



THE ROLE OF ADMINISTRATIVE ADAPTATION IN HUMAN RESOURCE MANAGEMENT IN ENHANCING JOB SATISFACTION WITHIN EDUCATIONAL INSTITUTIONS

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Article history:	Abstract:
Received: 30 th November 2025 Accepted: 30 th December 2025	<p>This paper examines the role of human resource-focused administrative adaptation in influencing job satisfaction within academic environments, considering such adaptability as a contributing factor to operational performance and workforce stability. Using statistical modeling via SPSS and AMOS (version 27), the study tested a series of hypotheses to explore the direct effects between the selected variables. Data collection involved distributing a structured questionnaire to a random sample of employees from five colleges, aiming to provide a quantitative perspective on how administrative agility relates to overall job satisfaction levels.</p> <p>The research was organized into four main components: the scientific methodology, the theoretical foundation, the practical analysis, and finally, the conclusions with recommendations. The findings revealed a statistically significant positive association between administrative adaptability in human resource management and employees' job satisfaction. While the correlation was evident, the results suggest that administrative flexibility functions as one of several factors that may contribute to enhancing stability and efficiency across academic work environments.</p>

Keywords: Administrative Development, Job Motivation, Educational Environment, Educational Institutions

INTRODUCTION

Educational institutions are currently undergoing notable changes in the work environment due to technological advancements and economic and social transformations. These developments call for a degree of adaptation to sustain performance and support the achievement of strategic objectives. Administrative adaptation has emerged as a contemporary concept that management seeks to apply across various fields, particularly in human resource management, given its potential contribution to organizational flexibility and employee satisfaction. Human resource management has gradually expanded beyond its traditional functions of hiring and employee development, evolving into a more strategic approach that facilitates the creation of a supportive work environment capable of addressing challenges and maintaining workforce stability. Job satisfaction has become an important indicator of how effectively an institution manages its human capital, as it is generally associated with productivity, employee commitment, and organizational loyalty. From this perspective, the present study aims to explore the relationship between administrative adaptation in human resource management and job satisfaction within educational institutions. The analysis considers the possible impact of administrative flexibility on improving the work environment and responding to employees' needs. The research adopts a scientific methodology that integrates both theoretical and practical dimensions, employing modern statistical analysis tools to test the proposed hypotheses, leading to conclusions and practical recommendations that may inform the development of administrative policies in educational institutions.

CHAPTER ONE: RESEARCH METHODOLOGY

First: Research Problem

Educational institutions today operate within dynamic environments shaped by rapid and sometimes unexpected developments influenced by globalization and continuous technological progress. These evolving conditions have encouraged administrators to consider transformative approaches in leading their organizations, contributing to the



emergence of modern principles for institutional management. As decision-making processes now vary across different time horizons, there is a growing need for balanced teams characterized by flexibility and competence to support organizational development. This reality is particularly visible in Iraqi universities, which seek to adapt to these changes while improving academic performance and institutional resilience. Universities are entrusted with supplying society with qualified human capital across diverse scientific disciplines and professions, while also fostering community development and addressing societal challenges. This is pursued through preparing cadres capable of assuming leadership roles and contributing to construction and development. Accordingly, this study aims to explore the potential relationship between flexibility in human resource management and the level of job satisfaction among employees. Based on this objective, the research problem can be expressed as follows: "To the extent that an educational institution establishes flexible human resource management, it may enhance its contribution to achieving job satisfaction."

From this main research problem, several sub-questions can be outlined:

1. To what extent does managerial flexibility in HR relate to employees' overall professional satisfaction?
2. In what ways might the different components of administrative flexibility within human resources be associated with the achievement of job satisfaction objectives in an institutional context?

Second: Research Significance

The significance of this study arises from the role that administrative adaptation may play in human resource management within educational institutions, particularly in light of the ongoing changes characterizing the contemporary work environment. Administrative adaptation is increasingly viewed not only as an organizational option but also as a strategic consideration to support performance continuity and the achievement of institutional objectives in a competitive and evolving context.

The importance of the research can be considered across several dimensions:

- **Theoretical Importance:** The study contributes to enriching the scientific literature on human resource management and job satisfaction by examining administrative adaptation as one of the modern approaches that may enhance organizational flexibility and support job stability.
- **Practical Importance:** The research provides empirical insights that could assist educational administrations in developing more flexible human resource management policies, thereby potentially contributing to higher levels of job satisfaction and improved institutional performance.
- **Societal Importance:** Enhancing job satisfaction among employees in educational institutions may positively influence the quality of the educational process, thus supporting human and societal development.

Accordingly, this study does not merely present a theoretical framework but also aims to provide practical suggestions and recommendations that may help decision-makers in educational institutions address challenges and foster a more stable and effective work environment.

Third: Research Objectives

This study seeks to outline a set of objectives aimed at examining the possible relationship between administrative adaptation in human resource management and the level of job satisfaction in educational institutions. These objectives can be summarized as follows:

- To define the concept of administrative adaptation and its dimensions in human resource management within educational institutions.
- To assess the influence of organizational adaptation strategies on the enhancement of job satisfaction among personnel in educational institutions.
- To identify the extent to which flexible human resource management policies are applied and their influence on improving the work environment.
- To test the statistical relationship between administrative adaptation and job satisfaction using modern analytical tools.
- To offer a set of practical frameworks designed to assist educational administrators in implementing flexible management practices that drive superior job satisfaction outcomes.

Fourth: Research Hypotheses

Core Hypothesis: The implementation of flexible human resource management may contribute to enhancing job satisfaction at the organizational level. To examine this possible relationship, the study considers the following sub-hypotheses:

- Strategic flexibility in HR operations is positively associated with university-wide job satisfaction in a statistically significant manner.
- Competency-based flexibility significantly contributes to the promotion of job satisfaction throughout the academic institution.



- A positive statistical correlation exists between the behavioral adaptability of the staff and their reported levels of satisfaction.
- Intra-personal psychological flexibility serves as a significant positive predictor of job satisfaction across the university environment.

Chapter Two: Theoretical Framework

First: The Concept of Human Resource Flexibility

"The success of an enterprise is often influenced by the presence of a well-developed HR system and carefully designed management protocols. Such practices may involve a diverse array of initiatives intended to govern the workforce effectively and leverage employee potential as a contributing factor in achieving corporate goals.

According to Bhattacharya et al. (2005, p.624), HR practice flexibility refers to "the extent to which an organization's HR practices can be adapted and applied across a variety of situations or organizational units, and the speed with which such adjustments and applications are made."

Lepak et al. (2003, p.683) and Ketkar & Sett (2010, p.1176) suggest that HR practice flexibility can be understood from a resource-based perspective as the organization's ability to modify and repurpose its resources for different functions or contexts. From a coordination perspective, it reflects the organization's capacity to reorganize, adjust, and redistribute these practices when needed. Such flexibility may strengthen the institution's responsiveness to environmental changes and support strategic alignment across various units, while also contributing to the development of distinctive capabilities that can provide competitive advantages.

Wu (2011, p.278) notes that HR practice flexibility, from a resource-based lens, encompasses both skill flexibility and behavioral flexibility, whereas from a coordination standpoint it is primarily associated with administrative capabilities. Ployhart and Hale (2014, p.159) emphasize that human resource systems consist of integrated sets of HR practices and policies. HR policies reflect the formal intentions of a unit regarding the design of its programs and processes, while HR practices represent the actual procedures and initiatives enacted within the business unit.

Wu (2011, p.278) further describes HR flexibility as "related to the efficiency of employees, which derives from a wide range of skills and behavioral repertoires that enable employees to perform various work-related activities."

Michel & Michel (2012, p.5169) highlight that flexibility constitutes an important dimension of overall organizational adaptability, representing the organization's capacity to respond effectively to conditions related to managing its human resources. Kozica & Kaiser (2012, p.240) define HR flexibility as "the organization's ability to proactively engage with its environment and implement changes in order to succeed."

Beltrán-Martín & Roca-Puig (2013, p.648) describe individual flexibility as "the extent to which employees possess skills and behavioral repertoires that provide the organization with options to pursue strategic alternatives."

Scholarship generally suggests that flexibility within HR serves as a mechanism for developing a workforce capable of navigating diverse responsibilities (Chang et al., 2013). For such systems to remain effective, they must demonstrate responsiveness to evolving requirements originating from both internal and external organizational landscapes (De la Lastra et al., 2014).

Milliman et al. (1991) define HR flexibility as "the ability of HR management to facilitate effective and timely adaptation to changing organizational and environmental requirements."

Broadly, this concept reflects the degree to which an organization's workforce demonstrates attributes such as:

Skill and behavioral flexibility: Employees possess diverse skill sets and behavioral patterns that can be adjusted to execute various strategic options.

Dynamic adaptive capacity: HR flexibility functions as a dynamic capability emphasizing continual adaptation of competencies—knowledge, skills, and behaviors—in response to evolving conditions (Bhattacharya et al., 2005).

Potential source of competitive advantage: It may enable organizations to respond to fluctuations in the competitive landscape, thereby supporting the development or preservation of advantages (Ketkar & Sett, 2009).

Cultivable quality: As Buzzanell (2010) notes, flexibility can be developed through internal engagement and formal structures, acting as a strategic mechanism that empowers organizations to adopt proactive stances against environmental complexities."

Chapter Two: Theoretical Framework

Second: Dimensions of Human Resource Flexibility

"The effective execution of human resource flexibility may depend on a comprehensive evaluation of its core attributes. These dimensions provide a foundation for assessing how HR systems and employees can adapt and innovate in response to environmental volatility. This study examines these elements in detail, considering their potential collective role in supporting organizational responsiveness and contributing to long-term strategic advantage (Zabiba et al., 2024).



Flexibility in human resource practices requires the presence of an HR management system supported by well-structured HR activities. These activities involve coordinated processes aimed at managing the organization's human capital and facilitating its deployment to achieve organizational objectives.

Tiwari & Saxena (2012, p.669) and Bhattacharya et al. (2005, p.624) describe HR practice flexibility as "the extent to which an organization's HR practices can be adapted and applied across a variety of situations or organizational units, and the speed with which such adjustments and applications are made".

Ketkar and Sett (2010, p.1176) conceptualize HR practice flexibility from a resource-based perspective as the organization's capacity to modify and redeploy its resources for alternative functions. From a coordination perspective, flexibility denotes the reconfiguration and redistribution of management practices. Such adaptability may assist the organization in navigating environmental volatility, maintaining strategic coherence across units, and contributing to the development of distinctive human capital advantages.

Wu (2011, p.278) clarifies that HR practice flexibility encompasses skill and behavioral flexibility when viewed from a resource standpoint, whereas from a coordination standpoint it is closely associated with administrative capabilities.

Similarly, Ployhart and Hale (2014, p.159) argue that human resource systems consist of integrated bundles of HR practices and policies. HR policies express the formal intentions of a unit regarding HR programs, procedures, and methods, while HR practices represent the enacted processes and activities implemented within operational units."

2) Skill flexibility refers to the extent to which an individual possesses a broad and diverse set of capabilities and competencies, along with the ability to transfer and apply these skills to different job tasks in response to evolving work requirements and organizational demands.

It has been described in several ways:

- Problem-solving effectiveness: This reflects the individual's capacity to address problems efficiently and manage multiple tasks, though the degree of effectiveness may vary across contexts (Pradhan et al., 2017).
- Foundation for performance: Skill flexibility can serve as a contributing factor to performance quality, as it relates to the employee's educational background, cultural awareness, and ability to fulfill assigned responsibilities. These competencies may be acquired through formal training or practical experience.
- Workforce adaptability: This dimension considers the proficiency of personnel in their roles and their potential to transition between different professional activities. It highlights the organization's ability to encourage learning and integrate new abilities, while also restructuring the talent pool to deploy specialized skills when needed.
- Ease of development: This denotes the extent to which individuals are able to develop dynamic skills and capabilities for unfamiliar or emerging tasks, with varying levels of speed and smoothness (Yang & Gan, 2021)."

3) Behavioral flexibility is often considered an important component of contemporary human resource management, reflecting the extent to which employees are able to adjust their behaviors and responses in line with the demands of a dynamic work environment.

Based on academic perspectives, the concept can be described as follows:

- Capacity for adjustment and change: Behavioral flexibility refers to the readiness and ability to make deliberate changes in behaviors, habits, and performance styles (Varca, 2004), in order to respond to emerging demands in a changing work environment.
- Adaptation and behavioral repertoire: This dimension emphasizes the value of employees possessing a broad range of behavioral responses, allowing them to select and apply suitable behaviors when faced with non-routine or shifting work situations (Bhattacharya et al., 2005).
- Adaptive behavioral responsiveness: Individual flexibility may also be characterized by the capacity to adapt personal conduct to fit the specific demands of a given situation. This involves selecting and applying interpersonal and professional strategies tailored to organizational pressures and limitations (Ngo & Loi, 2008). Such a capability can help employee actions remain effective as workplace dynamics evolve.

In this sense, behavioral flexibility can be regarded as a contributing factor in strengthening employee effectiveness, as it supports individuals in maintaining performance that aligns with ongoing environmental and organizational changes.

4) Psychological flexibility is often regarded as a naturally embedded human capacity, yet it becomes a meaningful strength primarily when individuals actively engage it in response to the situations and experiences they encounter across different areas of life. Individuals who demonstrate higher levels of psychological flexibility may be capable of viewing circumstances from multiple angles, acknowledging the legitimacy of varied perspectives rather than adhering to a single viewpoint. Such employees can also exhibit emotional resilience, replacing anger with calmness and bridging the gap between negative affect and productive action. By internalizing personal responsibility, they may transform potential obstacles into opportunities for professional motivation and proactive engagement.

Whiting et al. (2017, p.268) define psychological flexibility as "the ability to change behavior, such as thoughts or actions, in response to situational demands".



Third: The Concept of Job Satisfaction

Effective management involves the careful selection of skilled personnel and their placement into roles that align with their technical capabilities and career aspirations. Retaining such employees is equally important, as it supports institutional objectives while also addressing employees' needs and expectations. Interest in job satisfaction began to grow during the early second quarter of the twentieth century, particularly following the paradigm shift initiated by the Human Relations Movement. This shift encouraged organizations to focus more on staff sentiment and working conditions. As a result, job satisfaction has become a prominent area of inquiry in organizational studies, reflecting the importance of the human element in supporting institutional success (Xie & Tresirichod, 2024).

The inherent difficulty in precisely defining job satisfaction stems from its nature as a subjective emotional state, yet this ambiguity has contributed to its significance as a subject of scholarly investigation. It is frequently examined through two perspectives: as a predictor of absenteeism and performance, or as an outcome influenced by systemic factors such as compensation and administrative flexibility (Salal, 2025). Over time, rigid frameworks of scientific management have been replaced by more nuanced approaches that extend beyond financial incentives. The legacy of the Human Relations Movement reinforced this shift, emphasizing workforce morale and interpersonal dynamics. Consequently, job satisfaction continues to be a central research priority, closely linked to the complex human attitudes that influence institutional performance (Sharif et al., 2024; Keltu, 2024).

Fourth: Dimensions of Job Satisfaction

"The classification of job satisfaction remains diverse across scholarly inquiries, with researchers employing various models to define its scope. For the purpose of this investigation, the four-dimensional model proposed by Al Sabi et al. (2024) is adopted, focusing on monetary rewards, promotional opportunities, social dynamics at work, and operational conditions.

Wage and Salary Structures: This dimension refers to the financial incentives provided to staff for fulfilling their organizational roles. These recurring payments are generally determined by factors such as employee seniority, practical background, and performance capabilities (Wojtczuk Turek et al., 2024).

Financial rewards may serve as an important motivational element, as they can satisfy employees' material needs and address social or psychological expectations, thereby encouraging skill utilization and development (Al Sabi et al., 2024). At the same time, salaries and wages can function as a double-edged instrument within organizational settings:

- Positive dimension: They may contribute to enhancing job satisfaction and fulfilling essential needs.
- Negative dimension: They may also be applied as a disciplinary mechanism, for instance through salary deductions in cases of misconduct or unjustified absences (Al Sabi et al., 2024).

The Role of Internal Mobility: Promotion generally involves relocating an employee to a position of greater seniority, which entails broader accountability and improved benefits. While often associated with higher pay, its relevance extends to several organizational outcomes.

- Individual Growth: It facilitates the realization of professional ambitions and strengthens the emotional bond between the employee and the institution, thereby reducing job-related stress.
- Merit-Based Incentives: It functions as a tangible reward for employees who have consistently demonstrated excellence and reliability throughout their tenure.
- Retention and Cost-Control: Facilitating upward mobility helps retain internal talent, which in turn minimizes the costs associated with external hiring and the disruption of high turnover.

(Wojtczuk-Turek et al., 2024).

Promotion systems are commonly discussed in the literature as falling into three general categories:

- Seniority-based promotion: Advancement is granted primarily to employees with longer service, sometimes regardless of competence.
- Merit-based promotion: Advancement is awarded to the most competent employees, with less emphasis on length of service.
- Combined system: Promotion decisions may take into account both seniority and merit, seeking a balance between experience and demonstrated ability."

3) Work relationships are often considered an important factor influencing employee behavior and job satisfaction. Employees interact continuously with supervisors and colleagues, and these interactions can affect and be affected by the quality of relationships (Jappar & Abuzabiba, 2025).

Work performance may become more efficient when team members share a clear understanding of how tasks should be executed. This shared understanding can be shaped by several factors:

- Shared non-verbal cues: These signals may facilitate implicit communication and contribute to smoother coordination among employees.



- Well-defined standards: Such standards can help regulate cooperation, promote mutual support, and encourage fairness in the allocation of rewards and incentives.

Higher levels of cohesion among employees may reinforce their sense of belonging and mutual support, which in turn can strengthen the organizational structure and contribute to improved job satisfaction (Bhattacharya et al., 2005).

4) Working conditions refer to the surrounding factors that influence employees while performing their tasks, many of which are often beyond their direct control, such as noise, vibrations, and temperature. These conditions are generally discussed in two main categories:

- Physical conditions: The physical environment may affect employees' attraction to their work and their satisfaction within the institution. Poor working conditions can be associated with higher turnover and absenteeism, whereas favorable conditions may contribute to improved satisfaction.
- Organizational conditions: These include aspects related to organizational procedures, working hours, and communication systems within the institution.

Working hours: Studies (Zhang, 2024) suggest that providing employees with greater flexibility in taking breaks during working hours may enhance their satisfaction.

Communication: Defined as the process of transmitting information between two parties and ensuring mutual understanding, with the aim of positively shaping employees' work behavior."

Chapter Three: Practical Aspect of the Research

First: Overview of the Research Sample

The University of Kufa is a prominent Iraqi university located in the city of Kufa, Iraq. It was established on December 23, 1987, initially comprising only two colleges: Women's Education and Medicine. Notably, the College of Medicine had been founded nearly a decade earlier and was originally affiliated with Al-Mustansiriya University. In 1989, the College of Arts was established with only two departments: History and Arabic Language. Later, in 1993, the Colleges of Administration, Science, and Engineering were founded. The College of Agriculture was established in 1997, followed by the College of Pharmacy in 1999, and the College of Architecture in 2018.

In 2013, the Department of Political Science separated from the College of Law to become an independent college. The College of Languages was established in 2014, followed by the Graduate Studies College in 2017. As a result, the University of Kufa now comprises 22 colleges across various disciplines and includes 109 departments. The university remains committed to achieving further accomplishments through hard work and dedication, aiming to expand the number of colleges and departments in specialized fields demanded by the labor market.

The University of Kufa ranked between **1204–1400** in the QS World University Rankings for 2024. Its official website (uokufa.edu.iq) achieved first place among Iraqi university websites in July 2011 according to the Spanish Webometrics ranking, which evaluates university websites based on quality standards. Previously, it ranked 6097 out of 12,000 global universities, followed by the University of Technology at 6503, along with nine other Iraqi universities, including institutions from Kurdistan with varying rankings. Currently, the University of Kufa holds the **2815th position worldwide** and is ranked **third nationally** among Iraqi universities.

Second: Validity and Reliability Testing of the Measurement Tool

1. Validity and Reliability Testing for the Variable of Human Resource Management Flexibility

Using **SPSS v.27**, the reliability of items and dimensions was measured to obtain the results for the variable of HR flexibility. These results are presented in **Table (1)** below.

Table (1): Validity and Reliability of the Questionnaire for the Independent Variable – Human Resource Management Flexibility

Variable	Dimensions	Items	Loadings	Cronbach's Alpha (Dimensions)	Cronbach's Alpha (Variables)
HRF (Human Resource Flexibility)	HR Practices Flexibility	FP1	0.644	0.767	0.697
		FP2	0.673		
		FP3	0.763		
		FP4	0.732		
		FP5	0.635		
SF	Skill Flexibility	SF2	0.591	0.684	0.708



		SF3	0.729		
		SF4	0.724		
		SF5	0.498		
BF	Behavioral Flexibility	BF2	0.751	0.742	0.605
		BF3	0.773		
		BF4	0.731		
		BF5	0.67		
YF	Psychological Flexibility	YF2	0.698	0.589	0.69
		YF3	0.693		
		YF4	0.639		
		YF5	0.664		

Source: SPSS v.27 Outputs

The table indicates **Indicator Reliability** through the **Outer Loadings**. Based on the results, three procedures are typically applied when dealing with loading values:

- **Loadings ≥ 0.7 :** The item is retained.
- **Loadings between 0.4 and 0.7:** The researcher examines the effect of deleting the item on other measurement model criteria. If deletion improves the values of other criteria, the item may be removed; otherwise, it is retained.
- **Loadings < 0.4 :** The item is deleted.

Accordingly, the researchers decided to retain all items without deleting any from the measurement scale.

2. Validity and Reliability Testing of the Measurement Tool for Job Satisfaction

Using **SPSS v.27**, the reliability of items and dimensions was measured to obtain the results for the dependent variable of job satisfaction. These results are presented in **Table (2)** below.

Table (2): Validity and Reliability of the Questionnaire for the Dependent Variable – Job Satisfaction

Variable	Dimensions	Items	Loadings	Cronbach's Alpha (Dimensions)	Cronbach's Alpha (Variable)
Job Satisfaction (JS)	Salaries & Wages	SW1	0.574	0.616	0.588
		SW2	0.523		
		SW3	0.503		
		SW4	0.628		
		SW5	0.544		
TS	Promotion	TS2	0.598	0.564	0.574
		TS3	0.514		
		TS4	0.658		
		TS5	0.582		
		WR	Work Relationships		
		WR3	0.725		
		WR4	0.542		
		WR5	0.54		

Source: SPSS v.27 Outputs



The table indicates **Indicator Reliability** through the **Outer Loadings**. Based on the results, three procedures are typically applied when dealing with loading values:

- **Loadings ≥ 0.7 :** The item is retained.
- **Loadings between 0.4 and 0.7:** The researcher examines the effect of deleting the item on other measurement model criteria. If deletion improves the values of other criteria, the item may be removed; otherwise, it is retained.
- **Loadings < 0.4 :** The item is deleted.

Accordingly, the researchers decided to retain all items without deleting any from the measurement scale.

Third: Testing the Main and Sub-Hypotheses of the Research

This section examines the causal relationship between the research variables. The researchers formulated a main hypothesis addressing the impact of human resource management flexibility on job satisfaction. The hypothesis was tested using **AMOS v.27**, as follows:

1. Testing the Main Hypothesis: This hypothesis states that *"There is a significant and positive relationship between human resource management flexibility and job satisfaction."* The results confirmed the existence of a statistically significant effect of HR flexibility on job satisfaction.

Table (3): Path Coefficient of Human Resource Management Flexibility and Job Satisfaction

Decision	P	R ²	C.R	S.E	S.R.W	Path
Accept	***	0.11	6.156	0.122	0.75	Human Resource Management Flexibility → Job Satisfaction

Source: AMOS v.27 Outputs

The statistical analysis results indicate a strong, positive, and significant effect of human resource management flexibility on job satisfaction among employees at the University of Kufa. At a significance level of (.000), this finding supports the acceptance of the hypothesis.

Table (4): Testing the Sub-Hypotheses of the Research

Decision	P	C.R	S.E	S.R.W	Path
Accept	***	1.81	0.06	0.116	HR Practices Flexibility → Job Satisfaction
Accept	***	2.67	0.08	0.213	Skill Flexibility → Job Satisfaction
Accept	***	3.66	0.08	0.276	Behavioral Flexibility → Job Satisfaction
Accept	***	2.55	0.06	0.158	Psychological Flexibility → Job Satisfaction

Source: AMOS v.27 Outputs

a. First Sub-Hypothesis

This hypothesis states that *"There is a significant and positive relationship between HR practices flexibility and job satisfaction."* The analysis shows a positive effect of (0.116). Since the critical ratio (CR) is (1.808), which is slightly below the threshold of ± 1.96 , but with a significance level of ($0.00 < 0.05$), the hypothesis is accepted. This indicates that employees at the University of Kufa demonstrate flexibility in administrative practices to cope with diverse and changing environments.

b. Second Sub-Hypothesis

This hypothesis states that *"There is a significant and positive relationship between skill flexibility and job satisfaction."* The analysis reveals a positive effect of (0.213). The critical ratio (CR) is (2.668), which exceeds ± 1.96 ,



with a significance level of ($0.00 < 0.05$). Therefore, the hypothesis is accepted. This suggests that employees at the University of Kufa possess flexible skills, such as calculator operation and simulation skills, enabling them to adapt effectively to work demands.

c. Third Sub-Hypothesis

This hypothesis states that "*There is a significant and positive relationship between behavioral flexibility and job satisfaction.*" The analysis shows a positive effect of (0.158). The critical ratio (CR) is (2.553), which exceeds ± 1.96 , with a significance level of ($0.00 < 0.05$). Thus, the hypothesis is accepted. This indicates that employees at the University of Kufa exhibit behavioral flexibility, allowing them to interact with different levels of thinking without negatively affecting their conduct.

d. Fourth Sub-Hypothesis

This hypothesis states that "*There is a significant and positive relationship between psychological flexibility and job satisfaction.*" The analysis reveals a positive effect of (0.276). The critical ratio (CR) is (3.659), which exceeds ± 1.96 , with a significance level of ($0.00 < 0.05$). Therefore, the hypothesis is accepted. This demonstrates that employees at the University of Kufa possess psychological flexibility, enabling them to effectively cope with various work pressures.

CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS

First: Conclusions

1. The analysis results revealed a statistically significant positive relationship between administrative adaptation in human resource management and the level of job satisfaction in educational institutions.
2. Administrative flexibility substantially contributes to improving the work environment and increasing positive interaction between management and employees.
3. Implementing flexible policies in human resource management enhances employee loyalty and reduces turnover rates.
4. Weak administrative adaptation in some educational institutions is associated with lower levels of job satisfaction among employees.
5. Administrative adaptation represents one of the fundamental approaches to achieving job stability and improving institutional performance in the educational sector.

Second: Recommendations

1. It is essential to adopt flexible administrative policies in human resource management that align with modern changes in the work environment.
2. Strengthening training and administrative development programs to enhance leadership competencies in applying administrative adaptation methods.
3. Involving employees in decision-making processes to increase job satisfaction and foster a participatory work environment.
4. Developing performance evaluation systems that incorporate flexibility and encourage creativity and innovation among employees.
5. Conducting periodic studies to measure job satisfaction levels and identify influencing factors to ensure continuous improvement.

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