survey was then distributed using a snowball sampling method, chosen for its efficiency given the study's time and budget constraints. This method facilitated the acquisition of responses from 60 faculty members, which is a representative sample considering that the faculty population in Kuwait's private universities does not exceed 750 members.

The faculty members' responses were instrumental in testing the research hypotheses, with the bilingual survey facilitating a comprehensive understanding of their perceptions and experiences. The sampling technique and survey distribution were strategically selected to maximize response rates and ensure a representative sample, enhancing the relevance and applicability of the findings.

Data Analysis

Data from the survey were analyzed using SPSS, a robust statistical software that facilitates sophisticated data analysis methods, including descriptive statistics, correlation, and regression analyses. This comprehensive approach, from bilingual survey design through to SPSS data analysis, underscores the study's commitment to methodological rigor and the pursuit of insightful findings into the strategic impact of HR in academia.

Results and discussions

This study investigates the impact of HR strategies and technological advancements on faculty satisfaction and performance in Kuwait's private universities. Employing a quantitative approach, it analyzes a survey of 60 faculty members to investigate notable relationships between technology use, HR's influence on educational shifts, and faculty contentment amidst perceived institutional challenges.

The findings reveal that technology integration and HR engagement in educational innovations are crucial in improving faculty satisfaction, accounting for approximately 32.9% of its variability. This highlights the positive effects of these elements on performance evaluation processes.

The research underscores the importance of incorporating modern HR and technological innovations into the academic environment, demonstrating their significant role in enhancing faculty satisfaction and performance. Interestingly, perceived institutional challenges did not significantly impact faculty satisfaction, suggesting that faculty members may view these challenges as manageable or less significant compared to the advantages provided by technological and HR improvements.

Building on existing literature, this study offers new insights into Kuwaiti educational context. It affirms the essential role of strategic HR management and technology in boosting faculty satisfaction and calls for educational institutions to focus on these areas to improve faculty experiences and meet global educational challenges.

Furthermore, the study proposes creating visual representations to illustrate key findings, such as the distribution of faculty satisfaction and the impact of technology and HR strategies. Overall, this research contributes to the dialogue on enhancing faculty satisfaction and performance, emphasizing the synergy between HR and technology, and highlighting the potential challenges and opportunities within Kuwait's higher education landscape.

Data Analysis

In this section, we present the analysis of the collected data, which aimed to investigate the factors influencing faculty overall satisfaction with the performance measurement system at their respective universities. The analysis includes data preprocessing, reliability testing, correlation analysis, KMO and Bartlett's Test results, factor analysis, and linear regression modeling.

Data Preprocessing

The initial dataset included demographic variables (Gender, Age, Faculty Position, and Faculty Salary), a dependent variable (Faculty overall satisfaction with the performance measurement system), and 11 independent variables measured on a 5-point Likert scale. Sixty-four responses were collected from faculty members in Kuwait representing different private university sectors. Three responses were excluded as they were filled out by administrative staff, and one response was eliminated due to incomplete submission with many missing values.

Descriptives

The provided figures, Figure 1 and Figure 2, illustrate the distribution of faculty members based on their gender and positions. The data reveals that 60% of the survey respondents are male faculty members. Among these respondents, 50% hold the position of Assistant Professor, while 30% are Associate Professors.

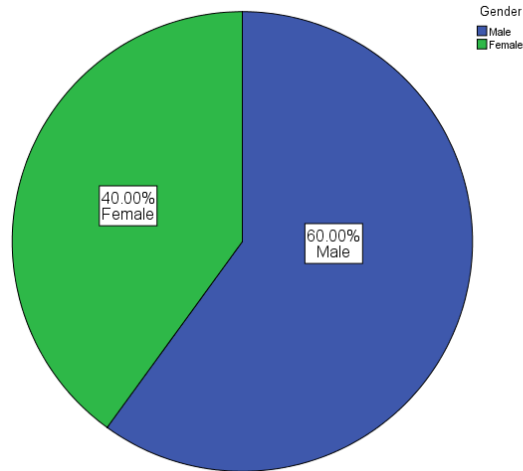


Figure 1. Gender Distribution

Source: Authors' own research using SPSS.

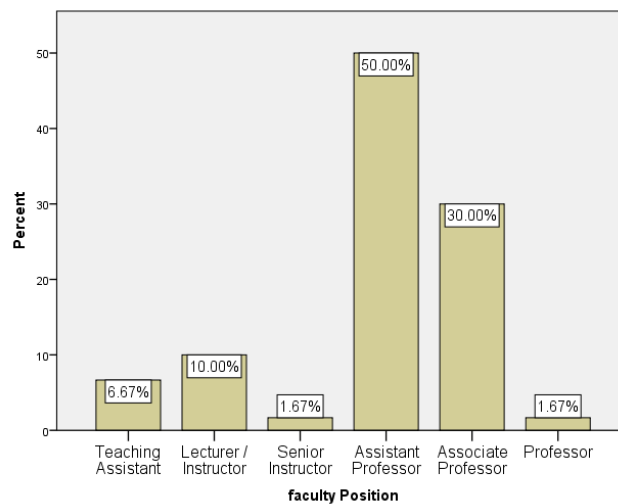


Figure 2. Faculty Position Distribution

Source: Authors' own research using SPSS.

Regarding the respondents' ages, the data indicates an average age of 43. In terms of faculty members' years of experience, the results show an average of 7.6 years, as presented in Table 1 below.

Table 1. Age and Experience Summary

	N	Mean	Std. Deviation
Age	60	43.17	7.286
Experience	60	7.625	5.2671

Source: Authors' own research using SPSS.

Data Validity and Reliability

The data collected was validated, and the reliability of the data before the factor analysis was checked using Cronbach's alpha. Cronbach's alpha is a measure of internal consistency or reliability

of a scale or test (Cohen et al., 2002), resulting in a value of 0.763. This indicates good internal consistency among the variables used in the analysis. Subsequently, given that the independent variables were measured using a 5-point Likert scale, Spearman's correlation was used to check the data correlation, revealing significant correlations among most variables, except between challenges and global transformation variables, as shown in Table 2.

Table 2. Spearman Correlations

	Self-Use of Tech	University use of Tech	Budget	Bureaucratic	Policies	Resistance to change	Human Resources Role	Training Programs	Strategic Recruitment	Faculty Engagement	Updated Policies
Self-Use of Tech	-	.623**	-.073	-.072	-.086	-.191	.339**	.347**	.270*	.236	.221
University use of Tech		-	.003	-.208	-.137	-.296*	.476**	.485**	.414**	.486**	.470**
Budget			-	.421**	.273*	.489**	.088	.003	.011	-.006	.053
Bureaucratic				-	.793**	.704**	-.098	.039	.009	.028	-.073
Policies					-	.620**	-.026	.127	.119	.125	.083
Resistance to change						-	.030	.033	.084	.041	.016
Human Resources Role							-	.481**	.452**	.438**	.404**
Training Programs								-	.838**	.832**	.743**
Strategic Recruitment									-	.871**	.802**
Faculty Engagement										-	.870**
Updated Policies											-

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

Source: Authors' own research using SPSS.

Factor Analysis

Before running the factor analysis, the Kaiser-Meyer-Olkin (KMO) test is needed to check whether it is appropriate. The KMO Measure of Sampling Adequacy value is 0.74, more than 0.7; therefore, the data is moderately suited for factor analysis. In addition, Bartlett's Test of Sphericity rejects the hypothesis that all factors are not correlated with 0.000 significance. These results are listed in Table 3a. Therefore, the requirements of Factor Analysis are satisfied.

Table 3a. KMO and Bartlett's Test^a

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.740
Bartlett's Test of Sphericity	Sig.	.000

Source: Authors' own research using SPSS.

After confirming the suitability for running factor analysis, a factor analysis was conducted to reduce the dimensionality of the dataset and identify underlying components (Kożemiakina & Sičiūnienė, 2021). This analysis yielded three components:

- Component 1 (Technology Integration) represents technology integration in performance-related activities.
- Component 2 (Challenges for Effective Operation): This component represents challenges associated with the effective operation of performance measurement systems, such as budget constraints, bureaucratic processes, inflexibility in policies, and resistance to change.
- Component 3 (HR Role for Global Transformations): This component represents the role of human resources in adapting to global transformations in higher Education.

The loading of the variables was checked using the Varimax rotated component matrix, and the resulting factors/components were calculated as the averages of the variables belonging to the same component. High Communalities were shown for all variables (values of High Communalities are more than 0.5). In addition, after the factor analysis, the data reliability was checked using Cronbach's Alpha, which resulted in values more than 0.7 for all three components/factors. Table 3b represents all the detailed results of factor analysis:

Table 3b. Factor Analysis Results

		Varimax Component Loadings	Communalities Extraction	Cronbach's alpha
Technology Integration	Faculty use of technology for performance-related activities	.894	.817	.782
	The use of technology by the university for professional development tracking.	.822	.825	
Challenges for Effective Operation	Budget constraints	.665	.488	.828
	Bureaucratic processes	.908	.841	
	Inflexibility in policies	.808	.704	
	Resistance to change	.864	.786	
HR Role for Global Transformations	Training Programs	.882	.829	.949
	Strategic Recruitment	.915	.854	
	Faculty Engagement	.960	.934	
	Updated Policies	.919	.861	

Source: Authors' own research using SPSS.

Multiple Linear Regression Analysis

Multiple Linear regression analysis is a statistical method to model the relationship between a dependent variable and one or more independent variables (Abiad et al., 2021). Multiple Linear Regression was applied to observe the connection between the dependent variable and the three factor-derived components. By using a backward stepwise technique, the model shows better

results when removing the non-significant challenges variable, and the following results were obtained:

Table 4. Model Summary

Model	R	R Square
2	.573 ^b	.329

Source: Authors' own research using SPSS.

As shown in Table 4, the R-square value was 0.329, indicating that the model accounts for approximately 32.9% of the variance in faculty overall satisfaction.

Table 5. Model Coefficient

Model		Unstandardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error		Tolerance	VIF
1	(Constant)	13.338	17.195	.441		
	Technology Integration	6.671	3.276	.046	.794	1.260
	Challenges	-4.762	3.270	.151	.942	1.061
	HR Role	10.771	3.049	.001	.825	1.213
2	(Constant)	-3.795	12.663	.766		
	Technology Integration	7.797	3.215	.018	.840	1.190
	HR Role	10.163	3.050	.002	.840	1.190

Source: Authors' own research using SPSS.

The result of the regression model shows two models: the first included all variables, and the second excluded the "Challenges" variable due to its lack of significant impact, a process made automatically using the backward method in SPSS. Although the constant coefficient appeared insignificant, it was retained for accurate interpretations and predictions, regardless of whether it was statistically significant. This is because the presence or absence of the constant does not affect the relationship of dependent and independent variables.

Table 5 displays the Variance Inflation Factor (VIF) values, which were around 1, and tolerance values exceeded 0.7 for all variables, suggesting that multicollinearity was not a concern (Petscher & Logan, 2014). In addition, the "Technology Integration" and "HR Role for Global Transformations" components were both found to be statistically significant at $p < 0.05$, with p-values of 0.018 and 0.002, respectively, and unstandardized coefficients of 7.797 and 10.163. Despite the model's constant coefficient being -3.79 and not statistically significant, the regression equation was derived to demonstrate the impact of these components on faculty satisfaction.

$$\text{Faculty Satisfaction} = 7.797 \times \text{Technology} + 10.163 \times \text{HR Role} - 3.795 \quad (\text{eqn. 1})$$

This equation illustrates the relationship between the identified components and the overall satisfaction of faculty members with the performance measurement system employed in Kuwaiti universities. Specifically, a one-unit increase in the Technology factor is associated with a 7.797-unit increase in faculty satisfaction. In comparison, a one-unit increase in the HR Role factor is linked to a 10.163-unit increase in faculty satisfaction. Further research and investigation may be needed to refine the model and investigate other potential factors influencing faculty satisfaction.

The research highlights the profound impact of HR strategies and technological advancements on faculty satisfaction in Kuwait's private universities, showing that these elements

account for 32.9% of satisfaction variability. The findings underline the importance of strategic HR management and technology in enhancing educational environments, advocating for more focused investments in these areas for improved faculty satisfaction. Practical applications suggest leveraging technology for real-time feedback and performance assessments and expanding HR initiatives to foster faculty development and engagement.

The evidence points to technology as a utility and a symbol of institutional support, enhancing faculty assessments' clarity and fairness. HR's strategic role extends beyond policy to nurture an environment that values faculty and supports their professional journey, emphasizing continuous learning and development. The study also notes faculty resilience against perceived institutional challenges, highlighting the adaptability and prioritization of positive work aspects over obstacles.

Implications for educational leaders include adopting a holistic strategy that integrates technology and aligns HR practices with faculty needs. This approach is vital for private and public universities in Kuwait and has broader relevance for global educational contexts. Future research should explore the effectiveness of these strategies in various settings, considering cultural differences and the level of technological integration. This comprehensive view aims to refine approaches to enhance faculty satisfaction and performance across the global educational landscape, emphasizing the ongoing need to invest in and prioritize HR and technology as key to academic success.

Conclusion

This study investigated the dynamics of faculty satisfaction and performance within the context of Kuwait's private higher education institutions (HEIs), focusing on the pivotal roles played by Human Resources (HR) strategies and technological advancements. Our findings illuminate the significant positive impact of integrating HR practices and technological innovations on faculty satisfaction, underscoring the essential synergy between modern HR management and technology in academia. Specifically, the research highlights two main outcomes: the integration of technological advancements in performance-related activities contributes substantially to faculty satisfaction, and strategic HR initiatives aligned with global educational trends further enhance this satisfaction. These elements form a critical foundation for fostering a supportive and dynamic academic work environment.

Furthermore, our investigation into the perceived challenges by faculty members revealed an intriguing aspect of faculty resilience. Despite recognizing various institutional obstacles, such as budget constraints and bureaucratic processes, these challenges did not significantly affect their satisfaction levels or the operational efficiency of HEIs. This finding suggests that the advancements in HR and technology mitigate the impact of these challenges and elevate faculty perception and satisfaction beyond these hurdles.

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