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## Evaluating the Employee Value Proposition in Academic Institutions in Gaza Strip

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### Abstract

The current study aims to identify the employee value proposition (EVP) attributes that the administrative and academic administrative staff in Gaza academic institutions would perceive as the value they gain through employment. It also determines the different importance levels of EVP attributes and evaluating the degree of availability of these attributes to measure the gap between perceived and existing values according to employees' perspective. Finally, it suggests the key factors that could improve the EVP efficiency for the administrative and academic Administrative staff in Gaza academic institutions. The data was analyzed based on a survey and was drawn from three of the major universities in Gaza, Islamic University (IUG), Al-Aqsa University and University College of Applied Sciences (UCAS). Overall, the findings confirm that there is a gap in all of the questionnaire items, the level of all fields availability is lower than its importance according to respondents' estimation, the top five items with the greatest gap were in the following order (meritocracy, growth rate, recognition, compensation, and organizational stability).

Keywords: Employee Value Proposition

### تقييم القيمة المفترضة للموظف في المؤسسات الأكاديمية بقطاع غزة

المخلص

تهدف الدراسة الحالية إلى التعرف على سمات القيمة المفترضة للموظف التي يعتبرها الموظفون الإداريون والأكاديميون الإداريون في المؤسسات الأكاديمية بقطاع غزة على أنها القيمة التي يحصلون عليها من خلال التوظيف. كما أنها تحدد مستويات الأهمية لسمات القيمة المفترضة للموظف، وتقييم درجة توفر هذه السمات، وذلك لقياس الفجوة بين القيم المتصورة والقيم الموجودة وفقاً لمنظور الموظف. وأخيراً تقترح السمات الرئيسية التي يمكن أن تحسن كفاءة القيمة المفترضة للموظفين الإداريين والأكاديميين الإداريين في المؤسسات الأكاديمية بغزة. تم تحليل البيانات بناءً على دراسة استقصائية تم استخلاصها من ثلاث جامعات كبرى في غزة، الجامعة الإسلامية (IUG)، جامعة الأقصى وكلية العلوم التطبيقية (UCAS) بشكل عام، تؤكد النتائج أن فجوة في جميع بنود الاستبيان، حيث أن مستوى التوفر أقل من مستوى الأهمية في جميع المجالات، حسب تقدير الباحثين، وكانت العناصر الخمسة الأولى ذات الفجوة الأكبر على الترتيب التالي: (الجدارة - معدل النمو - الاعتراف بالموظف - التعويضات - الاستقرار الوظيفي).

كلمات مفتاحية: القيمة المفترضة للموظف

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## Research Body:

### 1. Introduction :

The importance of human resources in universities is derived from the fact that the employees are the source of competitive advantage for these institutions compared to other sources. Therefore, universities are struggling in an ongoing war to acquire this resource.

However, getting these skilled human resources can best be achieved via polarization which means attracting human resources and encourage them to work for the university. However, polarization alone is not enough, since there is no benefit from attracting new talented human resources if the university cannot succeed in maintaining the existing resources of qualified personnel or the expected employees who will be polarized later. This should lead administration departments in universities to question about the reasons why the best talented employees search for jobs within our university. Moreover, what drives the current staff to stay in the work, the reasons go beyond the material privileges and benefits, and it is true that the financial incentives may attract some workers, but the physical factors in itself will not be the main reason for joining competent staff to the university.

Most business leaders believe the answer to these questions is increased compensation. However, the best organizations manage the non-compensation components of their employment value proposition (EVP) to solve these challenges (Corporate Leadership Council, 2015).

Employee value proposition "EVP" enables the organization to Attract, Engage and Retain employees, Corporate Leadership Council defines EVP as the collection of characteristics that the labor market and employees perceive as the value they gain through employment in a role. (Corporate Leadership Council, 2015)

Whereas, the Palestinian universities are among the most important higher education institutions operating in the Palestinian labor market, the management in these universities put human resources development as a top priority. They would realize the significance of a strong EVP strategy to increase organization's attractiveness in the labor market and maintain current talented employees.

### 2. Literature Review

#### 2.1. Employee Value Proposition EVP:

##### 2.1.1. Over View of EVP

EVP as a concept it, is closely related and linked to manager branding, and it may be an imperative portion of it. The EVP refers to the offers to the employees that is promoted by the employer branding activities. (Browne, 2012, p. 30). Minchington (2006) refers to EVP as a collection of offers that the organization provides to the employee in exchange for his skills, participation, and capabilities that he can provide to the organization, it is an employee-centered approach that's adjusted to existing, coordinates workforce planning methodologies. Hill and Tande (2006) refers to it as a statement about the reason for the superior of the overall practical experience in an organization to those in other organizations . The value proposition should specify the unique individual's policies, processes and programs that illustrate the organization's commitment to i.e., employee development, management improvement, progressing employee recognition, community service, etc.. It should list out the central reasons that individuals will select to commit themselves to an organization.

Watson Towers (2010) defines the EVP as the experience offered by the manager in exchange for the efficiency and performance of an employee. From worker point of view, employee's relationship with the EVP determines the level of effort that the employee expects to exert to fulfill the organization's mission, vision, and values. From the manager point of view a strategically designed EVP motivates employees to achieve business success. Browne (2012) Explanation to EVP is as the reply given to the representative on the questions: "what's in it for me?" and "what more can you offer?". The EVP is defined by Dyhre and Parment (2013) and Botha, Bussin, and de Swardt (2011) as the overall work experience, the unique combination of financial and nonfinancial offers to the worker, in trade for the competence, the aptitudes and experiences the worker brings to the organization.

For the purposes of this research, the term "EVP" refer to the corporate executive board concept. Thus, EVP is a set of attributes that the labor market and employees perceive as the value they gain through employment in the organization. Corporate Executive Board explains what the EVP is all about. The attraction is the first aspect of the EVP. The attraction of skilled representatives expands and diversifies the candidate's pool that you have to choose from, and makes it a lot simpler to locate talent that suits a unique job. The attraction of an organization is measured by the attractiveness index. The other aspect of the EVP is about engagement, if the organization can provide her promise and the attributes that she identified, and have a strong attraction method, it will lead to the employee to be happy and a happy employee will always be committed employee (Corporate LeaderShip Council, 2006a, p. 7).

### **2.1.2. Definitions of EVP Attributes**

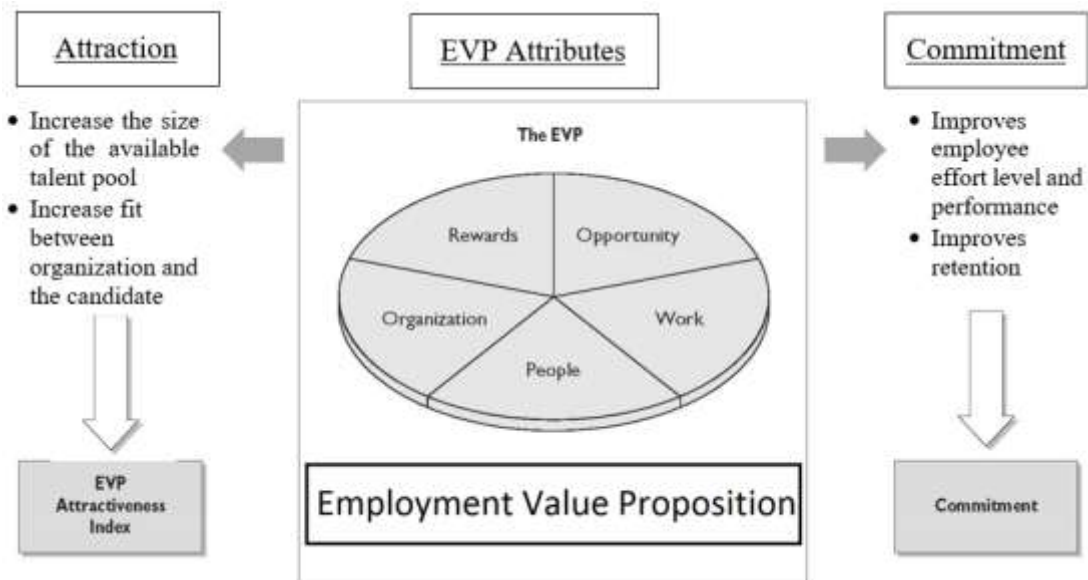
To create a set of significant EVP characteristic, council crew looked into an assortment of sources to recognize potential EVP characteristics. These sources diversified and consisted of job announcements, press articles on the company's websites, advisory literature, and business and academic studies. More than 200 attributes were compiled in a core list, and assessed for similarity, uniqueness, and universality, resulting in a consolidated set of 38 features.

The ultimate set of 38 organizational features were classified into five main dimensions, as listed below:

1. The tangible rewards that the worker gets for his/her work, such as provident fund and compensation.
2. The opportunity which provided to the employee by the job or organization such as growth rate.
3. The nature and characteristics of the work, such as the extent to which the job responsibilities match the worker's interests.
4. The organization's characteristics, such as its commitment to professional ethics.
5. The characteristics of the people of the organization, such as senior leadership reputation.

### 2.1.3. The Relationship between EVP and Employee Attraction and Employee Commitment/Engagement .

The EVP classified into five main dimensions as explained before. Figure 1 shows these dimensions and its relationship with both employee attraction and employee commitment.



**Figure 1 Employee Value Proposition Dimensions**  
Source: Corporate Leadership Council Research, 2006

Combining all the above dimensions will clarify the employee's attractiveness level. The more the organization is able to attract new candidates, the more it will increase the talent pool it can choose from. Organizations with managed attraction strategy will have the ability to recruit from both active and passive labor market. For approximately 40% of the talented labor market considered as an active candidates, so without attractively managed EVP organizations will miss out on the 60% inactive pool of skilled employees (Corporate LeaderShip Council, 2006b, p. 9).

A solid EVP does not only deliver a strong attraction and depth of talent to choose from but moreover guarantees much higher levels of commitment to the organization. Higher levels of commitment will lead to expanded exertion, productivity and retention. The most important aspect of the EVP is the actual delivery of the EVP to new employees. 38% of new appointees display the highest level of commitment at day one. After one month of employment, there are less than one in ten employees who are firmly committed to the organization with poor EVP performance. You should get your EVP spot on, but more importantly you will have to be able to really convey on it to get commitment from your new employees (Corporate LeaderShip Council, 2006b, p. 11).

#### 2.1.4. The Impact of A Winning EVP:

Companies that have a winning EVP have the most convincing answer to “why would a talented person want to work here?” A good EVP has a great effect on commitment and attraction of skilled employees in good and bad times (Chambers, Foulon, Handfield-Jones, Hankin, & Michaels, 1998). The result of Botha et al. (2011) The study showed that companies that achieved a significant EVP rate and metrics to measure results experienced a 20 percent lower turnover among their workers..

According to the Corporate Leadership council a strong and successful EVP strategy comes with three primary benefits, which are boosted attractiveness, higher employee engagement and saving compensations.

Moreover, the value of strong EVP exceeds the cost and timesaving, it includes:

1. Helps to attract different labor markets and 'hard-to-hire' talent employees: for institutions operating in different countries the EVP have to exceed one size that fits all. A strong EVP includes features that appeal to diverse groups of workers from various cultures, age groups and functional specialties. The most successful EVPs are resulting from combining needs of master segments of the workforce to create a universal brand, which is then delivered through the best channel for each segment.
2. Has a role in re-engaging disenchanted employees: the EVP creation process includes conducting a survey and take the opinions of existing employees. Typically this is a very powerful liaison tool in itself, which employees usually enjoy and appreciate when the organization takes positive steps in this heading
3. Helps to priorities organization's HR agenda: Developing an EVP will assist you to understand your human resource priorities. To be able to form a successful EVP you need to understand what your employee's interests are and to the interests of the potential candidates. Having this vision means that you understand what particularly you have to do to attract, engage and retain the people you want, where advancements got to be made, and what will likely to make individuals leave if they are not addressed
4. Develops a great brand for "people": In the same way that companies become famous for their products and services, also companies with solid and honest EVPs become famous for the way they treat people and the quality of their people. Apple would be a clear example, as it does not have to enter a fierce competition for talent. There are fabulous people lining up and waiting to join them.
5. Scale down new- crew premiums candidates will require a less compensation premium when accepting a job offer when they look to the organization's EVP as attractive. CLC mentioned that perceived unattractive EVPs cost a 21% premium to hire candidates, while attractive EVPs only cost an 11% premium. (James & Bibb, 2015).

### **2.1.5. How To Create A Winning EVP:**

There is no exact methods for how to create a strong and successful EVP, as well as there is no concrete examples applicable to other firms than the example firm. Since every company is unique, it is reasonable to claim that there is no general solution for working out an EVP (Nyman & Stamer, 2013). Thus, Browne (2012) said that organizations need to consider the previously mentioned EVP attributes as a structural framework to understand and design their own EVP's features, to find out their staff preferences, and the causes of any gaps between staff aspirations and the actual EVP in the organizations. Hill and Tande (2006) Suggested to begin establishing the employment value proposition by asking the main question, "If we had to pay 20 percent below market, what would we say or do to attract and retain people?"

Dyhre and Parment (2013) Mentioned that, when creating an EVP for your organization, it must be clear, true, concrete, differentiated and preferably involve a feeling or emotion - this order to facilitate associations and to make it easier to embrace.

Fortunately, there are many ways to understand what makes employees think the workplace is a great place to work. It is a good idea to start taking advantage of the information you already have, including surveying employee opinions. Although these surveys do not explain what exactly is important to your employees, it is extremely important to start with this step in order to develop a strong attractive EVP. The process of creating a good EVP inspires what is vital to the various types of individuals that you want to bring in and engage. Credibility is an essential component of EVP success, and to achieve this credibility, EVP must always be examined and tested. The purpose of this test is to guarantee that all categories of current employees and potential candidates find it attractive. The testing also shows which EVPs components must be selected or neglected to appeal to different segments. The test should take into account both current internal staff and potential external staff, in which case the test will reveal the changes that must be adjusted to the EVP components to attract the various categories that it was tested with. Assuming that correct and accurate data is used to design the EVP, it supposed to fit in for 90% of the target group. EVP should always be tested, because the remaining 10% you need to adjust can be an important part of your workforce (James & Bibb, 2015)

#### **2.1.6. Employee Value Proposition (EVP) VS Employment Brand (EB):**

To clarify the difference between EB and EVP, it is a good idea to define what is meant by “Brand”. The topic of brand is highly controversial, but the prevailing thinking is that the brand can be considered as your reputation. You can do things to effect on your reputation but, at the end of the day, others decide what your reputation eventually is (Kennedy, 2013)

A strong organization brand that helps the organization to create competitive advantage in the talent market begins with a well- characterized Employee Value Proposition (EVP). The two terms are often confused so in a simple explanation for each:

1. EB is the term generally used to describe an organization's reputation as an employer (wikipedia, 2016), it is the impression candidates hold about the company and what it would be like to work for that company.
2. EVP defines the full array of elements a company delivers to employees in return for the contribution they make to the organization. It is a intentional construct of the organization to afford a convincing collection of values that will attract the required future talented workforce and keep the current employees in the organization at the same time (**Kennedy, 2013**).

The role of the employee value proposition (EVP) is to determine what you most want people to associate with you as an employer.

The role of employer brand management is to guarantee that employee experience is fit with your EVP.

#### **2.2. Palestinian Academic Institutions**

According to the Ministry of Education & Higher Education Statistical Yearbook 2018/2019 Higher education sector in Gaza Strip consists of 17 different educational institutions. The degree offered by these institutions varies from diploma to doctorate. In general, two of these institutions follow the open learning system, while the rest of them follow the traditional classical style in higher education (Palestinian Ministry of Higher Education, 2018/2019).

The following is a brief review for universities included in this study:

1. **The Islamic University of Gaza (IUG)** is an independent academic institution established in 1978, working under the supervision of the Ministry of Higher Education. It is a member of four

associations: Federation of the Universities of the Islamic World, International Association of Universities, Association of Arab Universities, and Community of Mediterranean Universities. In addition, IUG has cooperative relations with many Arab and foreign universities. (IUG Website, 2020).

2. **Al-Aqsa University** It is one of the public universities located in the Gaza Strip, established in 1955, and thus it is considered the first higher education institution in the Gaza Strip. by the presidential decree issued in 2001, it was approved as a government institution for higher education. now Al-Aqsa university is a member of the Arab universities in addition to its membership in the Palestinian Higher Education Council.(Al-Aqsa University Website, 2020)
3. **University College of Applied Sciences UCAS:** At the beginning of its establishment in 1998, it was approved as a college for technical and vocational education in the Gaza Strip, then it continued to develop and grow until it was approved by the Palestinian higher education as a university college offering bachelors and diploma degrees in a variety of technologically-oriented programs (University College of Applied Sciences Website, 2020).

### **2.3. Employee Value Proposition in Palestinian Universities in Gaza Strip**

In universities understudy there are competent authorities to carry out the recruitment process to fill the vacancies. At Al-Aqsa University as a public university, the General Personnel Council is the competent authority to fill vacancies, while the Islamic University has the Personnel Affairs Department, and UCAS has the Humans Resources Section.

The process of polarization of jobs is done through posting job vacancies either on websites or in official newspapers. Then the employment applications are checked to ensure that they conform to the general conditions of job specifications before assigning specialized committees to conduct job test and interviews.

From relevant department's point of view, they see that advertising vacancies is an efficient and sufficient way to fill any vacancy and attract the needed human skills, as the number of applicants for job vacancies is large enough, they believe that working in a university is one of the best opportunities of choice that may be offered to applicants. This might be due to the high rates of academic degrees holders and the lack of job opportunities, in addition to the social and financial privileges when working in a university.

Whether formally characterized or not, all companies have an EVP, but what distinguishes an institution from another is the degree of strength of its EVP and to what extent the institution use it to enhance its competitive advantage.

Using the results of the survey research, which carried out and will be mentioned later, the researcher found that the EVP components are present in the institutions under study, but through personal interview with the relevant departments in these institutions, it shows that these components were not developed based on a study or evaluation to know the employees' preferences. They do not determine what exactly attracts and retains people within their organization to identify or enhance their own EVP. They did not have a staff survey, interviews or focus groups as these tools can be used to develop a strong EVP.

### **3. Previous Studies**

Previous studies were used by the researcher to gain a wide understanding, enrich the context of the study literature, and identify efforts in EVP implementation, which was crucial in electing the variables, developing hypothesis and the environment of the study. These previous studies were

also necessary to analyze and interpreting the results of the study by comparing these results with the results of previous studies. These studies are listed below:

**1. Humaid (2018) Talent Management and Organizational Performance: The Mediating Role of Employee Engagement A Case Study Bank of Palestine in the Gaza Strip**

This study aims to investigate the degree of talent management practices and its various dimensions (attracting, motivating, developing and retaining) in Bank of Palestine (BOP) in the Gaza Strip, and to examine the degree of organizational performance and its various dimensions (financial, internal process, customers and learning and growth), as well as the research aimed to test the mediating role of employee engagement on the relationship between talent management practices and organizational performance. The sample of the research consists of 191 employee, and the data was collected using a questionnaire distributed on different management levels in Bank of Palestine working in the Gaza Strip.

The study concluded that the degree of talent management practices in Bank of Palestine was moderate, and the degree of organizational performance was high, while the degree of sense of employee engagement was moderate.

The study recommended to place more focus and effort on the realization and application of effective talent management practices due to their role in the attraction, motivation, development and retention of top skilled and talented employees. And the importance of aligning talent management strategy with the organizational strategic goals.

**2. Pandita and Ray (2018) Talent management and employee engagement – a meta-analysis of their impact on talent retention**

This study aims to enhance the understanding of the domain of talent management and employee engagement, and how the former culminates in the latter, specifically as a tool for retention of employees. The paper also attempts to probe and aid readers in understanding of the domain of talent management and employee engagement, specifically as a tool for retention of employees.

The study concluded that talent management is one of the most effective tools in ensuring that employees stay engaged and committed to their work, this sense of engagement or commitment toward their work ensures in turn that these employees stay with the organization in the long run. And that a synchronization of talent management practices and employee engagement initiatives leads to improved talent retention and proposes a model to this end

The study recommended that through employee engagement, organizations must attempt to nurture an association/relationship between the employer and employee, prompting intent to stay on owing to an overarching sense of connectedness.

**3. Abu-fayed (2016) The Relationship Between Employee Retention And Organizational Competence In Palestinian Universities In Gaza Strip**

This study explored the relationship between employee retention and organizational competence in Palestinian Universities in Gaza Strip. It presents the factors affecting employee retention. It also highlights the main causes make employees leave their jobs. The sample of the research consists of 330 employee, and the data was collected using a questionnaire distributed on the Islamic University (IUG), Al-Azhar University and University of Palestine.

The study concluded that The Palestinian Universities use the six factors of employee retention (compensation and rewards, supervisor support, training and developments, work environment, job



security, organizational justice) in retaining their employees. These factors of employee retention has a positive relationship with organizational competence.

The study recommended that universities should enhance the employee retention and organizational competence by developing organized strategy to retain its employees, enhance the compensation and rewards system, increase the training and developments process, frequent workshops and training programs, and universities should promote the appraisal system fairness and make difference in terms of recruitment to enhance the organizational justice and job security.

#### **4. Vidal-Salazar, Cordón-Pozo, and Torre-Ruiz (2016): Flexibility of Benefit Systems and Firms' Attraction and Retention Capacities**

This study analyzed three different models of benefit frameworks and its application's effects on Spanish companies' attraction and retention capacity, differentiating these frameworks depending on the level of flexibility offered to the employees. The data was collected using a questionnaire distributed on 308 human resources managers in Spanish companies. The study used ordinary least squares regression analyses to test the hypotheses.

The study concluded that the more companies provide freedom to employees in the election of their benefits, the more flexible compensation systems they will have.. Benefit systems with a greater degree of flexibility could allow companies to decrease their costs by applying more efficient and effective frameworks and, at the same time, they can avoid that employees perceive that this cost reduction results in rewards being less valuable than those provided by other companies. And human resources policies have a critical influence on the ability of firms to enroll and retain core employees.

The study recommended that managers have to keep in mind the effect of different reward policies on the recruiting and retention of core human resources, and they should provide more information about the advantages of the company benefit frameworks to potential talented employees.

#### **5. Al-Khozondar (2015): Employee Relationship Management And Its Effect On Employees Performance At Telecommunication And Banking Sectors**

This study aims to investigate the effect of employee relationship management (ERM) on the employees' performance in Telecommunication and Banking Sectors in Gaza Strip. Moreover, the study seeks to recognize the opinions of employees on the extent of the ERM's impact on their job performance, and the extent to which these results are affected by the demographic characteristics of the study population. To collect data, 200 questionnaires were distributed to the study population. The results of the study have shown that there is a positive impact on employee performance related to ERM components and that ERM works to strengthen relationships, increase employee commitment and improve their performance.

The study recommended several points, the most important of which is that the organizations should pay special attention to the ERM because of its impact on employees' motivation and improving their performance.

#### **6. Shmailan (2015): The Relationship Between Job Satisfaction, Job Performance and Employee Engagement: An Explorative Study**

This study aims to identify the common factors that contribute to reaching employee satisfaction, where several factors have been studied such as job suitability, appreciation, clarity of goals, and good communication. The study also examined the extent to which the role of the organization and

individuals affected employees' satisfaction. In addition to the study of job performance as a major factor in the organizations' success.

The study concluded that employee satisfaction is closely linked to employee commitment, and job satisfaction has positive effects on increasing productivity and career enhancement.

The study recommended that organizations should conduct a more comprehensive examination in different countries to determine best practices to increase job commitment, and study the impact of culture on these practices, in addition to developing detailed plans for how to create an employee engagement plan

#### **7. Nyman, A., & Stamer, M. (2013): How to Attract Talented Software Developers: Developing A Culturally Differentiated Employee Value Proposition**

This study aims to investigate the concept of extracting an employee value proposition that can help a company in need of this type of labor to become more attractive. To understand if culture has an impact on the candidate's attraction, it is also investigated whether or not an employee value proposition can be adapted to fit different nationalities.

The study concluded that every EVP is unique: although the EVP attributes for the case company may be attractive for the target group, each and every company has to find its own way to do this. And strong company cultures has a great effect of the EVP.

The study recommended that Internal improvements proposals for the employer branding activities of the case company (inspiring management, leaders will support my development and clear path for advancement). External improvements proposals for the employer branding activities of the case company (prestige, professional training and development, opportunities for international travel and relocation, interaction with international clients and colleagues, enabling me to integrate personal interests in my schedule, respect for its people, a friendly work environment, recruiting only the best talent, and good reference for future career).

#### **8. Sokro (2012): Impact of Employer Branding on Employee Attraction and Retention:**

This study aims to explore whether employers use branding in their organizations, and how employer branding affect the recruiting and retention of employees in the banking sector in Ghana, the data was collected using a descriptive survey, descriptive and inferential statistics were used to analyze the survey.

The study concluded that organizations should use employer-branding approach in their business to attract employees and clients. Moreover, brand names of organizations may significantly effect on the decision of employees to join and remain within the organizations.

The study recommended that organizations must aim to be a workplace where potential employees are attracted to join and current staff remain loyal and perform for the good of the whole business.

#### **Comments and conclusions:**

Based on previous studies some notes can be highlighted as following:

1. Many foreign studies have been conducted on EVP and its impact on employee attraction and commitment.
2. Generally there was no previous Arabic or Palestinian Studies talking directly about EVP, but the researcher found studies talking about one or more of EVPs variables (rewards, people, opportunities, organization, and work) and discussed its relation on employee commitment and retention.

3. This study is consistent with previous studies that discussed EVP-related topics or one of its dimensions.
4. Regarding the tools used most of the studies used surveys and questionnaires, while there are some researchers used interviews, and focus groups. The researcher used the questionnaire and interviews as the most used tools in these cases.
5. The population has diversified in previous studies. Some studies were foreign, while others included Arab and local studies. Foreign studies have been diverse from different countries like the USA, Spain, Ghana, Pakistan, South Africa, Canada, Niagara, and India. The same applies to Arabic studies; some of them were from Saudi Arabia, Jordan, the United Arab Emirates, and Palestine.
6. For the studies' population and samples, the studies were carried out in various institutions such as (universities, NGO's, public sector organizations, governmental ministries, companies, etc.) And this led to enriched the results and covered different perspectives
7. Most of the studies used analytical and descriptive method to develop their results, but as they discussed new topics; some of them e.g. Alnaqbi used both quantitative and qualitative research approaches, Till and Karren used a policy-capturing approach while Hughes and Rog used as implementation design approach. However, the researcher chose to use the most common methods, so he used the descriptive-analytical method, as most researchers have done.
8. A great deal of the work in previous studies which tackled EVP, have been based findings made by the corporate leadership council.
9. The previous studies have emphasized the need to enhance the EVP within the institution as it has a positive impact on attracting and retaining talented employees.
10. Some previous studies proposed approached, practices and strategies that can be used by the HR departments in order to attract and retain qualified employees. It also proposed policies, procedures, methodologies and frameworks to enhance the image of the institution as a desirable workplace through developing a strong EVP.
11. This study was similar to some previous studies in terms of objectives, tools and results, at the same time it also has differences with other studies.

However, some characteristics distinguish this study from previous studies, including the following:

1. This study discussed a topic that was not covered in any regional or local study, in light of the information available to the researcher.
2. It was applied on Gaza academic institutions as a population, while other studies that tackled EVP have different population.
3. The study compares three major institutions offering higher education services in Gaza Strip which are Al-Aqsa University, the Islamic University, and University College of Applied Sciences

#### **4. Research Problem Statement**

By studying the growth of employee's number in traditional universities operating in the Gaza Strip, according to the records of Higher Education Statistical Yearbooks, It is noted that the number of employees is declining, where the number of employees in the year 2018/2019 decreased by (413) employee compared to the year 2011/2012. In addition, statistics also show that the year 2013-2014 recorded a decrease rate of (-13.22%) in employees' numbers compared to the previous year, and

the year 2016/2017 recorded a decrease in the number of employees (-28.09%) compared to the previous year.

**Table 1 Number of Employees at Traditional Palestinian Universities**

Academic Year	Administrative & Academic Administrative	Annual Growth Rate
2011/2012	2246	0
2012/2013	2347	4.30%
2013/2014	2073	-13.22%
2014/2015	2039	-1.67%
2015/2016	2125	4.05%
2016/2017	1659	-28.09%
2017/2018	1883	11.90%
2018/2019	1833	-2.73%

**Source: Ministry of Education & Higher Education Statistical Yearbook (2009-2015)**

Whether this decline in the growth rate was caused by voluntary turnover when employee quits, or involuntary turnover when an employee is laid off or fired, generally due to reducing staff. Universities administration have to avoid disasters that may occur as a result of this turnover, by having a strong EVP strategy to attract the best candidates from labor markets and be a highly desirable place to work.

The research problem can be formulated in the following statement “what is the employee value proposition (EVP) attributes that the administrative and academic administrative staff in Gaza academic institutions would consider as the value they acquire through employment”

## **5. Research Variables and Framework**

### **5.1. Research Variables**

This research seeks to reach its objectives and measure the employee value proposition (EVP) attributes that the administrative and academic administrative staff in Gaza universities would perceive as the value they gain, through the following variables:

1. Dependent variables:
  - a. Value proposition importance to the employee.
  - b. Value proposition availability to the employee.
2. Independent variables: employee value proposition attributes
  - a. Rewards: consists of the tangible rewards that an employee will get from the organization such as medical aid, compensation, car allowance, provident fund and many others.
  - b. Opportunity: the job opportunities that the organization afford to the employee, the advancement and career development opportunities in the organization and the possibility to move up and climb the corporate ladder after joining the organization.
  - c. Work: The actual nature of the job does the work actually logically satisfy the employees and are they curious in what they do on a daily basis.
  - d. People “the culture of the organization”: does the newly hired employee fit into the organization's culture, is the climate leads to workers being creative, Does the organization have a shared vision and is the organizational environment driven by people, first, then results?.

- e. Organization: the characteristics of the organization and the type of industry you are joining.



**Figure 2 Employment Value Proposition (EVP) Attributes**

Source: Articulated By the Researcher Based On Corporate Executive Board, 2006

## 5.2. Research Hypotheses

Based on the explanation given this study proposes the following hypothesis:

1. There is significant statistical differences between respondents' answers (at  $\alpha = 0.05$  level) to the value proposition importance to the employee and value proposition availability in the organization, which was tested based on the data analysis conducted for the following fields:
  - a. Employee value proposition attributes are statistically significant component of employee's estimation of the importance of EVP.
    - i) Rewards is a statistically significant component of employee's estimation of the importance of EVP.
    - ii) Opportunity is a statistically significant component of employee's estimation of the importance of EVP.
    - iii) Work is a statistically significant component of employee's estimation of the importance of EVP.
    - iv) People is a statistically significant component of employee's estimation of the importance of EVP.
    - v) Organization is a statistically significant component of employee's estimation of the importance of EVP.
  - b. Employee value proposition attributes are statistically significant component of employee's estimation of the availability of EVP in the organization.
    - i) Rewards is a statistically significant component of employee's estimation of the availability of EVP in the organization.

- ii) Opportunity is a statistically significant component of employee's estimation of the availability of EVP in the organization.
  - iii) Work is a statistically significant component of employee's estimation of the availability of EVP in the organization.
  - iv) People is a statistically significant component of employee's estimation of the availability of EVP in the organization.
  - v) Organization is a statistically significant component of employee's estimation of the availability of EVP in the organization.
2. There is significant statistical differences in research sample responses (at  $\alpha$  level  $\leq 0.05$ ) due to the following demographical characteristics; age, gender, educational background, job title and years of service in the organization.

### 5.3. Research Objectives

The main purpose of the research is to analyze the EVP strategy within Gaza academic institutions this research aims at achieving the following objectives:

1. Analyze the current EVP implemented in Gaza Universities by:
  - a. Determine the different importance levels of EVP attributes that drives attraction and commitment for the administrative and academic administrative staff of Gaza academic institutions.
  - b. Evaluating the degree of availability of EVP attributes at Gaza academic institutions from employee perspective.
2. Asses the gap between perceived and existing values according to employees' perspective
3. Suggest the key factors that could improve the EVP efficiency for the administrative and academic Administrative staff of Gaza academic institutions.

### 5.4. Research Importance

This research is important from different perspectives as follow:

1. For the universities:
  - a. This research targets vitally important sector in Palestinian institutions, which is the universities that have significant effect in the educational process in Palestine.
  - b. This study will provide a real model that can be considered as a first and basic step that helps decision makers in formulating work policies and improving their performance by defining the variables that must be taken into account when creating their EVP.
2. For the other researchers and the scientific research:
  - a. Other researchers may benefit from this research as an additional resource for use in the relevant topics.
  - b. The methodology of work and the findings of this study can be considered as a starting point for future local researchers.
3. For the society:
  - a. This study will make a significant contribution in the field of HRM and building knowledge of methods to support the EVP and as a reference source for institutions.
  - b. This research will contribute to increase the awareness of organizations to give more attention to its employees.
4. For the researcher:

- a. This research will have a role in expanding the researcher's perceptions and increasing his understanding of other related issues in the field of human resources and organizational strategies.
- b. The researcher can use this research to participate in relevant local conferences or publish in scientific journals.

## **6. Research Design and Methodology**

### **6.1. Methodology and Procedures**

#### **6.1.1. Research Methodology**

The descriptive analytical approach was followed in conducting the research, which is considered as the most used in business and social studies (Kumar, 2010).

#### **6.1.2. Research Design**

The researcher followed these steps to perform the study:

1. The first step includes developing the research proposal that involves describing and defining the problem, establishing the research objectives and development of the research plan.
2. The second step started after receiving the approval on the research proposal, an overall literature review was conducted about employee value propositions, what attract employees, and how to maintain talent employees.
3. In the third step the researcher started developing a survey which was presented to (8) professors from different universities in order to evaluate and review the survey.
4. After completing the initial modification to the survey according to the modification of the referees, the survey was distributed to a pilot sample in order to make sure that the survey's questions are clear and the research population can understand them easily in a way that helps to achieve the study goals.
5. The fifth step is about publishing the survey on research population. 288 questionnaires were collected from the research population.
6. The sixth step: It is about conducting data analysis and hypotheses testing by using Statistical Package for the Social Sciences (SPSS).
7. Based on data analysis, the last step included the findings and recommendations of the study

#### **6.1.3. Research Population and Sample:**

The research population comprises of (944) administrative and academic administrative staff working in the Islamic University, Al-Aqsa University, and University College of Applied Sciences, the number of research population was obtained through direct contact with personnel departments of the three institutions after reviewing the records of higher education statistical yearbook. The researcher compared the data in the statistical yearbook with the data obtained from personnel affairs department and there were minor differences that did not affect the size of the sample.

The researcher used the Robert Mason equation to determine the sample based on the original study population. The results of the Robert Mason equation showed that (273) questionnaire should be collected to be representative. Table (2) shows the calculated sample of the study population and its

**Table 2 Research population and sample according to university and job category**

distribution to the universities under study according to the job classification in those universities

University Name	Job Category	Population	Targeted Sample	Targeted Sample Total	Percentage
Islamic University	Administrative	422	121	150	55%
	Academic Administrative	100	29		
Al-Aqsa University	Administrative	193	55	80	30%
	Academic Administrative	87	25		
University College of Applied Sciences	Administrative	127	36	40	15%
	Academic Administrative	15	4		

Source: Articulated by the Researcher Based on Personal interviews

<b>Total</b>	<b>944</b>	<b>270</b>	<b>270</b>	<b>100%</b>
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#### 6.1.4. Questionnaire Design and Procedure

The questionnaire was distributed to the research population with a cover letter explains the aim of the research, with an emphasis on information security in order to get a high response. The questionnaire consists of two parts as following:

Part I: Demographic data, which related to the common characteristics of the study population and were represented in (6) paragraphs, which are:

1. Gender.
2. Age.
3. Place of work.
4. Educational Qualifications.
5. Years of service.
6. Job category.

Part II: This section consists of (38) paragraphs to collect information, which were classified into five main fields as follows:

1. First Field: relevant to rewards, comprises of (4) paragraphs.
2. Second Field: relevant to opportunity, comprises of (5) paragraphs.
3. Third Field: relevant to organization characteristics, comprises of (16) paragraphs.
4. Fourth Field: relevant to work, comprises of (7) paragraphs.
5. Fifth Field: relevant to people and the culture of the organization, comprises of (6) paragraphs.

In designing the questionnaire, the researcher used the following procedures:

1. The questionnaire was developed by the researcher based on the literature, and was reviewed and adjusted by the researcher's supervisor.
2. After making the initial adjustments to the questionnaire, it was given to a number of 8 academic referees and a professional from different universities and governmental institution, who have excellent expertise and recognition in the area of the research topic.
3. Next, the questionnaire was adjusted based on the referee's comments.
4. After that, a test was conducted on a pilot study sample consisting of (50) questionnaires in order to ensure the validity and reliability of the questionnaire.



5. Finally, based on the pilot sample results, the questionnaire was ready for distribution in its final form.

### 6.1.5. Test of Normality

The researcher used the One-Sample Kolmogorov-Smirnov test to determine whether the data

**Table 3 The Result of Kolmogorov-Smirnov Test of Normality**

follow the normal distribution or not, this test is vital in case of testing hypotheses.

Field	VP importance		VP availability	
	Statistic	P-Value (Sig.)	Statistic	P-Value (Sig.)
<b>Rewards</b>	1.320	0.061	0.613	0.847
<b>Career Opportunity</b>	1.308	0.065	0.581	0.888
<b>The Organization</b>	0.531	0.940	0.762	0.607
<b>Work</b>	0.911	0.378	0.980	0.292
<b>People</b>	1.106	0.173	1.172	0.128
<b>All items of the questionnaire</b>	<b>0.665</b>	<b>0.768</b>	<b>0.807</b>	<b>0.534</b>

Table (3) shows that the data follow the normal distribution since p-value for each of the study variables is greater than the level of significance (0.05), therefore the researcher should use parametric tests in order to perform statistical data analysis.

### 6.1.6. Statistical Analysis Tools

In order to perform the data analysis, the researcher used both qualitative and quantitative analysis methods, where the following statistical tools were used:

1. Kolmogorov-Smirnov test of normality.
2. Pearson correlation coefficient for Validity.
3. Cronbach's Alpha for Reliability Statistics.
4. Frequency and Descriptive analysis.
5. One-sample T test.
6. Paired Samples T-test.
7. Independent Samples T-test.
8. Analysis of Variance: Which was used to determine whether there is a statistical significant difference between the means of the respondents' response toward the importance and availability of EVP due to age, educational qualifications, years of service and place of work categories.

## 6.2. Testing Research Tool

### 6.2.1. Introduction

This section clarifies all the tests, which were conducted on the survey, in order to ensure the validity and reliability of the survey. These include the structure and expert validation of the questionnaire by a pilot sample, which comprises of (50) questionnaires. In order to assess the reliability of the questionnaire and assess the external consistency between the items of the measuring instrument, the Cronbach alpha coefficient was calculated.

### 6.2.2. Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is assumed to be measuring. Validity includes a set of different aspects and methods of evaluation. Statistical validity is utilized to evaluate instrument validity, which include internal validity and structure validity.

#### 1. Content validity of the questionnaire:

To ensure that the questionnaire content is compatible with the research objectives, the researcher's supervisor has conducted a content validity of the questionnaire, and assessed whether the questions reflect the research problem or not. In addition, eight academic experts from different universities were requested to assessed and evaluate whether the questions consistent with the scope of the items and provided valuable notes to improve its validity. The experts did agree that the questionnaire was valid and suitable enough to measure the concept of interest with some simple modifications.

#### 2. Criterion Related validity (Internal Consistency):

The internal validity was the first statistical test used by the researcher to test the validity of the questionnaire by measuring the correlation coefficients between each element in one dimension and the entire dimension, and the tables below show the results of the test as follows:.

##### a. Internal validity for the "Rewards" dimension:

**Table 4 Correlation coefficient of each item of "Rewards" and the total of this dimension**

#	Item	VP importance		VP availability	
		Correlation Coefficient	P-Value (Sig.)	Correlation Coefficient	P-Value (Sig.)
1.	The competitiveness of the job's financial compensation package	.566	0.000*	.804	0.000*
2.	The comprehensiveness of the organization's health benefits	.786	0.000*	.808	0.000*
3.	The comprehensiveness of the organization's retirement benefits	.762	0.000*	.693	0.000*
	The amount of holiday/vacation time that employees earn annually	.755	0.000*	.733	0.000*

Table (4) shows the correlation coefficient for every paragraph in "Rewards" and the entire dimension. The table also shows that the p-values (Sig.) for each paragraph are lower than 0.05, which indicates that this dimension's correlation coefficients - at ( $\alpha = 0.05$ ) - are statistically significant, Therefore, it could be concluded that the components of "Rewards" are consistent and valid.

##### b. Internal validity for the "Career Opportunity" dimension:

**Table 5 Correlation coefficient of each item of "Career Opportunity" and the total of this dimension**

#	Item	VP importance		VP availability	
		Correlation Coefficient	P-Value (Sig.)	Correlation Coefficient	P-Value (Sig.)
1.	The developmental/ educational opportunities provided by the job and organization	.687	0.000*	.794	0.000*
2.	The future career opportunities provided by organization	.855	0.000*	.838	0.000*

3.	The growth rate of the organization's business	.857	0.000*	.804	0.000*
4.	Whether or not employees are rewarded and promoted based on their achievements	.869	0.000*	.868	0.000*
5.	The level of stability of the organization and the job	.874	0.000*	.748	0.000*

Table (5) shows the correlation coefficient for every paragraph in "Career Opportunity" and the entire dimension. The table also shows that the p-values (Sig.) for each paragraph are lower than 0.05, which indicates that this dimension's correlation coefficients - at ( $\alpha = 0.05$ ) - are statistically significant, Therefore, it could be concluded that the components of "Career Opportunity" are consistent and valid.

**Table 6 Correlation coefficient of each item of "The Organization" and the total of this dimension**

c. Internal validity for the "Organization" dimension:

#	Item	VP importance		VP availability	
		Correlation Coefficient	P-Value (Sig.)	Correlation Coefficient	P-Value (Sig.)
1.	Whether or not the organization's reputation as an employer has been recognized by a third-party organization	.572	0.000*	.559	0.000*
2.	The reputation of the clients and customers served in performing the job	.563	0.000*	.457	0.000*
3.	the organization's level of commitment to having a diverse workforce	.683	0.000*	.554	0.000*
4.	The level of involvement employees have in decisions that affect their job and career	.631	0.000*	.696	0.000*
5.	The organization's level of commitment to environmental health and sustainability	.523	0.000*	.738	0.000*
6.	The organization's commitment to ethics and integrity	.571	0.000*	.628	0.000*
7.	Whether the work environment is formal or informal	.545	0.000*	.622	0.000*
8.	The desirability of the organization's industry to the respondent	.519	0.000*	.533	0.000*
9.	The competitive position the organization holds in its market(s)	.444	0.001*	.681	0.000*
10.	The size of the organization's workforce	.727	0.000*	.552	0.000*
11.	The level of awareness in the market place for the products brand	.467	0.000*	.802	0.000*
12.	The organization's product or service quality reputation	.511	0.000*	.695	0.000*

#	Item	VP importance		VP availability	
		Correlation Coefficient	P-Value (Sig.)	Correlation Coefficient	P-Value (Sig.)
13.	The degree of respect that the organization shows employees	.638	0.000*	.659	0.000*
14.	The amount of risk that the organization encourages employees to take	.464	0.000*	.565	0.000*
15.	The organization's level of commitment to social responsibility (e.g., community service, philanthropy)	.608	0.000*	.613	0.000*
16.	The extent to which the organization invests in modern technology and equipment	.563	0.000*	.807	0.000*

Table (6) shows the correlation coefficient for every paragraph in "The Organization" and the entire dimension. The table also shows that the p-values (Sig.) for each paragraph are lower than 0.05, which indicates that this dimension's correlation coefficients - at ( $\alpha = 0.05$ ) - are statistically significant, Therefore, it could be concluded that the components of "The Organization" are consistent and valid.

**Table 7 Correlation coefficient of each item of "Work" and the total of this dimension**

d. Internal validity for the "Work" dimension:

#	Item	VP importance		VP availability	
		Correlation Coefficient	P-Value (Sig.)	Correlation Coefficient	P-Value (Sig.)
1.	The amount of out-of-town business travel required by the job	.325	0.032*	.343	0.016*
2.	The opportunity provided by the job to work on innovative, "leading edge" projects	.340	0.018*	.484	0.000*
3.	The level of impact the job has on outcomes	.677	0.000*	.729	0.000*
4.	Whether the job responsibilities match your interests	.813	0.000*	.754	0.000*
5.	The location of the jobs the organization offers	.648	0.000*	.709	0.000*
6.	The amount of recognition provided to employees by the organization	.772	0.000*	.748	0.000*
7.	The extent to which the job allows you to balance our work and your other interests	.688	0.000*	.665	0.000*

Table (7) shows the correlation coefficient for every paragraph in "Work" and the entire dimension. The table also shows that the p-values (Sig.) for each paragraph are lower than 0.05, which indicates that this dimension's correlation coefficients - at ( $\alpha = 0.05$ ) - are statistically significant, Therefore, it could be concluded that the components of "Work" are consistent and valid.

**Table 8 Correlation coefficient of each item of "People" and the total of this dimension**

e. Internal validity for the "People" dimension:

No.	Item	VP importance		VP availability	
		Correlation Coefficient	P-Value (Sig.)	Correlation Coefficient	P-Value (Sig.)
1.	Whether working for the organization provides opportunities to socialize with other employees	.572	0.000*	.800	0.000*
2.	Whether the work environment is team-oriented and collaborative	.787	0.000*	.868	0.000*
3.	The quality of the coworkers in the organization	.651	0.000*	.707	0.000*
4.	The quality of the organization's managers	.859	0.000*	.789	0.000*
5.	The organization's reputation for managing people	.775	0.000*	.748	0.000*
6.	The quality of the organization's senior leadership	.685	0.000*	.634	0.000*

Table (8) shows the correlation coefficient for every paragraph in "People" and the entire dimension. The table also shows that the p-values (Sig.) for each paragraph are lower than 0.05, which indicates that this dimension's correlation coefficients - at ( $\alpha = 0.05$ ) - are statistically significant, Therefore, it could be concluded that the components of "People" are consistent and valid.

### 3. Structure validity of the questionnaire

Structure validity measures the correlation coefficient between one dimension and all the

**Table 9 Correlation coefficient of each field and the whole of questionnaire**

dimensions of the questionnaire that have the same level of liker scale.

#	Item	VP importance		VP availability	
		Correlation Coefficient	P-Value (Sig.)	Correlation Coefficient	P-Value (Sig.)
1.	Rewards	.682	0.000*	.542	0.000*
2.	Career Opportunity	.881	0.000*	.784	0.000*
3.	The Organization	.932	0.000*	.935	0.000*
4.	Work	.773	0.000*	.875	0.000*
5.	People	.864	0.000*	.775	0.000*

Table (9) shows the correlation coefficient for every dimension and the entire questionnaire. The table also shows that the p-values (Sig.) for each dimension are lower than 0.05, which indicates that all dimensions' correlation coefficients - at ( $\alpha = 0.05$ ) - are statistically significant. Therefore, it could be concluded that the dimensions are valid to obtain the prime objective of the study

#### 6.2.3. Reliability of the Questionnaire (Cronbach's Alpha Coefficient)

The reliability of the questionnaire means that there is stability in the outcomes of the survey, and that there would not be a significant change if it were redistributed to the members of the sample several times during different periods. The reliability of the questionnaire was conduct by

**Table 10 Cronbach's Alpha for each field of the questionnaire**

calculating the Alpha Cronbach coefficient.

#	Field	Cronbach's Alpha	
		VP importance	VP availability
1.	Rewards	0.682	0.751
2.	Career Opportunity	0.886	0.869
3.	The Organization	0.857	0.902
4.	Work	0.690	0.787
5.	People	0.815	0.850
<b>All items of the questionnaire</b>		<b>0.938</b>	<b>0.945</b>

The results in table (10) showed that the value of the Cronbach's Alpha coefficient for the "Value Proposition importance to the employee" sub-dimensions was high for each of the questionnaire fields, where the values ranged between 0.668 and 0.886. As well as the value of the Cronbach's Alpha coefficient for the whole questionnaire reached 0.938, which reflects an excellent degree of reliability.

In addition, table (10) showed that the value of the Cronbach's Alpha coefficient for the "Value Proposition availability in the organization " sub-dimensions was high for each of the questionnaire fields, where the values ranged between 0.751 and 0.902. As well as the value of the Cronbach's Alpha coefficient for the whole questionnaire reached 0.945, which reflects an excellent degree of reliability.

Thereby, it could be concluded that the questionnaire is ready for distribution.

## 7. Data Analysis

### 7.1. Discussion and interpretation of all dimension's items:

Table 11 Means and test values for all dimensions

#	Item	VP importance				VP availability			
		Mean	(%)	Test value	P-value (Sig.)	Mean	(%)	Test value	P-value (Sig.)
1.	Rewards	8.06	80.62	24.64	0.000*	6.49	64.88	4.60	0.000*
2.	Career Opportunity	7.90	79.01	19.73	0.000*	5.73	57.32	-2.41	0.008*
3.	The Organization	8.12	81.19	34.39	0.000*	6.93	69.26	10.85	0.000*
4.	Work	8.12	81.24	25.63	0.000*	6.38	63.76	3.77	0.000*
5.	People	8.51	85.12	34.37	0.000*	6.98	69.80	10.02	0.000*
<b>All items of the field</b>		<b>8.07</b>	<b>80.73</b>	<b>33.90</b>	<b>0.00*</b>	<b>6.57</b>	<b>65.73</b>	<b>6.97</b>	<b>0.00*</b>

As the results in table (11) show for "Value Proposition importance to the employee" the mean of all dimensions equals 8.07 (80.73%), Test-value equals 33.90, and P-value in the results is smaller than the significance level  $\alpha = 0.05$ . The test has a positive sign, so the mean of this dimension is significantly greater than the hypothesized value 6. From the previous analysis, the researcher concludes that there is an agreement between the respondents on the importance of all dimensions of the questionnaire. In addition, the analysis shows that the "People" field has the first rank in terms of importance followed by the "Organization", the "work", "Rewards", while the "Career Opportunity" field comes last.

Moreover, the results in table (11) show for "Value Proposition availability in the organization" the mean of all dimensions equals 6.57 (65.73%), Test-value equals 6.97, and P-value in the results is smaller than the significance level  $\alpha = 0.05$ . The test has a positive sign, so the mean of this dimension is significantly greater than the hypothesized value 6. From the previous analysis, the researcher concludes that there is an agreement between the respondents that all dimensions have a medium availability. In addition, the analysis shows that the "People" field has the first rank in terms of availability followed by the "Organization", the "Rewards", "Work", while the "Career Opportunity" field comes last.

## 8. Hypotheses Testing

### 8.1. The first hypothesis:

There is significant statistical differences (at  $\alpha = 0.05$  level) between respondents' answers to the

Table 12 Paired Samples T-test of the fields and their p-values

value proposition importance to the employee and value proposition availability in the organization

Field	Means		Test Value	Sig.
	VP importance	VP availability		
Rewards	8.06	6.49	13.199	0.000*
Career Opportunity	7.90	5.73	16.497	0.000*
The Organization	8.12	6.93	15.040	0.000*
Work	8.12	6.38	16.027	0.000*

People	8.51	6.98	15.059	0.000*
<b>All items of the questionnaire</b>	<b>8.07</b>	<b>6.57</b>	<b>17.604</b>	<b>0.000*</b>

Table (12) shows that the p-value (Sig.) is smaller than the level of  $\alpha = 0.05$  for each field, then there is significant difference between respondents' answers to the value proposition importance to the employee and value proposition availability in the organization.

The analysis shows that the "Career opportunity" field obtained the highest difference between respondents' answers followed by "Work", "Rewards", "people", and "The Organization".

The researcher attributes this result due to the fact that the majority of the respondents (60.1%) of the total sample are from intermediate age groups (as mentioned previously in table 5.2), where this age group is characterized by the ambition and the desire to obtain more career opportunities than other groups, this is consistent with the results of table (11) which indicates that the personal characteristics' age has an effect on "Career Opportunity" field. Table (5.8) provides an explanation of this finding previously. As well as the interpretation of the other results mentioned earlier in section (5.2), which provide detailed explanation for each field.

### 8.2. The second hypothesis:

There is significant statistical differences (at  $\alpha = 0.05$  level) in research sample responses due to the following demographical characteristics; gender, age, educational qualifications, years of service job category and place of work:

This hypothesis can be divided into the following sub-hypotheses:

- There is significant statistical differences (at  $\alpha = 0.05$  level) in research sample responses

Table 13 Independent Samples T-test of the fields and their p-values for gender

due to gender

	Field	Means		Test Value	Sig.
		Male	Female		
Value Proposition importance to the employee	Rewards	8.07	8.03	0.182	0.856
	Career Opportunity	7.87	8.03	-0.598	0.550
	The Organization	8.08	8.30	-1.371	0.171
	Work	8.11	8.20	-0.446	0.656
	People	8.50	8.56	-0.316	0.752
	<b>All items of the questionnaire</b>	<b>8.04</b>	<b>8.21</b>	<b>-1.037</b>	<b>0.301</b>
Value Proposition availability in the organization	Rewards	6.49	6.49	-0.010	0.992
	Career Opportunity	5.59	6.40	-2.831	0.005*
	The Organization	6.88	7.16	-1.270	0.205
	Work	6.30	6.72	-1.605	0.110
	People	6.87	7.48	-2.382	0.018*
	<b>All items of the questionnaire</b>	<b>6.49</b>	<b>6.94</b>	<b>-2.057</b>	<b>0.041*</b>

Table (13) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields "Career Opportunity", "People" and all items of the questionnaire" in Value Proposition availability in the organization, then there is significant difference among the respondents toward this fields due to gender. This means that the personal characteristic' gender has an effect on these fields.

For both fields, the mean for "females" respondents is higher than the "males" mean. The researcher attributes this results due to females' feeling that they are working in a male-dominated



work environment, where promotion opportunities and senior management positions are the share of males in these institutions. Also, females are more likely to feel uncomfortable in their jobs at universities because of the policy followed by managers that they prefer to hire males due to religious issues, and because males have the ability to work under pressure.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to gender. This means that the personal characteristics' gender has no effect on the other fields.

This is Consistent with (Abu-fayed, 2016) study, and (Abu-Elroos & Hannouna, 2011) which proved that personal characteristic' gender has an effect on fields of the study.

- b. There is significant statistical differences (at  $\alpha = 0.05$  level) in research sample responses

**Table 14 ANOVA test of the fields and their p-values for age**

due to age.

	Field	Means				Test Value	Sig.
		Less than 30 years	30 to less than 40	40 to less than 50	50 years or more		
Value Proposition importance to the employee	Rewards	8.09	8.26	7.99	7.57	2.195	0.089
	Career Opportunity	8.10	8.16	7.60	7.42	3.213	0.023*
	The Organization	8.08	8.26	8.06	7.90	1.248	0.293
	Work	8.14	8.26	8.05	7.85	0.811	0.489
	People	8.32	8.69	8.58	8.20	2.061	0.106
	<b>All items</b>	<b>8.06</b>	<b>8.24</b>	<b>8.00</b>	<b>7.76</b>	<b>2.085</b>	<b>0.102</b>
Value Proposition availability in the organization	Rewards	6.46	6.54	6.49	6.37	0.086	0.968
	Career Opportunity	5.76	5.47	5.74	6.46	2.389	0.069
	The Organization	6.90	6.91	6.93	7.03	0.067	0.977
	Work	6.36	6.30	6.36	6.70	0.491	0.689
	People	6.85	7.05	6.88	7.29	0.706	0.549
	<b>All items</b>	<b>6.54</b>	<b>6.53</b>	<b>6.56</b>	<b>6.82</b>	<b>0.396</b>	<b>0.756</b>

Table (14) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the field "Career Opportunity" in Value Proposition importance to the employee, then there is significant difference among the respondents toward this field due to age. This means that the personal characteristics' age has an effect on their field.

For "Career Opportunity" field the mean for the category "30 to less than 40" and "Less than 30 years" respondents have the highest among other ages. Then it means that respondents in these categories are agreed much more than the other categories. The researcher attributes this result because employees with less than 40 have the ambition to change their jobs especially after the experience they got which will qualify them to get better jobs elsewhere. They also need to build their lives, so they are less satisfied and convinced of the professional growth opportunities offered by the institution

By contrast employees with more than 50 years tend to stay at a secure job away from changing, as the older the employee, the more he is satisfied with the salary and the available opportunities because most of them have reached the stage of saturation in this aspect. Also perhaps that those in

the high ages achieved high social status at their jobs and they got high positions which granted them higher salaries with less risks and dangers.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to age. This means that the personal characteristics' age has no effect on the other fields.

This is inconsistent with (Abu-fayed, 2016) which proved that personal characteristic' age has an effect on (compensation and rewards, work environment)

- c. There is significant statistical differences (at  $\alpha = 0.05$  level) in research sample responses

**Table 15 ANOVA test of the fields and their p-values for educational qualifications**

due to educational qualifications.

	Field	Means				Test Value	Sig.
		Diploma or less	Bachelor	Master	P.H.D		
Value Proposition importance to the employee	Rewards	8.26	8.03	8.31	7.52	3.096	0.027*
	Career Opportunity	7.50	7.91	8.10	7.69	1.141	0.333
	The Organization	8.08	8.09	8.26	7.95	0.902	0.440
	Work	7.96	8.09	8.27	8.05	0.466	0.706
	People	8.39	8.50	8.65	8.34	0.729	0.535
	<b>All items of the questionnaire</b>	<b>7.96</b>	<b>8.04</b>	<b>8.25</b>	<b>7.90</b>	<b>1.350</b>	<b>0.259</b>
Value Proposition availability in the organization	Rewards	6.81	6.34	6.75	6.24	1.447	0.229
	Career Opportunity	5.78	5.77	5.51	6.05	0.805	0.492
	The Organization	7.12	6.90	6.98	6.78	0.347	0.791
	Work	6.29	6.47	6.24	6.41	0.360	0.782
	People	6.87	6.91	7.11	7.00	0.297	0.827
	<b>All items of the questionnaire</b>	<b>6.66</b>	<b>6.55</b>	<b>6.59</b>	<b>6.56</b>	<b>0.042</b>	<b>0.988</b>

Table (15) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the field "Rewards" in Value Proposition importance to the employee, then there is significant difference among the respondents toward their field due to educational qualifications. This means that the personal characteristics' educational qualifications has an effect on this field.

For "Rewards" field in Value Proposition importance to the employee the mean for master degree holders has the highest among other categories followed by diploma holders, the researcher attributes this result because of their ambition to improve the financial aspect and gain higher returns than their current job.

For "Rewards" field the mean for the category "P.H.D" have the lowest among other educational qualifications. Then it means that respondents in "P.H.D" category are the least approval. The researcher attributes this result because of the social status, job level and the rate of the high salaries offered by the Palestinian universities lead to higher satisfaction about the rewards.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to educational qualifications. This means that the personal characteristics' educational qualifications has no effect on the other fields.

The results consistent with (Abu-fayed, 2016), (Abu-Elroos & Hannouna, 2011), and (Abu-Nada, 2007) studies which proved that personal characteristic' educational qualifications has an effect on compensation and rewards.

- d. There is significant statistical differences (at  $\alpha = 0.05$  level) in research sample responses

**Table 16 ANOVA test of the fields and their p-values for years of service**

due to years of service.

	Field	Means				Test Value	Sig.
		Less than 5 years	5 to less than 10	10 to less than 15	15 years or more		
Value Proposition importance to the employee	Rewards	8.10	8.00	8.49	7.70	4.275	0.006*
	Career Opportunity	7.82	7.96	8.11	7.69	0.915	0.434
	The Organization	8.02	7.96	8.41	8.06	2.817	0.039*
	Work	8.15	8.10	8.29	7.97	0.680	0.565
	People	8.30	8.55	8.68	8.43	1.084	0.356
	<b>All items of the questionnaire</b>	<b>8.01</b>	<b>8.02</b>	<b>8.33</b>	<b>7.93</b>	<b>2.226</b>	<b>0.085</b>
Value Proposition availability in the organization	Rewards	6.13	6.37	6.81	6.51	1.621	0.185
	Career Opportunity	5.98	5.64	5.64	5.77	0.395	0.757
	The Organization	6.99	6.67	7.03	7.05	1.201	0.310
	Work	6.70	6.23	6.40	6.31	0.820	0.484
	People	7.08	6.89	7.14	6.86	0.531	0.661
	<b>All items of the questionnaire</b>	<b>6.66</b>	<b>6.40</b>	<b>6.68</b>	<b>6.59</b>	<b>0.628</b>	<b>0.597</b>

Table (16) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields "Rewards and the Organization" in Value Proposition importance to the employee, then there is significant difference among the respondents toward this fields due to years of service. This means that the personal characteristics' years of service has an effect on both "Rewards" and "the Organization" fields.

For "Rewards" field the mean for employees who served less than 15 years have the highest mean, then it means that respondents in these categories are more affected by rewards than other employees, the researcher attribute that due to the high ambition that new employees have when starting in a good job, and have a good rewards and compensations, while employees who served more than 10 years have a sense of satisfied with what they got during their past working lives, and regarding to the "Organization" field they are most likely have the highest intention to stay at their work at the university and the most commitment than others and therefore they are most interested in the characteristics' of the university and have a higher affiliation than new employees.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to years of service. This means that the personal characteristics' years of service has no effect on the other fields.

The results consistent with (Abu-fayed, 2016) and (Abu Sewereh & Baher, 2010) studies which proved that the personal characteristics' years of service has an effect on these fields.

However, it is inconsistent with (Abu-Elroos & Hannouna, 2011) which indicated that the desire to continue working at university is less for employees who served more than 15 years due to the routine of work.

- e. There is significant statistical differences (at  $\alpha = 0.05$  level) in research sample responses

**Table 17 Independent Samples T-test of the fields and their p-values for job category**

due to job category.

	Field	Means		Test Value	Sig.
		Administrative	Academic Administrative		
Value Proposition importance to the employee	Rewards	8.06	8.06	0.047	0.963
	Career Opportunity	7.88	7.96	-0.367	0.714
	The Organization	8.09	8.22	-0.954	0.341
	Work	8.08	8.27	-1.002	0.317
	People	8.52	8.50	0.075	0.941
	<b>All items of the questionnaire</b>	<b>8.04</b>	<b>8.18</b>	<b>-0.956</b>	<b>0.340</b>
Value Proposition availability in the organization	Rewards	6.39	6.81	-1.670	0.096
	Career Opportunity	5.47	6.58	-4.371	0.000*
	The Organization	6.82	7.27	-2.268	0.024*
	Work	6.20	6.96	-3.287	0.001*
	People	6.84	7.43	-2.578	0.010*
	<b>All items of the questionnaire</b>	<b>6.42</b>	<b>7.06</b>	<b>-3.386</b>	<b>0.001*</b>

Table (17) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields “Career Opportunity, The Organization, Work, People and all items of the questionnaire” in Value Proposition availability in the organization, then there is significant difference among the respondents toward this fields due to job category. This means that the personal characteristics’ job category has an effect on these fields.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to job category. This means that the personal characteristics’ job category has no effect on the other fields.

The results consistent with (Abu-fayed, 2016), (Abu-Elroos & Hannouna, 2011), and (Abu Sewereh & Baher, 2010) studies, which proved that the personal characteristics’ job category has an effect on these fields.

However, it is inconsistent with (Abu-fayed, 2016) in that the personal characteristic’s “Job Category” has an effect on rewards and compensation. The researcher attributes this to that Palestinian universities have the most stable salary when compared to the jobs available in the local markets, which gives a high degree of satisfaction on rewards and compensation whether academic or administrative.

- f. There is significant statistical differences (at  $\alpha = 0.05$  level) in research sample responses

**Table 18 ANOVA test of the fields and their p-values for place of work**

due to place of work.

	Field	Means			Test Value	Sig.
		Islamic University	Al-Aqsa University	UCAS		
Value Proposition importance to the employee	Rewards	8.08	7.91	8.27	1.029	0.359
	Career Opportunity	7.90	7.78	8.09	0.571	0.566
	The Organization	8.19	7.90	8.27	2.755	0.065
	Work	8.09	8.12	8.24	0.237	0.789
	People	8.60	8.20	8.76	4.068	0.018*
	<b>All items of the questionnaire</b>	<b>8.10</b>	<b>7.91</b>	<b>8.26</b>	<b>2.032</b>	<b>0.133</b>
Value Proposition availability in the organization	Rewards	6.61	6.19	6.61	1.628	0.198
	Career Opportunity	5.39	6.04	6.23	5.499	0.005*
	The Organization	7.02	6.44	7.45	8.847	0.000*
	Work	6.30	6.28	6.76	1.614	0.201
	People	7.02	6.67	7.38	3.074	0.048*
	<b>All items of the questionnaire</b>	<b>6.55</b>	<b>6.34</b>	<b>7.02</b>	<b>3.947</b>	<b>0.020*</b>

Table (18) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields “People” in Value Proposition importance to the employee and “Career Opportunity, The Organization, People and All items of the questionnaire” in Value Proposition availability in the organization, then there is significant difference among the respondents toward this fields due to place of work. This means that the personal characteristics’ place of work has an effect on this fields.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to place of work. This means that the personal characteristics’ place of work has no effect on the other fields.

The researcher attributes this results due to fact that the universities under study represent different sectors, since Al-Aqsa university is a governmental university, while IUG and UCAS are considered a private universities, and this affects the work environment, HR management and promotion, and the culture of the people inside each one of them.

The results consistent with (Abu-fayed, 2016), (El-Shaer, 2017) and (Abu Sewereh & Baher, 2010) studies in that personal characteristics’ place of work has an effect on people field.

## 9. Conclusions and Recommendations

### 9.1. Conclusions

The purpose of this study was to investigate the EVP attributes that the administrative and academic administrative staff in Gaza universities would perceive as the value they gain through employment. To achieve that purpose a questionnaire was administered to evaluate the employee value proposition in academic institutions in Gaza strip, after analyzing the data collected by questionnaires, the following outline conclusions could be obtained from the study:

1. In general, the results show that there is a gap in all the questionnaire items. Although, it is normal to have a slight difference between what is expected and what exists, but a large gap gives an indication that there is a defect somewhere.
2. Top five items with the greatest gap were in the following order (meritocracy, growth rate, recognition, compensation, and organizational stability)
3. Although employees differ in their demographic characteristics, such as the diversity of their geographical regions, their different age groups, or even their gender, in addition to the diversity of their job needs, there are seven attributes that are essential for every segment, these seven attributes of EVP include the most items in term of importance from employees' point of view, these seven include: (Ethics, Respect, Formal/Informal Work Environment, Coworker quality, Senior Leadership Reputation, People Management, Collegial Work Environment)
4. Items that can be considered as strengths in terms of availability in the institutions under study are in the following order ("Great Employer" Recognition, Ethics, Organization Size, Vacation, and Market Position).
5. There was no significant statistical differences among the respondents of the research sample toward the importance of employee value proposition due to the following demographical characteristics; gender, age, educational qualifications, years of service in the organization, job category and place of work.
6. There is significant statistical differences among the respondents of the research sample toward the availability of employee value proposition due to some demographical characteristics (gender – job category – place of work). While there was no significant statistical differences among the respondents of the research sample toward the availability of employee value proposition due to the other demographical characteristics (age, educational qualifications, years of service).

## **9.2. Recommendations**

Based on the results of this study, the researcher has made some important recommendations for human resources management in institutions that can be taken into consideration, and the following are some of these recommendations:

1. Academic institutions in Gaza should create their value propositions using some of the core seven attributes which includes: (Ethics, Respect, Formal/Informal Work Environment, Coworker quality, Senior Leadership Reputation, People Management, Collegial Work Environment)
2. Academic organizations should re-evaluate not only the content, but also the current context of their own EVPs, and then take action.
3. HR leaders should audit and evaluate the current effectiveness of their EVP, create the systems and stories to make it real for their employees.

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