AN ANALYSIS OF THE CONTRIBUTION OF ELECTRONIC HUMAN RESOURCE MANAGEMENT (E-HRM) TO STRENGTHENING DIMENSIONS OF ORGANIZATIONAL HEALTH: A FIELD STUDY OF THE VIEWS OF A SAMPLE OF SAMARRA UNIVERSITY FACULTY MEMBERS

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Abstract
The aim of this research is to find the contribution of Electronic Human Resource Management (e-HRM) technology to reinforce the dimensions of organizational health, based on a field study for views of a sample of faculty members of the University of Samarra. The study used descriptive-analytical approach to the objectives. The study population was the faculty members of the University of Samarra; 339 questionnaires were sent and 323 were returned of which 296 were used for analysis. Data was analyzed using a variety of statistical techniques and tested the research hypotheses. The results showed positive and significant correlation and impact relationships between the e-HRM technology and organizational health, while positive relationships and impacts were found between the dimensions of e-HRM and the dimensions of organizational health. The study ends by calling for improvement of e-HRM applications especially in transformational and strategic aspects and the use of data analytics and artificial intelligence. It also highlights the need to support the health programs of the organization and to promote the internal communication and institutionalization, taking into consideration the strategic objectives of the university.

1. Introduction

The world today is undergoing a great change in the business world, as successive technologies such as Information and Communications Technology (ICT) have transformed many institutional administrative and organizational processes. The transformation in these areas has definitely affected HRM, and it's not just a matter of hiring new people and training them, paying them, and updating their records. Rather, it is increasingly using digital technologies to the design and implementation of activities, thus strengthening its capacity to meet the needs of the changing landscape of the organization. In this context, Electronic Human Resource Management (e-HRM) has become a modern trend which has introduced a new dimension to HR processes by leveraging electronic systems and digital platforms to manage employee-related information, processes and services. This enhances the efficiency of operations and the accuracy of the data, and helps to make administrative services available.

As the role of higher education institutions becomes more complex and multifaceted, from academic, educational and research to services, an organizational environment that facilitates the efficient and effective management of human resources becomes more important. Human resources, such as faculty, are playing a pivotal role in achieving the university objectives in teaching, scientific research and community service. Therefore, the modern management of such resources by using technology will be beneficial in the sense of streamlining the administrative processes, improving communication and information exchange, assisting in decision making in HR and also in organizing the academic work. This is vital because university institutions need to be flexible, to be able to 'keep up with change', and to achieve quality standards and provide for ongoing development.

As technology increasingly infiltrates the internal life of organizations, the term "organizational health" has become an important way to study how effective the organizational context is, focusing on its ability to sustain, adapt, and accomplish its goals. Organizational health goes beyond the absence of administrative issues; it is a collection of organizational features and conditions that create a healthy balance in the work environment that will support employees and serve the institutional goals. It is associated with a number of aspects gauging the nature of internal relationships, administrative support, communication, cohesion, adaptability and climate conducive to cooperation, participation and achievement. With this in mind, the concept of organizational health can be seen as a key lens to comprehend an institution's capacity to create a positive work climate for its employees and to improve its performance in addressing and managing a range of challenges.

Organizational health is of increasing importance in universities, particularly given the The characteristics of the university environment: multiple functions and specializations, multiple tasks, complex academic-administrative relationships. The organizational environment for accomplishing educational and research goals involves role clarity, good communication, leadership support, staff teamwork, and flexibility in adapting to change. In addition, a positive school climate creates a sense of belonging and stability amongst teachers that supports them to do their job better. Therefore, the study of what supports dimensions of organizational health is a considerable issue in management and organization studies, particularly in educational institutions where human capital plays a crucial role.

As it is foreseeable that technological advances in human resource management can have an impact on the organizational environment, and the effect of the organizational environment on technological advances in human resource management, the effect of electronic human resource technology on organizational health becomes a very interesting research area and two of the most important research variables in contemporary management thought converge. While electronic human resource systems can help to organize information, streamline processes, and enhance staff services, they can also potentially impact organizational characteristics like communication, support, collaboration, and adaptability. The contribution, however, does not have to be of the same nature and to the same degree, depending on the organizational context and technical and administrative capacities, and must therefore be studied empirically, not just theoretically assumed. Based on the above, the current study examines the impact of Electronic Human Resource Management (e-HRM) on the reinforcement of the dimensions of organizational health. It does so via a field study of the perceptions of a sample of faculty members of Samarra University, an important group implementing the functions of the university to educate and conduct research. The purpose of the study is to evaluate the extent to which (e-HRM) and organizational health dimensions exist, to investigate the relationship between (e-HRM) and organizational health dimensions, and to analyze the contribution of (e-HRM) practices in supporting organizational health dimensions from the sample's perspective. It proposes a scientific model to understand the impact of digital transformation in the human resource management in a university context, and to promulgate university administration practices that will support the HR and improve the working environment, according to the requirements of university development.

1.1. The Research Problem

The human resources management of higher education institutions is increasingly being challenged to utilize modern technology and the means to manage their human resources in a way that complies with the needs of digital transformation, administration efficiency, and improving the organizational atmosphere. As technology evolves and evolves, Electronic Human Resource Management (e-HRM) technology becomes a contemporary solution that can help to manage the human resources more effectively, simplify work processes and improve communication and information sharing. At the other end of the spectrum, organizational health is a key factor in creating a university culture that empowers faculty and helps the university meet its educational and research goals.

Although these are two very important variables, how these two variables impact the dimensions of organizational health needs to be addressed in a field study to better understand the relationship between the two variables in the university context. In view of a sample of faculty members at the University of Samarra, the study problem is what is the level of availability of the

(e-HRM) and the status of the organizational health dimension and what is the contribution of (e-HRM) in strengthening the state of the organizational health dimension.

The research problem can be formulated in the following main question: How much does Electronic Human Resource Management (e-HRM) contribute to reinforce the dimensions of organizational health from the perspective of a sample of faculty members at the University of Samarra?

The following sub-questions stem from this primary question: What is the level of availability of (e-HRM) at the University of Samarra? What is the level of organizational health dimensions from the perspective of the university's faculty members? Is there a statistically significant relationship between (e-HRM) and the dimensions of organizational health? Does (e-HRM) contribute to strengthening the dimensions of organizational health at the University of Samarra?

1.2. Importance of The Research

Presenting a theoretical framework that integrates a modern management variable Electronic Human Resource Management (e-HRM) with a pivotal organizational and psychological variable organizational health thereby helping to bridge the knowledge gap within the Arab higher education sector.

Highlighting the actual level of reliance on (e-HRM) systems and technologies at the University of Samarra and determining their effectiveness from the perspective of the teaching staff.

Assisting university management in understanding how technological applications impact dimensions of organizational health (such as morale, professional empowerment, and organizational cohesion), thereby enhancing faculty job satisfaction and supporting their academic contributions.

Providing academic leaders and decision-makers at the university with accurate field-based indicators to help redirect and develop HR digitization strategies in a manner that fosters stability and a positive organizational climate.

Generating actionable findings and recommendations that the University of Samarra, other Iraqi universities, and similar academic institutions can utilize to develop healthy, sustainable work environments driven by digital solutions.

1.3. Research Objectives

The research aims to achieve the following objectives: to determine the level of availability of Electronic Human Resource Management (e-HRM) technology at the University of Samarra, to assess the level of organizational health dimensions from the perspective of the university's faculty members, to analyze the nature of the relationship between (e-HRM) and the dimensions of organizational health, to examine the contribution of (e-HRM) technology to reinforcing the dimensions of organizational health, and to offer proposals that contribute to developing (e-HRM) practices and enhancing organizational health at the University of Samarra.

1.4. Theoretical Framework

1.4.1. Electronic Human Resource Management (e-HRM)

The Concept of Electronic Human Resource Management (e-HRM)

Electronic Human Resource Management (e-HRM) is a structural and conceptual transform in the way human resource functions are carried out in the contemporary organizations and universities. It is not just about the digitization of the conventional administration processes but the envisioned, connected application of information technology and cloud networks that support and redefine human resource work. This allows the management to move from routine operational activities to a strategic partner involved in decision making (Stone & Dulebohn, 2021). Moreover, modern HR technology takes a step beyond "task automation" and adopts the term "big data analytics" (HR Analytics) and Artificial Intelligence (AI) applications to better understand employee

behavior and predict their needs (Bondarouk et al., 2020). (e-HRM) also involves providing human resources (HR) functions using self-service portals to employees and academic managers to create autonomy and minimize bureaucracy, along with transparency and timely completion of administrative and academic tasks (Marler & Parry, 2022). In the higher education field, (e-HRM) is a digital environment for managing academic performance, continuous faculty professional development, and e-recruitment, as well as overall faculty evaluation, in a secure and interconnected digital setting (Strohmeier, 2023), which is a key element in the development of a flexible and motivating work environment directly affecting the quality of work life and the well-being of the organization.

The Importance of Electronic Human Resource Management (e-HRM)

The role of (e-HRM) as an independent variable is important because it has the elementary ability to trigger a strategic change in academic institutions' personnel management. It makes it easier to automate and restructure the old way of doing things in an administrative way to a seamless electronic system that makes it easier to save on operational costs and human error (Stone & Dulebohn, 2021). In addition, it offers smart data analysis platforms, which can assist academic leaders in taking appropriate decisions based on evidence on the management and professional growth of faculty staff (Bondarouk et al., 2020). It also contributes to the improvement of organizational communication and to providing fast, clear self-service to faculty, which reduces faculty frustration over bureaucracy, and increases autonomy (Marler & Parry, 2022). For this reason, the use of this variable can be considered a cornerstone in forming a flexible and motivating work environment which directly contributes to strengthening the elements of organizational health in the university (Tursunbayeva et al., 2021).

Objectives of Electronic Human Resource Management (e-HRM)

Electronic Human Resource Management (e-HRM) is an initiative that can be designed to accomplish a number of strategic and operational objectives in academic institutions. To automate complex processes to improve the efficiency of the academic and personnel management process, which saves time and financial resources, is the first thing it aims at (Bondarouk et al., 2020). Second, it seeks to deliver self-service platforms that give transparency and assist with faculty autonomy, including quick access to services and info around the clock (Bondarouk & Brewster, 2023). Thirdly, it seeks to provide academic leadership with big data analytics (HR Analytics) to help them make informed strategic decisions on academic talent and competency management (Marler & Bamel, 2021). Fourth, it aspires to enhance and streamline direct communication channels of the organization between different departments, faculties or various sections, which will consequently create a connected digital environment (Parry & Battista, 2022). Fifth, it seeks to ensure HRM is not seen as an administrative function but a strategic partner contributing to future planning and sustainability of the university's institutional excellence (Strohmeier, 2020).

Dimensions of Electronic Human Resource Management (e-HRM)

(e-HRM) dimensions are the main factors that can facilitate the realization of a digital environment within academic institutions. These dimensions come together to offer a holistic administration and strategy support that will help faculty members and improve the health of the organization.

They can be grouped into any of the following categories: 1). Operational e-HRM: Refers to the automation and rationalization of repetitive activities and tasks of daily operations in HRM like payroll processing, attendance and faculty personal data management etc. to optimize resource utilization and minimize costs and errors in operations (Stone & Dulebohn, 2021). 2) Relational e-HRM: Focus on administration and faculty member interactions, communication and self-service capabilities, for example, by employing electronic evaluation, recruitment and ongoing professional training and development systems (Marler & Parry, 2022). 3) Transformational e-HRM: HR analytics tools and AI can be used to develop strategic plans, to manage academic talent and to support decision-making processes that result in a healthy and innovative university work environment (Bondarouk et al., 2020).

1.4.2. Organizational Health

The Concept of Organizational Health

Organizational health is the capacity of an academic institution to adjust to environmental changes, to react to challenges in a proper way and to keep the psychological and professional health of teaching staff in good order so that it can continuously improve its performance (Miles, 2021). It has been defined as a state of an academic system which has clear goals, climate which encourages innovation and productivity, and a sense of support and organizational justice among faculty members (Quick & Macik-Frey, 2020). It also suggests the depth of a university's capacity to offer a positive work environment without limiting, bureaucratic pressures, which can raise institutional loyalty and benefit staff well-being and psychological stability (Lencioni, 2022). It is also a structural inclusiveness that allows for effective communication and links between administrative leadership and academic productivity through open communication networks and a flexible organizational culture (Hoy & Tarter, 2021). Furthermore, it indicates the university's ability to leverage human resources effectively and tap into the creative potential of faculty members for academic excellence (Jaffe, 2020) and the integration of leadership, administration, and cutting-edge technology to foster a sustainable educational ecosystem (Bennis & Thomas, 2023). In sum, it is regarded as the organization's ability to survive, grow and renew itself from the rapid disruptions in their digital and knowledge-based environment (Kets de Vries, 2022).

The Importance of Organizational Health

Organizational health is crucial because it is a foundation for maintaining academic excellence and institutional success in universities. It helps to lower faculty burnout rates and occupational stress (Quick & Macik-Frey, 2020), and expands the institution's innovation and speed to adapt to the changing environment and technology (Miles, 2021). Also, it is directly related to increased organizational commitment, job satisfaction (Lencioni, 2022), increased internal cohesion, and increased trust between academic leaders and faculty (Hoy & Tarter, 2021). It also enables the university to leverage human resources for optimal university performance, enhance the quality of educational and research outputs (Jaffe, 2020), and continuously align the university's goals and activities with the needs of the current educational environment (Bennis & Thomas, 2023). In the end, it creates a resilient capability to enable universities to survive, sustain and regenerate in the midst of crisis and new challenges (Kets de Vries, 2022).

Objectives of Organizational Health

Academic institutions' goals for organizational health are represented by maximizing efficiency and institutional stability. The following outcomes can be achieved: 1) Building agility to be able to quickly adapt to environmental and technological changes and support continuous self-renewal (Worley & Jules, 2020). 2) Creating a positive psychosocial climate to reduce occupational stress and increase the well-being and satisfaction of faculty members (Sorensen et al., 2021). 3) Ensuring strategic alignment between individual faculty goals and the university's broader goals, resulting in cohesion and a sense of team spirit (Alvesson & Einola, 2022). 4) Maximizing academic and research productivity by optimizing human capital and available resources (Pfeffer, 2020). 5) Establishing positive cultures based on fairness, transparency, and a freedom to innovate that help mitigate turnover rates and job burnout (Grant & Parker, 2021).

Dimensions of Organizational Health

The dimensions of organizational health provide the basic foundations to develop a balanced and inspiring faculty environment. The dimensions are the following: 1) The first dimension is related to the organizational growth and adaptation to the new developments, in which the university has the ability to respond to the contemporary changes, innovate and apply new digital technologies for enhancing the academic and research efficiency (Miles, 2021). 2) Psychological Climate and Well-being: This dimension emphasizes the positive work environment, where faculty members feel that they are secure in their position and valued, and where they have a healthy balance between work and life (Quick & Macik-Frey, 2020). 3) Goal Focus and Cohesion: This dimension highlights the transparency of the University's vision and strategic objectives within the faculty and the fostering of teamwork and continuous unity between the administration and different academic departments (Lencioni, 2022).

2. Method

The method used in this research is descriptive – analytical. This is a scientific method aimed at precisely describing the phenomenon and the problem being studied, analyzing the phenomenon's characteristic features, dimensions and the relationships between the variables, and achieving scientific results that support the interpretation and understanding of the phenomenon. The method involves gathering data and information from different sources, arranging and analyzing in an appropriate manner and thus contributing to the fulfillment of the research objectives, answering the research questions and testing the research hypotheses.

2.1. Research Hypotheses

The first main hypothesis posits that there is a statistically significant correlation between the independent variable (e-HRM) and the dependent variable (Organizational Health), from which the following sub-hypotheses are derived: there is a statistically significant correlation between the operational human resources dimension and the dimensions of organizational health, there is a statistically significant correlation between the tactical human resources dimension and the dimensions of organizational health, and there is a statistically significant correlation between the transformational human resources dimension and the dimensions of organizational health.

The second main hypothesis posits that there is a statistically significant effect of the independent variable (Electronic Human Resource Management) on the dependent variable (Organizational Health), from which the following sub-hypotheses are derived: there is a statistically significant effect of the operational human resources dimension on the dimensions of organizational health, there is a statistically significant effect of the tactical human resources dimension on the dimensions of organizational health, and there is a statistically significant effect of the transformational human resources dimension on the dimensions of organizational health.

2.2. Hypothetical Research Plan

Figure 1. illustrates the conceptual relationship between Electronic Human Resource Management (e-HRM) and Organizational Health. Electronic Human Resource Management is represented through three dimensions, namely operational human resources, tactical human resources, and transformational human resources, while Organizational Health is reflected in organizational growth and adaptation, climate and psychological well-being, and focus on goals and coherence. The model shows that the two constructs are interconnected, with the orange double-headed arrow indicating correlation and the blue arrow indicating the direction of impact. Overall, the figure suggests that the implementation of e-HRM may contribute to the development of organizational health, while the strength of the relationship can also be examined across the dimensions of both constructs.

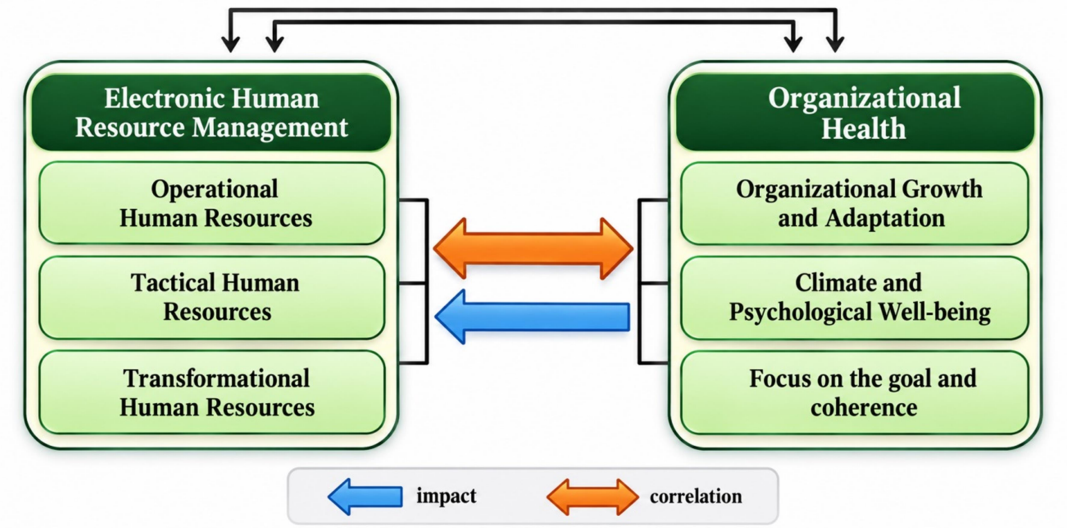


Figure 1. Hypothetical research diagram
Source: Prepared by the researcher

2.3. Research Population and Sample

The total number of academic staff of the University of Samarra has been included in the research population, which is 1198 academic personnel. A sample was chosen to meet the research objectives, to answer the research questions and to test the hypotheses. The questionnaires were sent to 339 sample members with 323 returned. After the review and verification process 296 questionnaires were considered valid for statistical analysis. This gave a response rate of 96.56% of questionnaires distributed and questionnaires valid for analysis accounted for 92.5% of the questionnaires distributed. The questionnaires that were valid for analysis were then used for carrying out statistical analyses and for making conclusions.

3. Results and Discussion

This section deals with the practical part of the research, which is intended to present and analyse the practical results from the responses of the research sample. By going through this process, research hypotheses are tested and extent of fulling the research objectives are determined. This section features a presentation of statistical analysis results derived from appropriate statistical methods that were used to determine the level of availability of e-HRM and organizational health within the context of the research and to understand the nature of the correlational and causal relationships between the research variables and their dimensions. In addition, it includes a description of the interpretation and discussion of the results that are based on the hypotheses adopted, and finally, culminates in conclusions that reflect the current situation of the variables in the organization studied.

3.1. Characteristics of the Research Sample

The tables below present the demographic characteristics of the research sample and the participation rate of each subgroup regarding the questionnaire responses, as follows:

3.1.1. Distribution of research sample members by gender

Table 1. Distribution of research sample members by gender

variable	Category	Number of respondents	Ratio
Gender	Male	231	%78.04
	Female	65	%21.96
	Total	296	%100

Source: Table prepared by the researcher.

Table 1 illustrates the demographic distribution of the research sample by gender. It shows that males constitute the majority, with 231 faculty members (78.04%), while female participation stands at 65 faculty members (21.96%) out of the total valid sample of 296 faculty members at the University of Samarra.

3.1.2. Distribution of research sample members by age

Table 2. Distribution of research sample members by age

variable	Category	Number of respondents	Ratio
age	Under 30 years old	17	%5.74
	39–30	123	%41.55
	49–40	87	%29.39
	50 years and older	69	%23.31
	Total	296	%100

Source: Table prepared by the researcher.

The demographic distribution of the sample members by age group is shown in Table 2. It reveals that the largest number of respondents is in the age group 30-39 (123 faculty members, 41.55%), the second largest number of respondents is in the age group of 40-49 (87 faculty members, 29.39%) and the third largest number of respondents is in the age group of 50 and above (69 faculty members, 23.31%). The age group under 30 had the least, with 17 faculty members (5.74%) out of the total sample of 296 faculty members.

3.1.3. Distribution of research sample members by educational qualification

Table 3. Distribution of research sample members by educational qualification

variable	Category	Number of respondents	Ratio
educational qualification	Master's Degree	156	%52.70
	Doctorate	140	%47.30
	Total	296	%100

Source: Table prepared by the researcher.

The academic qualification variable in the research sample is presented in Table 3, which shows that the sample was distributed among the academic qualifications. It reveals that the largest proportion of the faculty members at Samarra University are the ones who hold the MA degree, 156 faculty members (52.70%) followed by the ones holding doctorate degree (47.30%) out of 296 valid faculty members.

3.1.4. Distribution of research sample members by service

Table 4. Distribution of research sample members by service

variable	Category	Number of respondents	Ratio
service	Less than 5 years	64	%21.62
	5–10 years	135	%45.61
	More than 10 years	97	%32.77
	Total	296	%100

Source: Table prepared by the researcher.

The research sample is demographically distributed as can be seen in Table 4 with respect to the variable of years of services. The findings suggest that the service period of 5-10 years makes the largest proportion of 45.61% faculty members followed by the group of faculty members with more than 10 years of service with 32.77%. The group with less than 5 years of service had the lowest group (64 faculty members (21.62%) out of the total sample of 296 faculty members at the University of Samara).

3.2. Description & Diagnosis of Research Variables

This part is to describe the research variables by using arithmetic mean, standard deviation and coefficient of variation for each variable as follows:

3.2.1. Description and diagnosis of e-HRM.

The descriptive analysis results presented in the Table 5 for the dimensions of the e-HRM variable were obtained by using the arithmetic mean, coefficient of variation and the standard deviation to determine the level of e-HRM adoption based on the sample members perspective.

Table 5. Descriptive Analysis of e-HRM Dimensions

S.	Operational Human Resources	Arithmetic mean	Standard deviation	C.V
1	Operational Human Resources	3.712	0.952	%20.646
2	Tactical Human Resources	3.912	0.851	%21.753
3	Transformational Human Resources	3.604	0.812	%22.530
Total		3.742	0.871	%21.643

Source: Prepared by the researcher using SPSS software.

The results of the descriptive analysis about the dimensions of Electronic Human Resource Management (e-HRM) variable at the University of Samarra are shown in Table 5. The results showed a high perception of the sample in the use of this variable, an average of 3.742, a standard deviation of 0.871 and a coefficient of variation of 21.643%. In terms of specific dimensions, "Tactical HRM" had the highest mean (3.912), and the highest coefficient of variance (21.753%) and standard deviation (0.851%). The next was ‘Operational HRM' with a mean of 3.712, standard deviation of 0.952 and COV of 20.646%. Last but not least, the mean value for the "Transformational HRM" was 3.604, standard deviation 0.812, and coefficient of variance 22.530%. The results demonstrate the university administration's strong intent to take advantage of digital platforms to improve communication, self-service and electronic assessment of faculty members (tactical dimension), and to automate routine administrative tasks (operational dimension). Conversely, the implementation of strategic deployment using big data and artificial intelligence

(the transformative dimension) will need additional research and development, as well as future implementation.

3.2.2. Description and Diagnosis of Organizational Health

Table 6 presents the results of the descriptive analysis for the dimensions of the organizational health variable using the arithmetic mean, standard deviation, and coefficient of variation to assess the level of organizational health from the perspective of the sample members.

Table 6. Descriptive Analysis of Organizational Health Dimensions

S.	Organizational Health	Arithmetic mean	Standard deviation	C.V
1	Organizational Growth and Adaptation	3.789	0.871	%22.987
2	Climate and Psychological Well-being	3.654	0.685	%18.746
3	Goal Orientation and Cohesion	3.348	0.784	%23.416
Total		3.597	0.78	%21.716

Source: Prepared by the researcher using SPSS software.

Table 6 shows the results of the descriptive analysis of the dimensions of the "organizational health" variable by faculty members of Samarra University. The overall results show a positive high level of organizational health with the overall mean at 3.597, Standard deviation of 0.78 and 21.716% coefficient of variance. In terms of sub-dimensions, the highest mean score was in "Organizational Growth and Adaptation" (3.789, coefficient of variation: 22.987%) while the lowest mean score was in "Climate and Psychological Well-being" (3.654, coefficient of variation: 18.746%). The other end of the spectrum was "Goal Orientation and Cohesion" (mean: 3.348; standard deviation: 0.784; coefficient of variation: 23.416%). The results show that the university is very flexible in adapting to digital changes and innovations and has a positive psychological environment for the teachers. The dimension around clarity of vision (strategic), team cohesion and focus on common goals, however, would need to be further supported and the channels of communication within the organization would need to be strengthened to raise it to the level of the other dimensions of organizational health.

3.3. Testing Research Hypotheses

3.3.1. Testing Correlation Hypotheses

First Main Hypothesis: There is a statistically significant correlation between the independent variable (Electronic Human Resource Management e-HRM) and the dependent variable (Organizational Health).

The results of Pearson correlation test are presented in Table 7, which aims to measure the nature and strength of the correlation between two variables, Electronic Human Resource Management E-HRM as independent variable, and Organizational Health as dependent variable. This test is designed to check the validity of the main hypothesis of the correlation between the two research variables postulated in the study, to establish whether the correlation is statistically significant, and to determine the direction and magnitude of the correlation.

Table 7. The Relationship between Electronic Human Resource Management e-HRM and Organizational Health

Independent Variable	Dependent Variable	R	sig
Electronic Human Resource Management e-HRM	Organizational Health	0.723	0.000

Source: Prepared by the researcher using SPSS software.

The results of the Pearson Correlation test conducted to measure the correlation between e-Human Resource (e-HR) technology as independent variable with organizational health as dependent variable on University of Samarra is presented in Table 7. The results showed that the correlation between the two variables was positive and statistically significant with a correlation coefficient (R) of 0.723 and significance (Sig) of 0.000 which is less than the adopted significance (Sig) of 0.05. This finding supports the first principal hypothesis of this study, which suggests that increasing the effectiveness of the university in implementing and using e-HRM tools and technologies will have a positive effect on the enhancement and improvement of the health dimensions of the organization in the university, both positively and directly.

Testing Sub-hypotheses

There is a statistically significant correlation between the operational human resources dimension and the dimensions of organizational health.

There is a statistically significant correlation between the tactical human resources dimension and the dimensions of organizational health.

There is a statistically significant correlation between the transformational human resources dimension and the dimensions of organizational health.

Table 8. Correlations between the dimensions of e-HRM and organizational health.

S.	e-Human Resource Management	Dimensions of Organizational Health		
		Organizational Growth and Adaptation	Climate and Psychological Well-being	Focus on the goal and coherence
1	Operational Human Resources	0.731	0.682	0.591
2	Tactical Human Resources	0.723	0.676	0.511
3	Transformational Human Resources	0.405	0.495	0.229

Source: Prepared by the researcher **using SPSS software.**

Table 8 shows the results of Pearson correlation between the sub-dimensions of e-HRM (operational, tactical, and transformational) and the dimensions of organizational health (organizational growth and adaptation, climate and psychological well-being, and goal focus and cohesion) at the University of Samarra. The analyses showed that all dimensions were found to have statistically significant positive correlation at 0.01 significance level. The "operational HR" dimension had the highest correlation to "organizational growth and adaptation" (R = 0.731), while "climate and psychological well-being" (R = 0.682) and "goal focus and cohesion" (R = 0.591) had the next highest correlations. The "tactical HR" dimension also correlated highly with "organizational growth and adaptation" (R = 0.723) and "climate and psychological well-being" (R = 0.676) and was followed by "goal focus and cohesion" (R = 0.511). The "transformational HR" dimension, on the other hand, showed moderate positive correlation, with the highest being in the goal area of "climate and psychological well-being" (R = 0.495), next to "organizational growth and adaptation" (R = 0.405) and the least in "goal focus and cohesion" (R = 0.229). The full acceptance of the sub-hypothesis relating to correlation, based on the first primary hypothesis, confirms that the automation of routine work and providing faculty members digital self-services, both at operational and tactical level, is the most prominent and effective role in improving organizational flexibility and psychological climate for faculty members in university.

3.3.2. Impact Analysis (Regression Analysis)

Second Main Hypothesis: There is a statistically significant effect of the independent variable (e-HRM) on the dependent variable (organizational health).

Table 9. Simple Linear Regression Analysis

Independent Variable	)β(	(R^2)	F)(	T	Level of significance
Electronic Human Resource Management (e-HRM(	0.769	0.522	310.069	17.609	0.000

Source: Prepared by the researcher using SPSS software.

To test the second main hypothesis that is the effect of the independent variable (e-HRM) on the dependent variable (organizational health) at the University of Samarra, simple linear regression analysis was conducted and the results are shown in Table 9. The findings showed that the impact was positive and statistically significant with a coefficient of impact (β) of 0.769 and coefficient of determination (R^2) of 0.522. This means that 52.2% of the variance in the organizational health level in this university can be accounted for by e-HRM and the remaining 47.8% is due to variables not included in the model. High statistical significance (calculated F-value = 310.069, T-value = 17.609 at a significance level (Sig) of 0.000 which is much lower than the adopted level of 0.05) reinforces this impact. Thus, the second principal hypothesis is supported in that the dimensions of organizational health are indeed reinforced with E-HRM, statistically.

Testing Sub-Hypotheses (Multiple Effects)

The study then tested the sub-hypotheses for the second main hypothesis that concerned the effect of e-HRM on organizational health. The purpose was to find the relationship between each dimension of e-HRM and each dimension of organizational health to see how much each dimension of E-HRM affects the dimensions of organizational health. To do this, multiple regression analysis was used in order to see the nature and degree of influence of each dimension of e-HRM on the organizational health dimensions. The regression coefficients (β), coefficient of determination (R^2), T-values and level of significance (Sig.) were used for this analysis so as to accept or reject the sub-hypotheses at the adopted level of significance (0.05). The results of these hypothesis tests are reported in Tables 10, 11 and 12.

Testing the First Sub-Hypothesis: There is a statistically significant impact of the operational human resources dimension on the dimensions of organizational health.

Table 10. Illustrates the multiple regression of the operational human resources dimension on the dimensions of organizational health.

The Hypothesis	The Path	)β(	T	R^2	Sig.	decision
The first subsection	Operational Human Resources <<< Organizational Growth and Adaptation	0.720	17.957	0.522	Sig.=0.000	Acceptance of the hypothesis
	Operational Human Resources <<< Climate and Psychological Well-being	0.625	15.631	0.464		
	Operational Human Resources <<< Focus on Purpose and Cohesion	0.483	12.268	0.348		

Source: Prepared by the researcher using SPSS software.

Table 10 shows the results of the multiple regression analysis to test the first sub-hypothesis which is derived from the second main hypothesis. This hypothesis has to do with the influence of the "Operational Human Resources" dimension on the dimensions of organizational health in the University of Samarra. The results showed statistically significant positive effect on all dependent dimensions under the significance level of (Sig=0.000). The dimension with the highest impact was the path leading to the "Organizational Growth and Adaptation" dimension as reflected by the regression coefficient of (β=0.720), the coefficient of determination (R^2=0.522) and the T-value (17.957), which means that the Operational Human Resources dimension explains 52.2% of the variance in the dimension "Organizational Growth and Adaptation". The impact was then found on the "Climate and Psychological Well-being" dimension (β=0.625, R^2=0.464, T=15.631), and the least impact on the "Goal Focus and Cohesion" dimension (β=0.483, R^2=0.348, T=12.268). In light of these important statistical indicators, the first sub-hypothesis is accepted and it has been established that the automation and streamlining of the daily administrative activities and events of faculty members directly and concretely have a positive impact on organizational flexibility and enhancement of the psychological and operational environment in the university.

Testing the second sub-hypothesis: There is a statistically significant impact of the "Tactical Human Resources" dimension on the dimensions of organizational health.

Table 11. Illustrates the multiple regression analysis of the tactical human resources dimension against the dimensions of organizational health.

The Hypothesis	The Path	)β(	T	R^2	Sig.	decision
The second sub-category	Tactical Human Resources <<< Organizational Growth and Adaptation	0.845	17.551	0.523	Sig.=0.000	Acceptance of the hypothesis
	Tactical Human Resources <<< Climate and Psychological Well-being	0.734	15.383	0.456		
	Tactical Human Resources <<< Goal Orientation and Cohesion	0.492	9.971	0.260		

Source: Prepared by the researcher using SPSS software.

The results obtained from the multiple regression analysis used to test the second sub-hypothesis which is the effect of the "Tactical Human Resources" dimension on the dimensions of organizational health at the University of Samarra are presented in Table 11. The analysis results

showed that there was a direct (positive) influence on the dimensions of the dependent variable (Sig = 0.000) that is statistically significant. The path with the highest value impact was towards the dimension of "Organizational Growth and Adaptation", which has a regression coefficient (β =0.845), a coefficient of determination (R^2=0.523), and a T-value of 17.551; this means that tactical human resources (β =0.845) explain 52.3% of the variance in the capacity of the university to grow and adapt (R^2=0.523; T=17.551). This was followed by the "Climate and Psychological Well-being" dimension (β =0.734, R^2=0.456, T=15.383), and the least by the dimension "Goal Focus and Cohesion" (β =0.492, R^2=0.260, T=9.971). On the basis of the confirmed statistical results, the second sub-hypothesis is accepted. It shows how the use of digital interaction technologies, self-services, recruitment, assessment and e-training has a significant and direct impact on the adaptability to the new realities and the psychological and professional stability of the university's teachers.

Testing the third sub-hypothesis: There is a statistically significant effect of the transformational human resources dimension on the dimensions of organizational health.

Table 12. Illustrates the multiple regression analysis of the transformational human resources dimension regarding the dimensions of organizational health.

The Hypothesis	The Path	)β(	T	R^2	Sig.	decision
The third subsection	Transformational Human Resources <<< Organizational Growth and Adaptation	0.546	7.425	0.163	Sig.=0.000	Acceptance of the hypothesis
	Transformational Human Resources <<< Climate and Psychological Well-being	0.624	9.557	0.244		
	Transformational Human Resources <<< Focus on Purpose and Cohesion	0.259	3.942	0.051		

Source: Prepared by the researcher using SPSS software.

The results for the third sub-hypothesis derived from the second main hypothesis is presented in Table 12 that shows the results of multiple regression analysis. This hypothesis is about the influence of the "Transformational Human Resources" dimension on the dimensions of organizational health at the University of Samarra. The results showed that the dependent dimensions were all affected positively and statistically significantly at the level of significance (Sig = 0.000). The transformational human resources dimension had the greatest impact with a relative weight of (β = 0.624), a coefficient of Determination (R^2 = 0.244), and a T-value of (9.557); which means that transformational human resources explains 24.4% of the variance in the faculty members' climate and psychological well-being. This was followed by the impact on the "Goal Focus and Cohesion" dimension (β = 0.259, R^2 = 0.051, T = 3.942) and the lowest impact was observed with regard to the "Growth and Organizational Adaptation" dimension (β = 0.546, R^2 = 0.163, T = 7.425). The third sub hypothesis is accepted from these statistical indicators. Technology and innovation (the transformational dimension), through the use of data analytics, artificial intelligence and digital strategic planning, play a role in supporting the well-being and adaptability of the organization's environment. This strategy is however still in the early stages of implementation and needs further activation and focus to support it to contribute to improved institutional cohesion and strategic academic focus.

4. Conclusion

The results of the research reveal that e-HRM is a very significant trend that is being developed in human resource management practices in the university environment, which provides means to streamline practices, provide services and improve the efficiency of work procedures. It is demonstrated that tactical e-HRM is given much attention in the university environment especially in the communication, self-service, performance evaluation and e-training aspects which promote the relationship between administration and faculty members. Furthermore, the outcomes show that the operational e-HRM positively impacts on enhancing the daily administrative tasks and enables tasks to be carried out, helping to support an organization's efficiency and minimize the complexities of conventional working operations. The results indicate that transformational e-HRM is an evolving field that needs to be developed and applied, particularly in terms of applying HR analytics, AI tools, and digital strategic planning. The results showed a positive organizational health of the university, which means that the organizational environment is conducive towards the faculty members, adapting to changes, and providing

favorable working conditions. In addition, organizational growth and adaptability are identified as important factors of organizational health; adaptability towards changes and adoption of modern technologies in the institution is considered as an important factor of institutional growth and academic excellence. The results show that e-HRM has a positive relationship with organizational health, suggesting that the development of e-HRM practices in the human resource field is related to the positive state of the organizational environment in the university. Moreover, the findings revealed that the dimensions of e-HR technology are correlated with the dimension of organizational health, which shows that digital transformation in HRM is important to be applied in the development of a supportive organizational environment. The results showed that e-HR technology has a significant contribution to strengthen the health of organizations, thus emphasizing the need for investing in digital systems and platforms for human resource management. Furthermore, the results indicated that operational and tactical HR activities play an important role in providing support for growth, organizational adaptability, climate, psychological well-being and organizational cohesion through automation of processes, digital services and improving interaction and communication. Finally, the results indicate that transformational HR plays a role in supporting the organizational environment in terms of climate, psychological well-being, growth and adaptability of the organization and also shows the role of increasing the usage of transformational HR for institutional cohesion and to work on strategic goals. The recommendations are promote the use of e-HRM for different human resource management functions and create digital systems to fit in the changing university environment. In addition, increase the application of tactical e-HR solutions, especially communication applications, self-service tools, assessment systems and e-Training, to improve the responsiveness and effectiveness of the interactions between administration and faculty. Furthermore, automate routine and paper-based HR-related administrative tasks and processes as much as possible on a daily basis; streamline HR processes to limit reliance on paper-based and routine transactions. Moreover, advocate the transformative role of e-HRM by leveraging HR analytics, AI and digital databases in HR planning and decision making. Promote and encourage positive university climate through the organization by strengthening the health programs and practices by creating a supportive work environment for faculty and encouraging faculty collaborations, communication, and engagement. Additionally, assist the university's ability to grow and adapt to new technology and administrative changes by fostering innovation and quick adaptation to new technology and administrative changes, and ensuring the digital development is in line with the organization's future plans and goals. Furthermore, develop joint administration plans that make use of the e-HRM technology and organizational health to enhance the work environment and facilitate staff, implementing digital transformation. In addition, establish internal communication networks within administration, faculty and academic departments and use digital platforms to support the flow, engagement and coordination of information on multiple levels within the organization. Include the climate and psychological health of faculty in the design and development of digital systems so that technology is not only used to speed up processes but is also used to create a supportive and stable work environment. Moreover, connect technology use with the university's strategic objectives and integrate electronic human resource systems with strategic planning, talent management and decision-making based on data. Finally, sustainably enhance the digital HR competencies of leadership, faculty and staff through training on digital systems and applications in a way that maximizes the potential of electronic human resource management.

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